

**APPLYING LISTEN READ DISCUSS (LRD) STRATEGY TO  
PORTRAY STUDENT'S READING COMPREHENSION**

**SKRIPSI**

*Submitted in Partial Fulfillment of the  
Requirements for the Degree of Sarjana Pendidikan  
(S.Pd) English Education Program*

**BY:**

**ADELIA FARADILA**

**NPM: 1902050081**



**UMSU**

Unggul | Cerdas | Terpercaya

**FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
MEDAN  
2023**

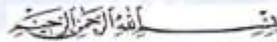


**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
Website: <http://www.fkip.ummu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**BERITA ACARA**

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata I  
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara



Panitia Ujian Sarjana Strata-I Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Senin, Tanggal 18 September 2023, pada pukul 08.30 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama : Adelia Faradila  
NPM : 1902050081  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Applying Listen Read Discuss (LRD) Strategy to Portray Students' Reading Comprehension

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

Ditetapkan : ( **A** ) Lulus Yudisium  
( ) Lulus Bersyarat  
( ) Memperbaiki Skripsi  
( ) Tidak Lulus

**PANITIA PELAKSANA**

Ketua

Dra. Hj. Svamsuurnita, M.Pd.

Sekretaris

Dr. Hj. Dewi Kesuma Nst, SS, M.Hum.

**ANGGOTA PENGUJI:**

1. Hj. Darmawati, S.Pd., M.Pd.
2. Erlindawaty, S.Pd., M.Pd.
3. Resty Wahyuni, S.Pd., M.Hum.

1.

2.

3.



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umma.ac.id> E-mail: [fkip@umma.ac.id](mailto:fkip@umma.ac.id)

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama : Adelia Faradila  
NPM : 1902050081  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Applying Listen Read Discuss (LRD) Strategy to Portray Student's Reading Comprehension.

sudah layak disidangkan.

Medan, 6 September 2023

Disetujui oleh:

Pembimbing

Resty Wahyuni, S.Pd, M.Hum.

Diketahui oleh:

Dekan

Dra. Hj. Syamsuyurnita, M.Pd.

Ketua Program Studi

Pirman Ginting, S.Pd, M.Hum.



## **ABSTRACT**

**Adelia Faradila. 1902050081. Applying Listen Read Discuss (LRD) Strategy To Portray Student's Reading Comprehension. Skripsi. English Education Department Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara. Medan 2023.**

This study is titled Applying Listen Read Discussion (LRD) Strategy to describe students' Reading Comprehension. The purpose of this study was to determine the picture of students in mastering reading comprehension after being taught with LRD strategy. To improve students' reading skills, researchers used the method of Listen Reading Discussion (LRD) as a teaching method to assist students in improving reading skills. Type of Applied Research is a class action research consisting of two cycles, each cycle consists of planning, action, observation and reflection. This research was carried out at Brigadier General Katamso II Medan Private High School in the 2022-2023 academic year. This study is qualitative. The subject of this study consisted of 35 students. Based on the results of this study, there was an increase in reading ability. This can be seen from the average pretrial value of 56.28, post test cycle I of 69.17, and post test cycle II of 89.05. by increasing the percentage of mastery of classical learning by 20% in the pre-test, 60% in the first cycle and 97.14% in the second cycle. Learning English with the Listen Reading Discuss (LRD) method has succeeded in improving the skill achievement of Class X students of SMA Brigjen Katamso II for the 2022/2023 academic year. Finally, the researcher suggested to the teachers to use the LRD method as a method of teaching and learning process in terms of reading ability. By using the LRD method, it has been able to improve students' skills in reading in English lessons. This is obtained from the observation of researchers on the teaching and learning process as well as student activities during learning activities.

**Keywords : Listen Read Discussion, Reading Comprhension**

## ACKNOWLEDGEMENTS



In the name of Allah SWT – The Beneficent and The Merciful. Firstly, All praise and gratitude to Allah SWT who has given bestows all His grace so that the researcher can complete the thesis. Secondly, bless and upon the Prophet Muhammad SAW as the figure of good civilization, intellectual, braveness, and loving knowledge.

The title of this study is Applying Listen Read Discuss (LRD) Strategy To Portray Student's Reading Comprehension. This skripsi is written to fulfillment one of the requirements to obtain for the Degree of Sarjana Pendidikan (S.Pd) at the Department of English Education, Faculty of Teacher Training and Education Universitas Muhammadiyah Sumatera Utara. In writing this study, there were so many problems, obstacles, and difficulties certainly, and it was impossible for the researcher for finishing this study without help from many people around. Thirdly, the researcher would like to express her grateful feeling especially for lovely Grandmother Hj. Arlinza that has given great affection, prayer, strength, advices, support, material and motivation during her education process. May Allah always bless them. Furthermore, the researcher would like to express her thanks to the people who have given guidance, support and spirit during the completion of this research, they are:

1. **Prof. Dr. Agussani, M.A.P** as the Rector of Universitas Muhammadiyah Sumatera Utara.
2. **Dra. Hj.Syamsuyurnita, M.Pd** as the Dean of Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara
3. **Pirman Ginting, S.Pd., M.Hum**, as the Head of English Education Department FKIP of University of Muhammadiyah Sumatera Utara and **Rita Harisma, S.Pd., M.Hum**, as the secretary of English Education Department FKIP of University of Muhammadiyah Sumatera Utara.
4. **Resty Wahyuni, S.Pd., M.Hum**, as the supervisor who had given the thoughts,

suggestion, ideas, critics, and guided the researcher in finishing the study.

5. **All the lecturers of FKIP – UMSU**, especially those of English department who had given valuable thoughts and knowledge as the information in teaching English during her academic years at UMSU.
6. **Staffs of Biro Administration FKIP**, University of Muhammadiyah of Sumatera Utara who had given supporting in administrative system service of completing necessary requirements, so all of business could be resolved easily.
7. **Ir. Adolf Martin Surbakti**, as headmaster at SMA SWASTA BRIGJEN KATAMSO 2 Medan who has given permission to the researcher to conducted research at the school.
8. **All teachers** at SMA SWASTA BRIGJEN KATAMSO 2 Medan, who had helped and guided the researcher in conducting research.
9. **My beloved friends**, Haditya Rahman and Dinda Maulida, sorry for being a place to vent my heart, thank you for always supporting me until this stage.
10. **My lovely boy**, Dio Cahya Fanbudi, and all my friends “Budi Agung Squad” namely Sandy, Syifa, Agung, and Alya thank you for being good friends and always supporting me to complete this research.

And finally thanks to all my friends and people who helped me to complete this research who cannot be mentioned one by one. Thank you.

Medan, September 2023

The Research

**Adelia Faradila**

**NPM : 1902050081**

## TABLES OF CONTENTS

ABSTRACT.....	i
ACKNOWLEDGEMENTS.....	ii
TABLES OF CONTENTS.....	iv
LIST OF TABLES.....	vi
LIST OF FIGURES.....	vii
LIST OF APPENDICES.....	viii
CHAPTER I INTRODUCTION.....	1
A. The Background of the Study.....	1
B. The Identification of The Problem.....	3
C. The Scope and Limitation.....	3
D. The Formulation of The Problem.....	3
E. The Objective of The Study.....	3
F. The Significance of Study.....	4
CHAPTER II REVIEW OF LITERATURE.....	5
A. Theoretical Framework.....	5
1. Reading.....	5
2. The Kinds of Reading.....	6
3. The Purpose of Reading.....	8
4. Reading Comprehension.....	9
5. Level of Reading Comprehension.....	11
6. Strategy.....	12
7. LRD (Listen Read Discuss) Strategy.....	13
B. Previous Related Study.....	15
C. Conceptual Framework.....	16
CHAPTER III METHOD OF RESEARCH.....	18
A. Location of Research.....	18
B. Population and Sample.....	18
C. Location and Research Time.....	18

D. Research Desain.....	19
E. Sourch of Data .....	26
F. Technique of Collecting Data .....	26
G. Technique of Analiyzing Data.....	27
CHAPTER IV RESEARCH RESULT AND DISCUSSION .....	29
A. Description of Classroom Action Research Result .....	29
B. Discussion of Research Result.....	44
CHAPTER V CONCLUSIONS AND SUGGESTION.....	46
A. Conclusion .....	46
B. Suggestion.....	46
REFERENCES .....	47

## LIST OF TABLE

Table 3.1. Schedule of Research Activities .....	19
Table 3.2. The activities in research procedure.....	21
Table 4.1 Early Pre-Test .....	29
Table 4.2 Skor Post-test Cycle I .....	31
Table 4.3 Skor Post-test Cycle II .....	33
Table 4.4 Pre-test Student Scores, Cycle I, and Cycle II.....	35
Table 4.5 Observation of Student Activities in Cycle I.....	37
Table 4.6 Observation of Teacher Performance in Cycle I .....	39
Table 4.7 Observation of Student Activities in Cycle II.....	42
Table 4.8 Teacher Performance Observation Sheet in Cycle II.....	43

## LIST OF FIGURE

Figure 3.1 Steps of Classroom Action Research.....	20
--	----

## LIST OF APPENDICES

Appendix 1. Learning Implementation Plan.....	50
Appendix 2. Student Test Result.....	53
Appendix 3. Research Documentation.....	64
Appendix 4. Form K-1.....	69
Appendix 5. Form K-2.....	70
Appendix 6. Form K-3.....	71
Appendix 7. Permohonon Persetujuan Judul.....	72
Appendix 8. Berita Acara Bimbingan Proposal.....	73
Appendix 9. Berita Acara Seminar Proposal.....	74
Appendix 10. Lembar Pengesahan Hasil Seminar Proposal.....	75
Appendix 11. Surat Keterangan.....	76
Appendix 12. Surat Pernyataan.....	77
Appendix 13. Surat Izin Riset.....	78
Appendix 14. Surat Balasan Izin Riset.....	79
Appendix 15. Curriculum Vitae.....	80

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

English is a foreign language in Indonesia and is taught as a required subject from the junior to the university levels. Despite the fact that English is a foreign language and that many students find it challenging to master, many people are interested in learning the language. Kurikulum 2013 (K13), a new curriculum recently developed in Indonesia, states that junior high schools are now offering English for the first time.<sup>2</sup> English is now utilised in Indonesia as a tool for academic or foreign language communication. It has been taught as a foreign language in schools from junior high to university. As a result, everyone in the world, especially in Indonesia, should learn English.

One of the four language skills, reading, requires a significant amount of time in the teaching and learning process at the school. Reading is the skill of deriving meaning from printed words and applying that knowledge appropriately. It implies that the reading is pointless if the meaning of the text is not understood and properly interpreted. Reading can assist students in expanding their vocabulary and improving their comprehension of written material. Students can also learn new things by reading. Even today, reading and understanding what is written in English is a need for using books, magazines, journals, and the internet as effective learning resources. However, the teacher's efforts are also crucial in assisting the students in reading and comprehending the text.

Because children can have a hazy knowledge of reading, teachers must be able to assist the students in reading and comprehending the text when teaching reading skills. For the students to understand the text's content, the teacher must help them understand the text's goal and how its phrases are connected. When teaching reading skills, most teachers require their students to read the text, respond to the questions in the text, and then correct their answers. The class is bored as a result of this teaching strategy. So that the students are more engaged in understanding the text and do not get bored in class, the teacher should come up with a fresh technique for teaching reading.

In fact, the researcher has discovered the issue based on his initial observations of how English is taught and learned in particular schools. The issue is that the children have trouble understanding the material in their English schoolbooks. Students still had trouble responding to the comprehension in reading the text question. There are numerous reasons why it might be the case. One of the causes could be that the teacher instructs the students ineffectively and monotonously. When a teacher uses challenging teaching methods or practises, it may be challenging to comprehend the students. According to the situation, the instructor needs a unique methodology, strategy, and method to make the teaching process engaging and ensure that the learning process' goal is realised. Their use is intended to make the lesson easier for the students to learn and comprehend. The researcher wants to apply the strategy in this situation. According to Manzo and Casale (1985), effective learning includes learning how to be an effective teacher, which is backed by Burner. One method that was developed by Manzo & Casale-Manzo is LDR (Listen Read Discuss), which the teacher can use to comply with what Burner says about what is required to make an effective learning.

To improve students' capacity to master reading comprehension, the researcher will employ the LRD (Listen Read Discuss) technique. One expert, Richardson, who places a lot of emphasis on the development of reading strategies, suggests a strategy in 1999 that includes some of the skills required for reading comprehension. A effective reading teaching strategy is the LRD (Listen Read Discuss) method. With this method, students receive an explanation of the text from the teacher before reading, and they can further their understanding of the book by participating in discussions. As a result, the kids can more easily understand the text.

The learning theory developed by Vygotsky is applied in this work. Suardipa (2020) claims that Vygotsky theory is one of the social learning theories, making it appropriate for cooperative learning models since these models involve social interaction between students and students with teachers in an effort to learn concepts and solve problems. It implies employing the LRD technique, where the discussion phases will increase student interaction between students and teachers. According to the justification and issue outlined above, the LRD (Listen Read Discuss) technique is crucial for acquiring reading comprehension. Therefore, the researcher is interested in conducting a research entitled **“Applying Listen Read Discuss (LRD) Strategy to Portray Students’ Reading Comprehension”**.

## **B. The Identification of The Problem**

Relating to the background above, the problem are identified below:

1. The students have less ability in mastering reading comprehension
2. The students have less interest in reading
3. The English teacher had not use interesting strategy to stimulate students on learning reading

## **C. The Scope and Limitation**

Based on the background of the study, the scope of this research was Listen Read Discuss (LRD) strategy and the limitation of this research was limited to applying Listen Read Discuss (LRD) strategy on SMA Brigjen Katamso 2.

## **D. The Formulation of The Problem**

The problems of this research were formulated as in the following:

1. How do the application of Listen Read Discuss (LRD) strategy to portray students' reading comprehension?
2. Does LRD strategy improve students reading comprehension?
3. How is the the result of the students after taught by LRD strategy?

## **E. The Objective of The Study**

With reference to the research problems, the objective of this study:

1. To know what is LRD strategy in English learning reading.
2. To find out whether the LRD strategy can improve reading comprehension.
3. To know the portray of students' in mastering reading comprehension after taught by LRD strategy.

## **F. The Significance of Study**

The results of this research are expected to be used theoretically and practically:

### **1. Theoretical**

The researcher theorised that the findings of this study may provide comprehensive knowledge and important information to another researcher who wanted to conduct research on the same topic, particularly in the Listen Read and Discuss (LRD) technique.

This study makes use of Vygotsky's cooperative learning paradigm, which involves social interaction between students and between students and teachers in an effort to help students acquire concepts and solve problems. When used in conjunction with the LRD technique, which strongly emphasises the idea of social interaction in the classroom, this theory fits together very well.

### **2. Practical Benefit**

- a. The purpose of this study is to increase students' motivation to learn English, particularly in the area of reading comprehension.
- b. For the instructor, this research should be beneficial and contribute to improving English instruction, particularly in reading.
- c. The other research, which is intended to serve as a source for a thesis or other related work by a different researcher.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

##### **1. Reading**

One of the phases in development that will be experienced by the child is cognitive development. Developments cognitive is based on the opinion that cognitive ability is a fundamentals that guide behavior son. Cognitive development in humans began to be studied in the Middle Ages in where did scientific progress begin get up. The psychological figures talk about cognitive development this is Jean Piaget and Lev Semyonovich Vygotsky (Madaniyah, Khoiruzzadi, & Prasetya, 2021).

Cognitive development according to theory Vygotsky states that the environment social culture plays the biggest role cognitive and way of thinking of children. According to his view, the development of children-the child consists of a flow of conflict and resolution endless dialectics and children develop their knowledge through the process of solving the problem with internalized. (Hyun et al., 2020).

Reading involves learning a lot about the world and comprehending it from written material. It implies that readers can obtain a wealth of knowledge about the world by reading. One of the four language skills, reading, requires a significant amount of time in the teaching and learning process. Reading is the ability to understand what is written down and correctly interpret it (Aprianti, 2018).

Reading is a process that involves the interaction between the reader and the text. The interaction between the reader and the text resulted in the production of word sounds, the ability to comprehend the meaning of the text, and the delivery of knowledge and information about the reading text. The student moves on from reading sentences to reading paragraphs and condensed passages. The teacher assists the student in learning strategies for determining the meanings of unfamiliar words, informational reading, and better understanding structural cues.

According to Grayce (2002), reading is similar to a discussion between the author and the reader. comparable to a talker. The author is attempting to get a point through to

the reader. However, the message won't be spread unless a number of prerequisites are satisfied. There must be some shared experiences between the converses. According to Alington (2003), they also require spoken, written, or printed speech sounds that stand for words that, in turn, convey experience and are understood by both parties. The exchanged sentence must then be constructed using language idioms that are both acquainted to them.

According to Smith (2009), reading is just another form of thought. In this instance, reading is one of the mental processes that led to the creation of the written text. It implies that reading and thought are interrelated; when someone reads a material, they automatically assume they have understood it and will make assumptions about it. Reading is defined as the process of deriving meaning from written text by Grellet, Urquhart, and Weir in John S. Hedgcock and Dana R. Ferris' book *Teaching Readers of English*. It implies that reading is a process of developing comprehension of the meaning of written material rather than just involving the eyes.

The definition put forward by Carrol in the book *Teaching Readers of English* by John S. Hedgcock and Dana R. Ferris expressly links reading with the reconstruction of a spoken message. It indicates that reading requires the reader to comprehend and reconstruct the text's contents in order to interpret the text's meaning. Reading does not merely pronounce or mention the words, sentences, or text. The researcher draws the conclusion that reading is a complex process in which readers' perceptual skills, decoding skills, experiences, linguistic backgrounds, mindsets, and reasoning abilities as they anticipate meaning based on what has been read, influence the recognition and comprehension of written symbols.

## **2. The Kinds of Reading**

Intensive reading and extensive reading are two types of reading that are related to their purposes, according to Harmer (2007). But in this article, the researcher will outline five different types of reading according to what Brown states in his book:

### **a. Perceptive Reading**

Similar criteria are provided here in line with the list of categories provided for hearing comprehension, with a few vocabulary changes to reflect the special nature of reading. Performing perceptive reading tasks involves paying attention to the elements of longer discourse stretches: words, letters, punctuation, and other visual elements. This

implies bottom-up processing.

b. Selective Reading

Most of the items in this category are in artefact or assessment formats. Typical tasks like picture-cued tasks, matching, true/false, multiple choice, etc. are used to test a reader's comprehension of lexical, grammatical, or discourse characteristics of language within a very brief passage of language. Simple charts and graphs, concise paragraphs, and stimulating words. Additionally, succinct responses are intended. It is possible to combine bottom-up and top-down processing.

c. Interactive Reading

Several paragraphs to a page or more of language that require the reader to engage with the text are included in the category of interactive reading styles. Anecdotes, brief tales and descriptions, quotes from longer texts, questionnaires, notes, announcements, directions, and the like are typical genres that are well suited for interactive reading. In order to retain the information that is processed top-down processing is typical of such activities. The emphasis of an interactive reading is to find pertinent features (lexical, symbolic, grammatical, and discourse) within texts of somewhat short length. Even so, there may be times when bottom-up performance is required.

d. Intensive Reading

The reader has the option of reading a text intent on studying its structure in depth. Intensive reading has a number of traits. It distinguishes intensive reading from extensive reading. Below is a list of the traits of intensive reading:

- a) Usually based in a classroom.
- b) The reader is actively engaged in reading the material.
- c) Students concentrate on a reading's linguistic or semantic details.
- d) Students concentrate on minor features of the surface structure, like grammar and discourse creators.
- e) Students choose important vocabulary.
- f) Students may use illustrations to help them (for instance, in problem-solving).
- g) Texts are attentively and thoroughly read multiple times.

h) The objective is to increase linguistic understanding rather than just practise it.

e. Extensive reading

Extensive reading refers to reading passages longer than a page, including books, short stories, technical reports, essays, and professional articles. After talking about intensive reading, this term will concentrate on extended reading, which is reading that students frequently (but not always) complete outside of the classroom. It implies that pupils can read whenever they want outside of class, as is customary. To sum up, extended reading is a type of reading in which the reader can concentrate on the importance of the plot in a book rather than on the specifics of the text.

The writer can infer from the previous explanation that extensive reading requires the reader to focus more intently on the linguistic qualities. It also requires direction to assist and compel the reader to comprehend. It implies that reading time typically occurs in the classroom.

### **3. The Purpose of Reading**

When people read a statement on a billboard on the street, their reading process is probably different from that of books, novels, and newspapers. These diverse reading processes typically depend on the purpose of the reading. The goal is leisure reading in this instance. When we read a book or a recipe, it is different. We read it because we want to learn more. Our reading in this instance is informational. According to Harmer (2007), there are the following six reading objectives.

a. To Identify The Topic

Good readers can swiftly understand the point of a written document. They can form an opinion by using their existing information as support. They are able to comprehend English material and identify the topic by using this skill. The students can use their existing knowledge to assist them relate to the topic in this assignment.

b. To Predict and Guess

Sometimes readers make assumptions in an effort to decipher what is being discussed in written material. Sometimes they look forward, make predictions about what will happen, or infer the context from the first view. The readers in this assignment also

employ the skimming technique to assist them in speculating or assuming what the text is about. Finding the text's implicit meaning is the goal of this practise

c. Reading for Detail Information

Some readers read in-depth in order to fully comprehend what they are reading. This is typically true with written instructions or procedures. In this activity, the readers typically need to learn some crucial information from the text, like the answers to a few questions that are provided after the reading. Because the reader must read the entire text and discover the explanation for the specific information that is written in the text directly, scanning is the best strategy for this activity.

d. Reading for Specific Information

Sometimes readers need specifics in order to absorb a lot of information. They only pay attention when the exact thing in which they are interested appears; they will overlook all other textual information prior to the appearance of the desired item. In this task, readers scan the text in order to gather as much information as possible. To do this, they should read the material fast multiple times and pay close attention to the key information they are seeking. The readers can effectively understand the specific information from the book by engaging in these activities.

#### **4. Reading Comprehension**

Reading is established to understand the meaning of words, sentences, and paragraphs as well as the relationships between concepts in each paragraph. Reading comprehension is not merely reading aloud. If students simply read aloud without understanding the text's meaning, they are failing to comprehend the chapter based on what has been read. When readers use various reading strategies to comprehend the new information oriented in an article, as when they are checking the notice board to see if there is an article of particular interest in a scientific journal, for instance, it is clear that the reading purpose has been met in each instance.

According to Karren and Steve Graham (2017), the process of generating meaning through reading comprehension involves coordinating a number of intricate processes, including word reading, word and word knowledge, and fluency. Reading comprehension is therefore an action that readers engage in while reading in order to comprehend and fully

grasp the passage's meaning.

According to Grellet (1981), reading comprehension is the ability to comprehend a written text by locating the facts, ideas, and information that are structured as effectively as feasible. It means that humans can comprehend, analyse, and interpret the information they learn from a text by reading.

According to Brown (1994), creating suitable, efficient comprehension strategies is the key to improving reading comprehension. It implies that the reader must be able to develop and apply appropriate and efficient reading strategies.

Additionally, Catherin Snow (2002) defined reading comprehension as the act of engaging with written language and concurrently deriving and producing meaning. We emphasise both the relevance and the inadequacy of the text as a predictor of reading comprehension by using the words extracting and creating.

According to Mikulecky and Jeffries (2007), understanding what someone reads involves drawing connections between the ideas in the text and what the reader already knows. This indicates that readers are capable of responding to questions or explaining texts since they can relate each text topic to another.

The reader's ability to comprehend what they are reading can aid in knowledge growth. Reading in a foreign language, in this case the English language, is crucial. The four language skills reading, listening, speaking, and writing that researchers have explained in the background are anticipated to be mastered by Senior High School pupils. According to Brown's language assessment theory, the following criteria are frequently employed to measure students' reading comprehension abilities:

- a. Primary Concept (Topic)
- b. Word, phrase, or expression used in context
- c. Implied detail (inference)
- d. Grammatical Grammatical characteristics (reference)
- e. Detail (looking for a specific detail that has been provided)
- f. Excluding unwritten facts (unstated details)
- g. Advocating concepts

h. Using words in context

According to the explanation provided above, reading comprehension is an active process that involves what is read and the knowledge necessary to generate an understanding of the material that is being read.

## 5. Level of Reading Comprehension

There are three stages of comprehension, which Arthur, Timothy, and William explain (Arthur, 2005).

a. Literal Comprehension

Literal comprehension is the ability to understand ideas and facts that are presented in print in their entirety. The reason for this is that the reader must first comprehend what the author intended before they may infer or evaluate. recognising the concepts and details that are specifically expressed in the passage.

Abilities:

- a) An understanding of word meanings.
- b) The ability to recall information that was directly spoken or paraphrased.
- c) Recognition of grammatical cues, such as subject, verb, pronouns, conjunctions, etc.
- d) Recall of the clearly expressed core point.
- e) Understanding the order in which the information is given in the passage.

b. Interpretative Comprehension

It is thought that interpretation requires higher order thinking skills. When the answers are indicated rather than openly given, they fall under the area of linguistic interpretation. comprehension of concepts and knowledge not specifically stated in the chapters. Abilities:

- a) Use the facts provided to reason in order to comprehend the author's tone, goal, and attitude.
- b) Draw conclusions about the passage's implicit cause-and-effect links, primary concepts, and factual information.
- c) Content of the narrative is summarised.

### c. Critical Comprehension

The level of critical comprehension has increased from the previous two levels. It entails evolution, the exercise of individual judgement regarding the value and veracity of what is read. Only until the students have comprehended the concepts and details the writer has provided can critical evaluation take place. analysing, assessing, and responding personally to the data offered in the chapters. Abilities:

- a) Reacting personally to material in a passage and explaining its significance to the reader.
- b) Examining and rating the passage's written information's level of quality.

## 6. Strategy

Suwito (1985:78) divided code mixing into six categories: word insertion, phrase insertion, hybrid/baster insertion, word reduplication insertion, idiom insertion, and clause insertion. The following will be a further explanation:

A strategy is a plan, a process, or a set of actions or stratagems for achieving a particular objective or outcome. It is a tool for achieving a learning objective. A strategy is a plan used in the teaching and learning process to ensure that the goals are aligned with the functions of the curriculum. According to another definition, strategy is a planned approach to controlling and manipulating certain information (Michael, 1996), modes of operation for reaching a given goal, or specialised techniques of handling a problem or task.

According to Douglas Brown, strategies are ways of going about a task or a problem, modes of operation for reaching a certain goal, and deliberate designs for managing and manipulating specific information.

Learning media serves as one of the components of the communication process that occurs in the learning system during the learning process (Wahyuni, 2020:1). Media is also defined as all the platforms and ways that individuals utilise to disseminate information and messages.

The concepts mentioned in the learning design must be a teacher's starting point for carrying out contact with students during the learning process (Wahyuni, 2020: 4).

The media plays a role in the educational process as a means of transmitting knowledge from the source (teacher) to the recipient (student). (Wahyuni, 2020: 15).

## **7. LRD (Listen Read Discuss) Strategy**

### **a. Definition of LRD Strategy**

L = Listen

R = Read

D = Discuss

A straightforward reading approach is the LRD. Because this method involves three steps listen, read, and discuss it is effective at improving pupils' reading comprehension. The pupils can share ideas with their pals thanks to this tactic. The LRD (Listen Read Discuss) technique is a good one to use when teaching reading since the students will obtain explanations about the text from the teacher before they read it, and discussion will help them understand it better.

Manzo and Casale introduced the LRD approach. LRD is an effective transfer approach for both teachers and students, according to Manzo (1985). It is suggested as a heuristic to assist subject matter experts in engaging in a dialogue that tends to more organically include reading education into subject-specific classroom training.<sup>28</sup> Because the LRD technique is effective in assisting students who have trouble understanding the material, it is advised that teachers apply it in the classroom.

Apparently, Richardson LRD is a comprehension technique that helps students increase their prior knowledge before, during, and after reading by listening to a brief lecture from the teacher, reading a selection of texts, and having a discussion. This technique can assist students in summarising the author's ideas in their own words, which will affect their understanding and help them learn and retain what they read.

According to Manzo, "Listen read discuss satisfies these demands for teachers and students." It discusses student comprehension and teacher explanation.

According to the explanation provided above, it is clear that the Listen-Read-Discuss technique is intended to expose students to new information, aid in their understanding of oral material, and involve struggling readers in classroom discussions.

### **b. Steps of LRD (Listen Read Discuss) Strategy**

Khairunnisa (2019) claims that the LRD technique includes the following steps to

help students achieve their learning objectives:

1. The teacher informs the class about the text that will be read. The students may be guided by a graphic organiser during a brief presentation on the subject. When the teacher discusses the text's substance, the students pay attentively, pay close attention, and take detailed notes on the main topics that they have heard.
2. Read: The instructor assigns a text for the class to read. The subject matter should be comparable to what was covered in the lesson's "listen" section. During this phase, students study the book and contrast their comprehension of it with what they learnt during the lecture. Silent reading improves comprehension and encourages pupils to independently practise study techniques, hence it is recommended for students to read aloud.
3. Discuss: The instructor facilitates a class discussion on the reading. Encourage the students to consider any discrepancies between what they read about the material and what the teacher presented. The class has a brief period of time to revisit their discussion of the subject. As the other students carefully listen and then provide corrections, the representative of each student alternately stands to read the question and their responses. Following reading, students engage in small- or large-group discussions about how well they understood the book. The teacher helps the class go over and reflect on the material. Discuss the information that the students have just heard and read. Smith's three questions, which we have modified, are helpful in directing this post-reading discussion:
  - a. What from what you heard and read did you grasp the best?
  - b. What did you hear and read that you didn't fully understand?
  - c. Did this lesson prompt any questions or ideas for you on the subject matter or efficient reading and learning?

The procedures of the LRD strategy are straightforward but suited for usage in the classroom to improve students' reading comprehension, according to the aforementioned explanations.

## Advantages of LRD (Listen Read Discuss)

The Listen Read Discuss technique has a number of benefits, including the following:

1. LRD can be applied to both strong and poor readers.
2. Teachers see that hesitant readers are more assured as they approach the material.
3. It requires little setup and is simple to use.
4. It makes it easier for students to understand what is being said to them.
5. It helps students prepare their minds before reading a book.
6. It involves reluctant readers in class discussions.
7. Students provide more knowledge and zeal to the post-reading conversation.
8. Students had better reading comprehension.
9. They can add more to the debate in class.
10. LRD is a flexible method that may be used with practically any text in all subject areas.

It is clear from the explanation above that the LRD technique offers a number of advantages. Additionally, it can help students focus on their studies, absorb a lot of information rapidly, exchange knowledge with other groups, and become personally responsible for their education.

### **b. Previous Related Study**

Along with this study, the researcher discovered other projects with a somewhat similar focus on data. This research includes some earlier, similar studies. The initial The first study was carried out by Umi Latifah Nur Rohmah (2016), and the title of her paper was "Improving the Students' Reading Comprehension by Using Listen-Read Discussion (LRD) Strategy at Tenth Grade Students of SMK Teuku Umar Semarang". The first was the students' performance prior to using the Listen-Read-Discuss (LRD) technique from 29 samples, according to the pre-test and post-test results before and after learning through this strategy. This result was considered fair achievement. The second was the student's performance after using 29 samples for Listen-Read-Discuss (LRD), which was a commendable feat.

Reniwati Putri conducted the second study. "The Effect of Using Listen-Read-Discuss (LRD) Strategy towards Reading Comprehension of the Second Year Students at

State Junior High School 9 Tapung Kampar Regency" was the topic of her dissertation. Based on the findings of this study, it can be said that students' reading comprehension, as measured by the score, was in the "good" category. It can be compared to the reading comprehension category taught to students without using the LRD technique.

In her 2017 paper titled "The Influence of Using Listen-Read-Discuss (LRD) Strategy Towards Students Reading Comprehension on Narrative Text At The First Semester of the Eleventh Grade of SMA Perintis 1 Bandar Lampung in 2017/2018 Academic Year," Elfa Yusanti (2017) conducted the thLDR study. The purpose of this study is to determine whether applying the LRD approach has a substantial impact on students' reading comprehension of narrative texts. Eleventh grade students from SMA Perintis 1 Bandar Lampung made up the population. Two courses, each with 25 students, 25 for the experimental class and 25 for the control class, made up the sample for this study. The researcher employed a multiple-choice question tool that had been tested before to the pre-test to get the data. The findings of this study demonstrate that using listen-read-discuss significantly improves students' reading comprehension of narrative texts.

Based on the previous three research findings, the LRD strategy's ability to increase students' reading comprehension was equally discussed by the three researchers. However, this study differs from those of the three because Umi latifah Nurrohmah used the convenience sampling technique, Umi latifah Nurrohmah did not use a control group, and Umi latifah Nurrohmah did not use a comparison group. While the researcher in this study is conducting a study in senior high school, Reniwati Putri is conducting a study in junior high school. Elfa Yusanti is conducting study to determine the LRD strategy's major impact on reading comprehension of narrative texts. Even if "LRD strategy" is still the subject of our concentration, the research produced distinct findings.

### **c. Conceptual Framework**

Aside from hearing, speaking, and writing, one of the most crucial language acquisition abilities is reading. Many professors find it challenging to help their students understand the material, which makes it tough for the students to comprehend the text. The kids should receive instruction on how to read and interpret English-language reading material in order to address this issue. Using the LRD (Listen Read Discuss) technique, the students are taught how to read the text correctly.

In this instance, the researcher uses observation, interview, diary note, and after giving the students the reading comprehension test, she measures how LRD strategy can portray the students in mastering reading comprehension and how the significance of the implementation of LRD strategy on the students in mastering reading comprehension. Following are some examples of how the LRD technique and students' perceptions of their ability to grasp reading comprehension are related:



## **CHAPTER III**

### **METHOD OF RESEARCH**

#### **A. Location of Research**

This study was carried out at SMA Brigjend Katamso II, located at Rengas Pulau, Kec. Medan Marelan, Jl. Marelan Raya Ps. II No. 19, Kota Medan, North Sumatera. The researcher choosed this school for the study because she teaches there and had already noticed some of the students who struggle with reading comprehension. The goal of the study is to portray LRD strategy to improve reading comprehension.

#### **B. Population and Sample**

##### **1. Population**

The population of this research is X grade students of SMA Brigjend Katamso II. There are 3 classes, namely X IPS 1, X IPS 2 and X IPS 3 each of class consist of 35 students. The total sample of 3 classs are 105 students.

##### **2. Sample**

This research was conducted at X IPS 2 of SMA Brigjend Katamso II. Thus, overall number of research sample are 35 students. It is crucial to note that the researcher will use purposive sampling technic because every possible sample has an equal chance of being selected. In addition, it implies a fair and accurate representation of the entire people. Moreover, the result of this sampling technique is X IPS 2 as the sample. In addition, the researcher also have been known their reading comprehension skill when the researcher was doing the internships before.

#### **C. Location and Research Time**

##### **1. Location**

This Research was conducted at SMA Brigjend Katamso II, state schools located in Jl. Marelan Raya, Medan.

##### **2. Research Time**

This experimental research was conducted within 1 month of May until June 2023. This study was conducted in accordance with the schedule Indonesia language and Literature lessons in SMA Brigjend Katamso II there are 4 lessons each Sunday.

**Table 3.1. Schedule of Research Activities**

<b>Activities</b>	<b>March 2023</b>	<b>April 2023</b>	<b>May 2023</b>	<b>June 2023</b>	<b>July 2023</b>	<b>August 2023</b>	<b>September 2023</b>
Looking for research location							
Develop A Proposal							
Submit Proposal to supervisor							
Submit A Research Letter							
Preparing research files							
Conducting research cycle I and reflection							
Conducting research cycle II and reflection							
Collect data completeness of research that has been carried out							
Writing of Chapter IV and Chapter V Research							
Submission of Chapter IV and Chapter V research to the supervisor							

#### **D. Research Design**

The goal of the study is to determine how the LRD (Listen Read Discuss) technique can help students improve their reading comprehension skills. This study's research designs include an experimental group. The independent variable and dependent variable are the two variables used in the study. Reading comprehension is the dependent variable, and LRD (Listen Read Discuss) strategy is the independent variable.

The action research classroom is where the study belongs. Teachers perform action research in the classroom with the aim of reflecting on and improving their instruction. This is a methodical, well-documented feature of teaching and learning in a particular classroom. The goal of this study is to get a deeper understanding of classroom instruction and apply that expertise to enhance student learning or teaching efficiency.

Sukardi lists four significant elements that permeate every cycle in his work. planning, doing, watching, and reflecting.

1. Plan

A plan is anything that is created before doing something or applying something to subject the activities to something they want to subject.

2. Action

A good action is one that includes three crucial components: advancement in the task, development in understanding the team or oneself independently.

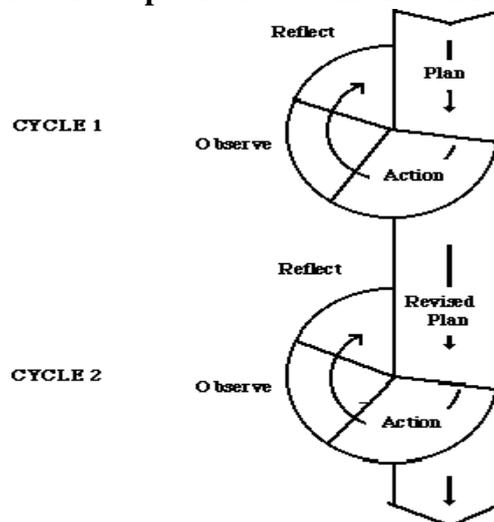
3. Observation

The act of observing how action activities are handled is known as observing.

4. Reflective

The research team reevaluates the circumstance and condition after treating the subject or object under study methodically in the reflective component.

**Figure 3.1. Steps of Classroom Action Research**



Planning, acting, observing, and reflecting are the four basic ideas of classroom action research. In this study, there were two cycles. Each cycle has four steps: preparation, implementation, observation, and reflection. If cycle one is unsuccessful, cycle two will be used. Cycles one and two are identical; the only difference is the topic. According to Hopkins, who used Kemmis and McTaggart's (1990) proposal on figure action study, there were two processes in carrying out the research.

According to the justification provided, classroom action research is an excellent tool to employ in order to observe improvements in students' capacity to master the LRD (Listen Read Discuss) technique for reading comprehension. It is anticipated that using action research will help students' reading comprehension skills improve.

The activities of the LRD approach can be seen as the following in the research process:

**Table 3.2. The activities in research procedure**

<b>LRD (Listen Read Discuss) Strategy</b>	
<p>Teacher:</p> <p>a. Preparation</p> <ul style="list-style-type: none"> <li>- Review the suggested readings. Create a succinct, well-organized review of the content that highlights its fundamental organisational structures, pertinent historical context, and key details</li> <li>- Give reading material in duplicates.</li> </ul> <p>b. Step 1</p> <ul style="list-style-type: none"> <li>- Read the executive summary aloud to the class.</li> </ul> <p>c. Step 2</p> <ul style="list-style-type: none"> <li>- Request that the students read the material.</li> </ul>	<p>Students:</p> <p>a. Preparation</p> <ul style="list-style-type: none"> <li>- Keep copies of the reading material</li> </ul> <p>b. Step 1</p> <ul style="list-style-type: none"> <li>- Listen to the teacher summary</li> </ul> <p>c. Step 2</p> <ul style="list-style-type: none"> <li>- Read the text</li> </ul> <p>d. Step 3</p> <ul style="list-style-type: none"> <li>- Discuss the material and find the differences between their reading and teacher presentation</li> </ul>

<p>d. Step 3</p> <p>- Lead the classroom discussions</p>	
--	--

### 1. Cycle 1

#### a. Planning

The preparation for doing something is called planning. Everything that is related to an action that was taken and everything that was needed for the teaching and learning process was planned. There were numerous planning-related activities, including the following:

- 1) Create the lesson plan.
- 2) Getting ready for the exam in order to assess students' fundamental reading comprehension abilities.
- 3) Getting the texts ready for the cycles.
- 4) Creating the multiple choice and observation sheets to track the changes that occurred while using the LRD (Listen Read Discuss) technique and to see how the students responded.

#### b. Action

The act of performing anything is called an action. Planning is put into practise through action. The action should be dynamic, require a prompt decision regarding what will be done, and end with a straightforward evaluation. The researcher followed the plan

exactly during this phase. Numerous activities were underway, as evidenced by the following:

1) Meeting 1:

- a) A teacher set the rules for the class during the teaching-learning process.
- b) The instructor makes an introduction and explains her role in the class.
- c) In response to the students' feedback, the teacher clarified the meaning of the LRD (Listen Read Discuss) Strategy and its steps earlier and emphasised the strategy's significance to the students.
- d) The teacher informs the students of the details of the material they will read.

2) Meeting 2:

- a) The teacher defined reading comprehension and went over the components of a paragraph, such as the topic sentence, body paragraphs, and conclusion.
- b) The teacher explained how to apply the LRD (Listen Read Discuss) method, which is employed in reading activities.
- c) Each student receives a text from the teachers.
- d) When reading aloud from a text, teachers ask their students to pay attention.
- e) The instructors assign a text for the students to read. The subject matter should be comparable to what was covered in the lesson's "listen" section.

3) Meeting 3 :

- a) The teacher recalled the students memory of previous topic by asked question orally.
- b) The instructor finished the lesson.

c. Observation

An observation was conducted to document the teaching-learning process. When using photographs and diary entries as documentation, the group's actions, attitudes, and all other activities were discussed.

d. Reflection

Reflection is the process of receiving feedback from previous actions. Muscle movement is considered to be something that originates from the outside since reflection is the movement or beyond (the outside) ability. The first cycle was followed by this one. This cycle was carried out since the kids' scores were still poor and numerous areas needed improvement. Based on the first cycle's reflections, the researcher was able to determine the best way to improve the technique for teaching the learning process and established plans to improve the students' capacity for mastering reading comprehension. The researcher assisted the students in making decisions about what to do or how to modify by facilitating contemplation. The researcher used the observation, the problem that occurred, and the sources of the problem to gather input on the teaching and learning process. The second cycle would begin if the outcome fell short of the predetermined objective.

## **2. Cycle 2**

The first cycle was followed by this one. This cycle was carried out because the students' score was still low and numerous areas needed improvement. The researcher produced plans to improve the students' capacity to master reading comprehension based on the reflections from the first cycle of research, which helped the researcher choose the best way to make the technique for teaching and learning more effective.

The preparation for doing something is called planning. Everything that is related to an action that was taken and everything that was needed for the teaching and learning process was planned. There were numerous planning-related activities, including the following:

- 1) Create the lesson plan.
- 2) Getting ready for the exam in order to assess students' fundamental reading comprehension abilities.
- 3) Getting the texts ready for the cycles.
- 4) Creating the multiple choice and observation sheets to track the changes

that occurred while using the LRD (Listen Read Discuss) technique and to see how the students responded.

b. Action

The act of performing anything is called an action. Planning is put into practise through action. The action should be dynamic, require a prompt decision regarding what will be done, and end with a straightforward evaluation. The researcher followed the plan exactly during this phase. Numerous activities were underway, as evidenced by the following:

1) Meeting 1:

- a) A teacher set the rules for the class during the teaching-learning process.
- b) The instructor makes an introduction and explains her role in the class.
- c) In response to the students' feedback, the teacher clarified the meaning of the LRD (Listen Read Discuss) Strategy and its steps earlier and emphasised the strategy's significance to the students.
- d) The teacher informs the students of the details of the material they will read.

2) Meeting 2:

- a) The teacher defined reading comprehension and went over the components of a paragraph, such as the topic sentence, body paragraphs, and conclusion.
- b) The teacher explained how to apply the LRD (Listen Read Discuss) method, which is employed in reading activities.
- c) Each student receives a text from the teachers.
- d) When reading aloud from a text, teachers ask their students to pay attention.
- e) The instructors assign a text for the students to read. The subject matter should be comparable to what was covered in the lesson's

"listen" section.

3) Meeting 3 :

- a) The teacher recalled the students memory of previous topic by asked question orally.
- b) The instructor finished the lesson.

c. Observation

An observation was conducted to document the teaching-learning process. When using photographs and diary entries as documentation, the group's actions, attitudes, and all other activities were discussed.

d. Reflection

Reflection is the process of receiving feedback from previous actions. Muscle movement is considered to be something that originates from the outside since reflection is the movement or beyond (the outside) ability. The first cycle was followed by this one. This cycle was carried out since the kids' scores were still poor and numerous areas needed improvement. Based on the first cycle's reflections, the researcher was able to determine the best way to improve the technique for teaching the learning process and established plans to improve the students' capacity for mastering reading comprehension. The researcher assisted the students in making decisions about what to do or how to modify by facilitating contemplation. The researcher used the observation, the problem that occurred, and the sources of the problem to gather input on the teaching and learning process.

### **E. Source of Data**

In this study, the researcher only took one class with 35 students as the sample and data source. In the academic years 2022–2023, this study was done among the 10th graders of SMA Brigjend Katamso 2.

### **F. Technique for Collecting Data**

The data collection approach employed in this study was documentation. A recording of a previously occurring event is a documentation method. This study used documentation as a method of data collection.

The researcher employed a test as the research instrument to gather data. Based on the reading that the teacher presented, the students responded to the reading test. A reading test had numerous options. This test was an objective test, which meant that students had to select the right response to each question. The researcher employed the pretest and posttest approaches to gather the data.

### **1. Pre-Test**

The pre-test was completed before the actual actions. Prior to applying the listen-read-discuss technique, a pre-test was administered to determine or gauge the participants' level of reading proficiency.

### **2. Post-Test**

After implementing the treatment using the listen-read-discuss technique, a post-test was conducted to determine the results that were statistically significant. The steps for the post-test were the same as those for the pre-test, which was delivered during the final activities. Finally, the post-test score was calculated and examined. The test applied the language assessment theory to gauge the students' reading comprehension. Main idea (topic), expression/idiom/phrases in content, inference (implied detail), grammatical feature, detail (scanning for a specifically stated detail), excluding fact not written, supporting idea, and vocabulary in content are a few criteria that are frequently used to gauge reading comprehension.

## **G. Technique of Analyzing Data**

1. Scoring the result of the test as follow:

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

2. Pre-test and post-test data from both tests were classified according to the following classification:

Score	Classification
86-100	Excellent
71-85	Good
56-70	Fair
41-55	Poor
0-40	Very Poor

3. Figuring out the rate percentage of a student's grade

$$P = \frac{R}{T} \times 100\%$$

Where:

P : 70 percent of students received that score.

R : percent of students that achieved a score of at least 70

T : Students who participate in the test overall

4. Using the following procedure, determine the mean score:

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

Where:

$\bar{X}$ : Mean

$\sum X$ : The total score

N : Total number of students

# CHAPTER IV

## RESEARCH RESULTS AND DISCUSSION

### A. Description of Classroom Action Research Results

#### 1. Research data

There are two different categories of data in this study: quantitative and qualitative data. Students' performance on reading comprehension exercises provided the quantitative data, and observation sheets of student and instructor activities during the teaching and learning process in class provided the qualitative data. The average level of student knowledge of the lessons that their teacher explained in class is used to get quantitative data.

#### 2. Research Data Analysis

##### a. Quantitative Data

Prior to beginning the treatment in cycle I, all students took the pretest, which was administered by the researcher. All of them, the researcher discovered, still lacked a successful category score. According to the data, student reading proficiency is still low, which means that the proportion of students who are successful readers has not grown. So, utilising the LDR approach, the researcher carried out cycles I and II to raise students' reading proficiency levels. The researcher tries to talk about the four phases of setting up the tool for action research. This stage describes each research implementation cycle, which consists of planning, implementing, observing, and reflecting activities.

Students take a pretest that consists of 35 questions in total, and the findings show that student performance is quite poor. Table 4.1 below demonstrates this:

**Table 4.1. Early Pre-test**

No	Students	Mark
1	AD	68
2	AR	65

3	AC	60
4	BE	20
5	BR	55
6	BN	60
7	CF	52
8	CW	45
9	FS	40
10	FH	75
11	GA	58
12	GI	55
13	IK	70
14	JF	75
15	JS	40
16	LU	48
17	LY	45
18	LM	50
19	MR	50
20	MH	68
21	MA	73
22	NE	70
23	NS	42
24	PS	40
25	PA	55
26	PP	65
27	RS	47
28	RU	50
29	RR	55
30	SA	67
31	SS	70

32	SU	56
33	TG	76
34	TH	60
35	TL	45
Total	1970	
Mean	56,28	

The table above demonstrates that the overall and average reading skill scores are still poor. The average student scores were as follows, with a total pre-test score of 1970:

According to the analysis above, reading comprehension proficiency among students is low. The typical pupil receives a 56.28. The following formula is used to compute the percentage of pupils who pass the reading comprehension test and show mastery of classical learning:

Classic learning mastery for pre-test

According to the analysis's findings, reading comprehension learning outcomes for students are poor. Only 7 students out of the average class of 56.28 passed the pretest. It might be said that reading comprehension learning results for students are still low. go to cycle I's following post-test. Table 4.2 below shows student results for cycle I.

**Table 4.2. Skor Post-test Cycle I**

No	Students	Mark
1	AD	70
2	AR	75
3	AC	70
4	BE	60
5	BR	65
6	BN	70
7	CF	62
8	CW	75
9	FS	60

10	FH	75
11	GA	68
12	GI	55
13	IK	70
14	JF	75
15	JS	60
16	LU	78
17	LY	65
18	LM	70
19	MR	60
20	MH	78
21	MA	73
22	NE	70
23	NS	62
24	PS	70
25	PA	75
26	PP	68
27	RS	77
28	RU	70
29	RR	75
30	SA	77
31	SS	70
32	SU	66
33	TG	76
34	TH	66
35	TL	65
Total	2421	
Mean	69,17	

The total and computation of the average score are still quite low, as can be seen

from the table above. The average number of student scores in the posttest I was 2,421 and the total score in the posttest cycle I was 2,421.

According to the analysis above, reading comprehension proficiency among students is low. The typical student's score is 69.17. The following formula is used to compute the percentage of students who pass the reading comprehension test and show mastery of classical learning:

Classic learning mastery for pre-test

According to the analysis's findings, reading comprehension learning outcomes for students are poor. Only 21 students successfully completed the pre-test session, with an average student score of 69.17. It might be said that reading comprehension learning results for students are still low. go to cycle II's following post-test. In the table 4.3 below, you can view the student results for cycle II:

**Table 4.3. Skor Post-test cycle II**

No	Students	Mark
1	AD	90
2	AR	95
3	AC	100
4	BE	93
5	BR	94
6	BN	92
7	CF	92
8	CW	95
9	FS	90
10	FH	90
11	GA	88
12	GI	95
13	IK	90
14	JF	95
15	JS	90

16	LU	88
17	LY	87
18	LM	90
19	MR	88
20	MH	78
21	MA	93
22	NE	90
23	NS	92
24	PS	90
25	PA	85
26	PP	88
27	RS	87
28	RU	79
29	RR	86
30	SA	90
31	SS	90
32	SU	69
33	TG	88
34	TH	87
35	TL	83
Total	3117	
Mean	89,05	

The total and calculation of the average score are high, as can be seen in the table above. The average number of students scoring in the posttest II was, while the total score in the posttest I cycle was 3,117.

According to the analysis above, reading comprehension proficiency among students is strong. The typical pupil score is 89.05. The following formula is used to compute the percentage of students who pass the reading comprehension test and show mastery of classical learning:

Classic learning mastery for pre-test

According to the analysis's findings, out of 35 students, 34 received post-test cycle II scores more than 70, indicating strong student learning outcomes in reading comprehension. Conclusion: The LRD approach improves student learning outcomes for reading comprehension. Table 4.4 below shows the rise in student scores from the pre-test, post-test cycle I, and post-test cycle II:

**Table 4.4. Pre-test Student Scores, Cycle I, and Cycle II**

No	Siswa	Pre-test	Siklus I	Siklus II
1	AD	68	70	90
2	AR	65	75	95
3	AC	60	70	100
4	BE	20	60	93
5	BR	55	65	94
6	BN	60	70	92
7	CF	52	62	92
8	CW	45	75	95
9	FS	40	60	90
10	FH	75	75	90
11	GA	58	68	88
12	GI	55	55	95
13	IK	70	70	90
14	JF	75	75	95
15	JS	40	60	90
16	LU	48	78	88
17	LY	45	65	87
18	LM	50	70	90
19	MR	50	60	88
20	MH	68	78	78
21	MA	73	73	93

22	NE	70	70	90
23	NS	42	62	92
24	PS	40	70	90
25	PA	55	75	85
26	PP	65	68	88
27	RS	47	77	87
28	RU	50	70	79
29	RR	55	75	86
30	SA	67	77	90
31	SS	70	70	90
32	SU	56	66	69
33	TG	76	76	88
34	TH	60	66	87
35	TL	45	65	83
<b>Total</b>		1970	2421	3117
<b>Mean</b>		56,28	69,17	89,05

The pre-test results are shown in the table above, and it is clear that the students' combined scores totaled 1970, with an average of 56.28. Only 7 of the students who passed the pretest achieved a score of 70. The learning results for reading comprehension then improved in post-test cycle I, with a total score of 2,421 and an average score of 69.17. 21 students passed with a score of 70 on Cycle I of the post-test. The overall score in the second post-test cycle was 3,117, with an average score of 89.05. 34 students received a post-test score of 70 in the second post-test cycle. It was determined that the LRD approach enhances students' reading comprehension learning results. Additionally, teaching reading comprehension has been accomplished with success using the LRD approach.

## **b. Qualitative Data**

### **1. Cycle I**

There were numerous activities in cycle 1. The researcher elaborates on each

activity as follows:

**a. Planning**

The first step in conducting research is to plan. Students in class X-A took pre-tests before the researcher performed these actions. Plans are created to take action and collect information or data in order to monitor practice or keep track of experience. The planning activities include (a) creating lesson plans for grammar, reading, and writing material based on the syllabus, (b) creating observation sheets to track changes in students' reading abilities and teacher activities in class, and (c) putting together research tools to learn more about the activities students and abilities during the teaching and learning process.

**b. Implementation**

In real life, the LRD approach is used by the teacher to instruct the students. When organising lessons that include reading-related material, the teacher uses the prepared RPP. A stage for a natural approach is included in the lesson plan. The researcher first instructed students on the reading skills strategies they need. The LRD approach, which stands for listen (listen), read (read), and talk (discussion), is used. The teacher asks students to read aloud once they have mastered the technique. Students are also provided examples of text to read independently as they participate in conversations. The language from the text was first memorised by the students, and then they utilised it to practise speaking with friends and other people while receiving feedback or responses.

**c. Observation and Evaluation**

- 1) The following table shows observations of student activities during the learning process.

**Table 4.5. Observation of Student Activities in Cycle I**

No	Type of activity	Observational Focus	Yes	No
1	Motivate students to listen to the teacher's explanation	Learners focus on the teacher's explanations		

		Students enquire about the topic	✓	
		Students react on the reading material	✓	
		Students respond to inquiries	✓	✓
		Learners take notes		✓
2	Motivating students during the learning process	<ol style="list-style-type: none"> <li>1. Student inspiration using the LRD technique</li> <li>2. Students actively participate in their education</li> <li>3. Students use the LRD approach to have class discussions</li> </ol>	✓	✓
3	Motivate students to do assignments from the teacher	<ol style="list-style-type: none"> <li>1. Students take a reading proficiency test.</li> <li>2. Students finish the exam</li> </ol>	✓	✓

Researchers' job is to watch what students do in class. The entire teaching and learning process that took place in the classroom was watched by researchers. In this instance, the researcher makes use of an observation log that she created specifically for this case. The LRD approach has been used by researchers to teach reading skills. But even so, it is clear from the table above that half of the students are eligible to take part in this cycle. as a result of some pupils' inattention to instructions and lack of participation poor class. If the teacher is a little unsupervised, some of the students in the class are still out of

control. There are still some miscreants that annoy other students while they are learning or digesting anything.

- 2) The table below shows the findings from observations of teacher performance in the teaching and learning process using the LRD approach.

**Table 4.6. Observation of Teacher Performance in Cycle I**

No	Behavior Type	Observation	Yes	No
1	Is the teacher ready?	The teacher have an organized and detailed lesson plan and all the required materials	✓	
2	Does the teacher have knowledge of the subject matter and objectives	The teacher answer student questions  Teachers motivate students to increase their interest in the subject matter	✓  ✓	
3	Can teachers control students' attitudes?	Pay attention  Involve students in lessons  Stopping lessons when needed	✓  ✓	
4	Does the teacher teach according to the topic?	The teacher follow the lesson according to the topic that has been prepared	✓	
5	Are teachers enthusiastic about the subjects they are learning?	Students was excited  Class activities are well organized by the teacher	✓  ✓	

The instructor's activities during the teaching and learning process using the LRD technique are fairly good, according to the data in the table above, however half of the pupils are difficult for the teacher to handle. As a result, not all students in cycle 1 pay attention and perform well on tests. Even though the teacher presented the subject flawlessly, many students are still not paying attention to what they are learning. So that only few of the students who comprehend the topic and can perform well on the test.

- 3) The outcomes of cycle I's student learning mastery. Although student learning mastery is relatively high, it still falls short of the study's success measures. The average score was just 69.17, with the distribution of scores as follows: two students received scores of 78, two students received scores of 77, one student had a score of 76, and ten students received scores between 55 and 75.

#### **d. Reflection**

This time, when the action was finished, a reflection on all of the activities both those that used the LRD Method to raise students' reading achievement levels and those that did not was carried out. The LRD technique has been shown to improve students' vocabulary achievement in the classroom based on data that has been gathered and examined by educators and researchers. The LRD approach method enables teachers to design a learning activity for the classroom. This information was taken from the activity observation sheet for the teacher. The evaluation findings demonstrate that students' mastery of the subject matter is still sufficient and has improved. This is demonstrated by comparing the average learning achievement between the pre-test and cycle I, which was 69.17 in cycle I and 56.28 in the pre-match.

## **2. Cycle II**

Cycle II was implemented because Cycle I still isn't good enough following Cycle I's evaluation. Cycle II was conducted to address the cycle I restrictions.

#### **a. Planning**

The planning for the second cycle builds on the planning for the first cycle by creating a learning design based on the issues from the first cycle in order to encourage students to be more engaged and understanding in their studies. reinstated the LRD approach. so that the discussion of the teaching approach among students is more engaged.

Giving students access to learning materials will enhance their motivation and interest in improving reading skills. You can also help students use the LRD approach to guide discussion while guiding more intense students who are struggling to understand the course material.

### **b. Implementation**

The learning in the implementation of cycle I was unsuccessful in resolving student issues, leaving the attainment of values realised through grades at a still-relatively low level, necessitating the execution of the activities in cycle II. Therefore, action is taken to analyse cycle I's proper components, namely the learning media. The findings of cycle I showed that there had been an improvement in the students' reading abilities, which was clear from the cycle I implementation. As a result, cycle I's issues might be fixed.

From the results of the pre-test in cycle I, the talents of the students generally improved. A about 30-minute technical presentation set the learning process in motion. A technical explanation of the LRD approach method in reading ability was given to students at the start of the learning process in this cycle's second cycle of activities in order to improve their capacity to apply the method. The subsequent learning experience, while using the same learning material, is not the same as the prior meeting.

### **c. Observation and Evaluation**

- 1) The findings of student activity observations during the teaching and learning process. The following table shows the student activities recorded during the second cycle:

**Table 4.7. Observation of Student Activities in Cycle II**

No	Type of activity	Observational Focus	Yes	No
1	Motivate students to listen to the teacher's explanation	<ol style="list-style-type: none"> <li>1. Learners focus on the teacher's explanations</li> <li>2. Students enquire about the topic</li> <li>3. Students react on the reading material</li> <li>4. Students respond to inquiries</li> <li>5. Learners take notes</li> </ol>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	
2	Motivating students during the learning process	<ol style="list-style-type: none"> <li>1. Student inspiration using the LRD technique</li> <li>2. Students actively participate in their education</li> <li>3. Students use the LRD approach to have class discussions.</li> </ol>	<p>✓</p> <p>✓</p> <p>✓</p>	
3	Motivate students to do assignments from the teacher	<ol style="list-style-type: none"> <li>1. Students take a reading proficiency test.</li> <li>2. Students finish the exam</li> </ol>	<p>✓</p> <p>✓</p>	

From the table, it can be observed that students are more motivated in this second cycle to pay attention to the teacher's explanations, and that they are more motivated to learn and complete the teacher's assignments than they were in cycle I. It is clear from this cycle that student engagement in teaching and learning improves. In other words, between cycles I and II, there was an increase in student engagement in learning or discussion. The observation sheet of student activities between cycles I and II shows this. This demonstrates that learning activity among students has grown since cycle I.

- 2) The following table provides a clear representation of the findings of observations of teacher performance in the teaching and learning process using the LRD approach.

**Table 4.8. Teacher Performance Observation Sheet in Cycle II**

No	Behavior Type	Observation	Yes	No
1	Is the teacher ready?	The teacher have an organized and detailed lesson plan and all the required materials	✓	
2	Does the teacher have knowledge of the subject matter and objectives	The teacher answer student questions  The teachers motivate students to increase their interest in the subject matter.	✓  ✓	
3	Can teachers control students' attitudes?	Pay attention  Involve students in lessons  Stopping lessons when needed	✓  ✓  ✓	
4	Does the teacher teach according to the topic?	The teacher follow the lesson according to the topic that has been prepared	✓	
5	Are teachers enthusiastic about the subjects they are learning?	Students was excited  Class activities was well organized by the teacher	✓  ✓	

According to the aforementioned data, teacher participation in the teaching and learning process is improving. The findings indicated that, starting with cycle II, instructor

activities in the teaching and learning process increased.

- 3) The findings of the Cycle II evaluation of student learning material mastery, with an average acquisition value of 89.05, with information on 34 people receiving a score of 70, one person receiving a score of 100, and 17 individuals receiving scores in the 90s. These results suggest that student learning outcomes in cycle II improved from cycle I, going from 69.17 to 89.05 with a difference of 19.88, or that students' reading ability grows.

#### d. **Reflection**

According to data from observation and evaluation of the learning process in cycle II, there was an improvement or growth in the reading abilities of the students, but there were still challenges or issues that led to the success attained during cycle II, namely as follows:

1. With the LRD method, student participation in the teaching and learning process led to improved outcomes. The ability of the students to comprehend, complete, and engage in these activities is a result of their increasing knowledge. Students get better at communicating their learning results. This is evident from the rise in student activity observed between the cycle I observation sheet and the cycle II observation sheet data.
2. Increased instructor involvement in preserving and enhancing learning outcomes using the LRD approach supports increasing the results of student actions in learning reading skills, thanking, and apologising. Particularly when students are having trouble, teachers correctly guide their charges. This may be observed in the data from cycle I to cycle II from observations of teacher actions in teaching and developing reading skills using the LRD technique.
3. The average evaluation scores, 69.17 in cycle I to 89.05 in cycle II, show an improvement in students' reading skills.

## **B. Discussion of Research Results**

The research mentioned in the results section is discussed in this sub-chapter. The reading proficiency of the students was still quite low on the pre-test, with an average

success of 56.28. The LRD approach is used by the learning method at this point in the first cycle. Students currently have a success rate of 69.17 on average. These findings show that learning achievement is still at a relatively low level.

The questions from stage I are where this second cycle's implementation begins. Results of evaluating students' proficiency with the subject matter in cycle II showed an average success rate of 89.05. In the meantime, cycle II's student activities were superior to cycle I's, and this second cycle's students were easier to control. They also grasped the teacher's explanations of the content better. The teacher can help students understand the content, although only half of them are still paying attention. The teacher's actions in cycle I have been good. And during this cycle, the teacher uses teaching techniques to improve the students' ability to concentrate on them. Students benefit from good learning because of this. This indicates that using the LRD approach has a considerable positive impact on students' reading achievement.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### A. Conclusion

The application of the Listen, Read, Discuss (LRD) Method in English classes at Brigjen Katamso II Medan High School has been studied and discussed, and the following conclusions can be drawn:

1. The implementation of the LRRD strategy can be carried out in accordance with what has been planned. With the implementation of this learning can improve students ' reading skills, it is seen in the enthusiasm of students in following the learning process with the LRD method.
2. By using the LRD method, it has been able to improve students ' skills in reading in English lessons. This is obtained from the observation of researchers on the teaching and learning process as well as student activities during learning activities.
3. If the results of the computation of students' reading ability were quantified, the average value in the first cycle would have been 69.17, whereas in the second cycle it would have been 89.05.

#### B. Suggestion

The following recommendations from researchers for raising the standard of English instruction are based on the findings of the research mentioned above:

1. More ideas and techniques are expected from teachers in order to acquire predetermined fundamental abilities.
2. To yield the greatest benefits, the LDR method's application for enhancing reading abilities must be further expanded in accordance with the subject matter and the students.
3. Teachers are required to be experts in their subject area and in all teaching methods so that, in the event of a problem, they can come up with a workaround.

## REFERENCES

- Alingron, Longram Rainsky. 2003. *Reading Comprehension: Strategy That Work*. America: The International Reading Association.
- Aprianti, W. 2018. "The Application of Listen-Read-Discuss (LRD) Strategy to Increase Reading Comprehension of The Second Year Students at SMPN 5 Parepare." *Doctoral Dissertation*. Parepare: IAIN Parepare.
- Beatrice S. Mikulecky, Linda Jeffries. 2007. *Advances Reading Power*. White Plains: Pearson Education, Inc.
- Brown, H. D., & Abeywickrama, P. 2004. *Principles and Classroom Practices*. White Plains: Pearson Education.
- Chamot, A. U., & O'Malley. 1996. "The Cognitive Academic Language Learning Approach: A Model for linguistically Diverse Classrooms." *The Elementary School Journal* 259-273.
- Francoise Grellet. 1981. *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercise*. England: Cambridge University Press.
- Harmer, Jeremy. 2007. *How to Teach English*. New York: Pearson Education Limited.
- Harris K. R. & Graham S. 2017. "Self-Regulated Strategy Development: Theoretical Bases, Critical Instructional Elements, and Future Research. In Design principles for teaching effective writing." In *Design Principles for Teaching Effective Writing*, by Karen R. Harris and Steve Graham, 119-151. Leiden: Brill.
- Heilman, Arthur W. . 2005. *Principles and Practices of Teaching Reading*. Columbus: A Bell and Howell Company.
- Hyun, C. C., Tukiran, M., Wijayanti, L. M., Asbari, M., Purwanto, A., Santoso, P. B., & Harapan, U. P. (2020). Piaget Versus Vygotsky :, 1(2), 286–293.
- Ibrahim R. 2017. "The Use of Listen Read Discuss Strategy and Reading Motivation Toward The Students' Reading Comprehension." *ELT-Lecture: Jurnal Pendidikan* 25-36.
- John S. Hedgcock, Dana R. Ferris. 2018. *Teaching Readers of English: Students, Texts, and Contexts*. New York: Routledge.
- Khairunnisa P. 2018. "The Implementation of LRD (Listen Read DIscuss) Strategy on The Sudents' Ability in Mastering Reading Comprehension at MAS YP Raudhatul Akmal Batang Kuis." *Docotoral Dissertation*. Medan: Universitas Islam Negeri Sumatera Utara.

- Madaniyah, J., Khoiruzzadi, M., & Prasetya, T. (2021). Perkembangan Kognitif Dan Implikasinya Dalam Dunia Pendidikan (Ditinjau dari Pemikiran Jean Piaget dan Vygotsky) Muhammad Khoiruzzadi, 1 & Tiyas Prasetya 2, 11, 1–14.
- Manzo A. V. & Casale U. P. . 1985. "Listen-Read-Discuss: A Content Reading Heuristic." *Journal of Reading* 732-734.
- Nurrohmah, Umi Latifah. 2016. *Improving the Students' Reading Comprehension by Using Listen-Read-Discuss (LRD) at Tenth Grade Students of SMK Teuku Umar Semarang*. Semarang: University of PGRI Semarang.
- Reniwati Putri. 2013. *The Effect of Listen-Read-Discuss (LRD) Strategy Toward Reading Comprehension State Junior High School 9 Tapung Kampar Regency*. Riau: UIN SUSKA RIAU.
- Rohman I. A. & Suwandi S. . 2013. "The Effectiveness of Listen Read Discuss and Contextual Redefinition Strategies in Teaching Reading Comprehension to EFL Learners with Different Levels of Motivation." *English Journal Unplished* 541-458.
- Snow C. . 2002. *Reading for Understanding: Toward an R&D Program in Reading Comprehension*. California: Rand Corporation.
- Stephen Kemmis, Robin McTaggart. 1982. *The Action Research Reader*. Victoria: Deakin University.
- Suardipa I. P. 2020. "Sociocultural-Revolution ala Vygotsky dalam Konteks Pembelajaran." *Jurnal Pendidikan* 48-58.
- Wahyuni, Resty. 2020. *Media Development Learning English*. Medan : UMSU Press
- Wiriaatmadja, Rochiati. 2014. *Metode Penelitian Tindakan Kelas*. Bandung: PT. Remaja Rosdakarya.
- Yusanti, E. 2018. "The Influence of Using Listen-Read-Discuss (LRD) Strategy Towards Students' Reading Comprehension on Narrative Text." *Doctoral Dissertation*. Lampung: UIN Raden Intan Lampung.

## **APPENDICES**

## Appendix 1. Learning Implementation Plan

### LEARNING IMPLEMENTATION PLAN (EXPERIMENTAL CLASS)

School : SMA Brigjen Katamso II  
 Subjects : Bahasa Inggris  
 Grade : X/Genap  
 Main Material : Recount Text  
 Time Allocation : 90 Minutes

#### A. Learning Objectives

After following the learning process, students are expected to be able to:

- > Identify similarities and differences in social functions, text structures and linguistic elements of recount texts
- > Understand the structure of recount text in giving and asking for information related to historical events
- > Understand the linguistic elements of recount text in giving and asking for information related to historical events
- > Make a description of historical events in Indonesia
- > Placing his work on the classroom wall and asking and answering questions with readers (other students, teachers) who come to read it

#### B. Media/tools, materials and learning resources

**Media** : Worksheets or worksheets (students), Assessment sheets

**Tools/Materials** : Markers, whiteboards, Laptops & infocus

**Learning Resources** : English Books for Class X Students, Ministry of Education and Culture, 2016; Internet

#### A. Learning Steps

Preliminary (15 Minutes )	
Doing the opening with greetings and praying to start learning, checking the presence of students as a disciplinary attitude	
Associating the material/themes/learning activities that will be carried out with the experience of students with previous materials/themes/activities and asking questions to remember and connect with the next material.	
Convey motivation about what can be obtained (goals & benefits) by studying the material: Definition of Recount Text, examples and uses.	
Explain the things to be learned, the competence to be achieved, and the learning methods to be taken.	
Content ( 60 Minutes )	
<b>Literacy Activities</b>	Students are given motivation and guidance to see, observe, read and rewrite it. They were given presentations and reading materials related to the material Understanding Recount Text, examples and their use.
<b>Critical Thinking</b>	The teacher provides the opportunity to identify as many things as possible that are not understood, starting from factual questions to hypothetical questions. This question must still be related to the material Understanding Recount Text, examples and their use.
<b>Collaboration</b>	Students are formed in several groups to discuss, collect information, present again, and exchange information about the definition of recount text, examples and their use.
<b>Communication</b>	Students present the results of group or individual work classically, express opinions on the presentations made and then respond back to the group or individual presenting
<b>Creativity</b>	Teachers and students make conclusions about the things that have been learned related to the definition of recount text, examples and their use. Students are then given the opportunity to ask questions again about things that have not been understood
Closing (15 Minutes )	
Students make a summary/conclusion of the lesson about the important points that emerged in the learning activities that were just carried out.	
The teacher makes a summary/conclusion of the lesson about the important points that arise in the learning activities that have just been carried out.	

#### B. Assessment of Learning Outcomes

- **Knowledge assessment** in the form of multiple choice written tests & written descriptions, oral tests/observations on question and answer discussions and conversations as well as assignments
- **Skills Assessment** in the form of performance assessment, project assessment, product assessment and portfolio assessment

Medan, 1 Juli 2023

Mengetahui  
Kepala Sekolah SMA Brigjen Katamso II

Guru Mata Pelajaran

Ir. Adolf Martin Surbakti  
NIP/NRK.

Adelia Faradila  
NIP/NRK.

**LEARNING IMPLEMENTATION PLAN  
(EXPERIMENTAL CLASS)**

School : SMA Brigjen Katamso II  
 Subjects : English  
 Grade : X/Genap  
 Main Material : Recount Text  
 Time Allocation : 90 Minutes

**A. Learning Objectives**

After following the learning process, students are expected to be able to:

- > Identify similarities and differences in social functions, text structures and linguistic elements of recount texts
- > Understand the structure of recount text in giving and asking for information related to historical events
- > Understand the linguistic elements of recount text in giving and asking for information related to historical events
- > Make a description of historical events in Indonesia
- > Placing his work on the classroom wall and asking and answering questions with readers (other students, teachers) who come to read it

**B. Media/tools, materials and learning resources**

**Media** : Worksheets or worksheets (students), Assessment sheets

**Tools/Materials** : Markers, whiteboards, Laptops & infocus

**Learning Resources** : English Books for Class X Students, Ministry of Education and Culture, 2016; Internet

**A. Learning Steps**

<b>Preliminary (15 Minutes)</b>	
Doing the opening with greetings and praying to start learning, checking the presence of students as a disciplinary attitude	
Associating the material/themes/learning activities that will be carried out with the experience of students with previous materials/themes/activities and asking questions to remember and connect with the next material.	
Convey motivation about what can be obtained (goals & benefits) by studying the material: Structure of recount text in giving and asking for information related to historical events.	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	
<b>Content ( 60 Minutes )</b>	
<b>Literacy Activities</b>	Students are given motivation and guidance to see, observe, read and rewrite it. They were given shows and reading materials related to the structure of recount texts in giving and asking for information related to historical events.
<b>Critical Thinking</b>	The teacher provides the opportunity to identify as many things as possible that are not understood, starting from factual questions to hypothetical questions. This question must still be related to the structure of recount text material in giving and asking for information related to historical events.
<b>Collaboration</b>	Students are formed in several groups to discuss, collect information, present, and exchange information about the structure of recount texts in giving and asking for information related to historical events.
<b>Communication</b>	Students present the results of group or individual work in a classical manner, express opinions on the presentations made and then respond back to the group or individual presenting them.
<b>Creativity</b>	Teachers and students make conclusions about what has been learned related to the structure of recount texts in giving and asking for information related to historical events. Students are then given the opportunity to ask questions again about things that have not been understood
<b>Closing (15 Minutes)</b>	
Students make a summary/conclusion of the lesson about the important points that emerged in the learning activities that were just carried out.	
The teacher makes a summary/conclusion of the lesson about the important points that arise in the learning activities that have just been carried out.	

**B. Assessment of Learning Outcomes**

- **Knowledge assessment** in the form of multiple choice written tests & written descriptions, oral tests/observations on question and answer discussions and conversations as well as assignments
- **Skills Assessment** in the form of performance assessment, project assessment, product assessment and portfolio assessment

Medan, 1 Juli 2023

Mengetahui  
Kepala Sekolah SMA Brigjen Katamso II

Guru Mata Pelajaran

Ir. Adolf Martin Surbakti

Adelia Faradila

**LEARNING IMPLEMENTATION PLAN  
(EXPERIMENTAL CLASS)**

School : SMA Brigjen Katamso II  
 Subject : English  
 Grade : X/Genap  
 Main Material : Recount Text  
 Time Allocation : 90 Minutes

**A. Learning Objectives**

After following the learning process, students are expected to be able to:

- > Identify similarities and differences in social functions, text structures and linguistic elements of recount texts
- > Understand the structure of recount text in giving and asking for information related to historical events
- > Understand the linguistic elements of recount text in giving and asking for information related to historical events
- > Make a description of historical events in Indonesia
- > Placing his work on the classroom wall and asking and answering questions with readers (other students, teachers) who come to read it

**B. Media/tools, materials and learning resources**

**Media** : Worksheets or worksheets (students), Assessment sheets

**Tools/Materials** : Markers, whiteboards, Laptops & infocus

**Learning Resources**: English Books for Class X Students, Ministry of Education and Culture, 2016; Internet

**A. Learning Steps**

<b>Preliminary (15 Minutes)</b>	
Doing the opening with greetings and praying to start learning, checking the presence of students as a disciplinary attitude	
Associating the material/themes/learning activities that will be carried out with the experience of students with previous materials/themes/activities and asking questions to remember and connect with the next material.	
Convey motivation about what can be obtained (goals & benefits) by studying the material: Linguistic elements of recount text in giving and asking for information related to historical events.	
Explain the things to be learned, the competence to be achieved, and the learning methods to be taken.	
<b>Content ( 60 Minutes )</b>	
<b>Literacy Activities</b>	Students are given motivation and guidance to see, observe, read and rewrite it. They were given shows and reading materials related to the language elements of recount texts in giving and asking for information related to historical events.
<b>Critical Thinking</b>	The teacher provides the opportunity to identify as many things as possible that are not understood, starting from factual questions to hypothetical questions. This question must still be related to the material. Linguistic elements of the recount text in giving and asking for information related to historical events.
<b>Collaboration</b>	Students are formed in several groups to discuss, collect information, present again, and exchange information about the linguistic elements of recount texts in giving and asking for information related to historical events.
<b>Communication</b>	Students present the results of group or individual work in a classical manner, express opinions on the presentations made and then respond back to the group or individual presenting them.
<b>Creativity</b>	Teachers and students make conclusions about what has been learned related to the linguistic elements of recount texts in giving and asking for information related to historical events. Students are then given the opportunity to ask questions again about things that have not been understood
<b>Closing (15 Minutes )</b>	
Students make a summary/conclusion of the lesson about the important points that emerged in the learning activities that were just carried out.	
The teacher makes a summary/conclusion of the lesson about the important points that arise in the learning activities that have just been carried out.	

**B. Assessment of Learning Outcomes**

- **Knowledge assessment** in the form of multiple choice written tests & written descriptions, oral tests/observations on question and answer discussions and conversations as well as assignments
- **Skills Assessment** in the form of performance assessment, project assessment, product assessment and portfolio assessment

Medan, 1 Juli 2023

Mengetahui  
Kepala Sekolah Brigjen Katamso II

Guru Mata Pelajaran

## Appendix 2. Student Test Result

### PRE TEST

#### READING COMPREHENSION TEST

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmana and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by wisata bus.

#### QUESTION :

1. The text above mainly discusses about?
2. What are the big temples in Prambanan?
3. When did they go home?
4. Why they feel lucky when visit yogya kraton ?
5. Where are the places they visit from Wednesday to Friday ?

#### ANSWER :

- 1) ~~On~~ <sup>→</sup> ~~wednesday~~ <sup>Tues</sup> ~~they went to~~ <sup>to</sup> ~~Yogyakarta~~ <sup>Yogyakarta</sup> ~~they stayed at Dirgahayu~~ ~~Hotel~~ ~~which is not far from Malioboro.~~
- 2) ~~there are two big temples in in Prambanan there are syiwa and Wisnu temples.~~ <sup>three (3)</sup>
- 3) ~~When on Friday~~ <sup>Monday</sup> ~~they went to Yogya Kraton.~~ ~~in the evening they left for Jakarta by wisata bus.~~
- 4) ~~because we were led by a smart and friendly guide.~~
- 5) ~~they continued their journey to borobudur, and they arrived there at four pm. At 5 pm.~~
- Dirgahayu Hotel.
  - Prambanan.
  - Yogya Kraton.
  - Borobudur.

### READING COMPREHENSION TEST

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahma, Syiwa and Wisnu temples. They are really amazing. We visited only Brahma and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by wisata bus.

#### QUESTION :

1. The text above mainly discusses about?
2. What are the big temples in Prambanan?
3. When did they go home?
4. Why they feel lucky when visit yogya kraton ?
5. Where are the places they visit from Wednesday to Friday ?

Answer :

1. Went to Yogyakarta.
2. Wisnu Temples is being renovated. → Brahma, Syiwa & Wisnu
3. On Friday <sup>Evening</sup> Morning.
4. They were very lucky because led by smart and friendly guide.
5. Dirgahayu Malioboro.

### READING COMPREHENSION TEST

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahma, Syiwa and Wisnu temples. They are really amazing. We visited only Brahma and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by wisata bus.

#### QUESTION :

1. The text above mainly discusses about?
2. What are the big temples in Prambanan?
3. When did they go home?
4. Why they feel lucky when visit yogya kraton ?
5. Where are the places they visit from Wednesday to Friday ?

#### Answer

1. Went to Yogyakarta
2. Brahma, Syiwa & Wisnu
3. On Friday morning night
4. They were very lucky because led by smart and friendly guide.
5. Dirgahayu malioboro

## POST TEST- CYCLE I

1. What did you understand most from what you heard and read?

I understand better when I hear an explanation, but it's not much different from reading, I also understand it.

2. What you understand least from what you heard and read?

I don't understand when I just read, don't hear explanations.

*Handwritten signature in red ink.*

3. What question or thought did this lesson raise in your mind about the content or about effective reading and learning?

- Recount text using what Sentences?
- What is the purpose of recount text?

1. What did you understand most from what you heard and read?

I understand that Recount text has a purpose to tell the readers what happened in past. It has the generic structure, Language Feature, Purpose and I know how to write the Recount text by Reading the Number 4.

2. What you understand least from what you heard and read?

the thing that make me confused is the generic structure part which is the events. (we does it need to use VS in order to be Recount text?)

*check*

3. What question or thought did this lesson raise in your mind about the content or about effective reading and learning?

No question.

Name : Latifa Kulia Sari

READING COMPREHENSION TEST 1

This test is for question (1-5)

On my daughter's 1st birthday, I made a cake for her. I decorated it with the Disney characters, Mickey Mouse and Donald Duck. It was such a wonderful experience for me. My wife inspired me to make this special birthday cake. She is very good at making cakes. On that day, I went and got all items for the cake. I had never made a cake before, so I felt a little bit nervous. Before I made the cake, I imagined how to decorate it, then I started right away. I chose the flavour. I made a cake with chocolate flavour. I followed the steps in the recipe carefully. And finally I could make it. It was not bad at all. All the people and the children who were invited to the birthday party liked the cake. I was very proud. My wife told the guests that I made the birthday cake. I felt satisfied when they were surprised that I could make a cake. Since then making cakes has become one of my hobbies.

1. What does the text talk about?

- A. My daughter's 1st birthday
- B. Wonderful experience
- C. The first time of making a birthday cake
- D. Decorating a birthday cake

2. What's the main idea of paragraph two?

- A. The writer was inspired to make a birthday cake

B. The writer decorated the cake with Disney characters.

C. The writer got the idea to make a birthday cake.

D. The writer was making the birthday cake

3. ~~It~~ was not bad at all. (Paragraph 2). The word "it" means...

- A. A birthday cake
- B. Birthday cake decoration
- C. The flavour of birthday cake
- D. The writer's daughter's 1st birthday party

4. The writer was inspired to make a birthday cake for his daughter by ....

- A. his guest
- B. his daughter
- C. his wife
- D. his children

5. The writer felt a bit nervous because it was ....

- A. his daughter's birthday
- B. a wonderful experience
- C. the first time he made a cake
- D. difficult to make a cake

T: 4.

Name : Latifa Kulia Sari

ESSAY TEST 1

Last April, John took a trip to Las Vegas, Nevada. Las Vegas is a popular destination in the western portion of the United States. The town is most popular for its casinos, hotels, and exciting nightlife.

In downtown Las Vegas, John spent a lot of time on The Strip, which is a 2.5 mile stretch of shopping, entertainment venues, luxury hotels, and fine dining experiences. This is probably the most commonly visited tourist area in the city. The Strip at night looks especially beautiful. All of the buildings light up with bright, neon, eye-catching signs to attract visitor attention.

A stay in Las Vegas can feel similar to a visit to many popular cities worldwide. Many of the hotels have miniature versions of important international sites and monuments. These famous landmarks include the Eiffel Tower, Venice, and even ancient Rome.

One day, John took a side trip outside of the city to visit the Grand Canyon, one of the Seven Wonders of the Natural World. The canyon offers a breathtaking view of Nevada's ridges and natural landscape. John especially liked the canyon because it was removed from all of the noise and movement in downtown Las Vegas.

John had a great time during his trip to Las Vegas. He did not win a lot of money in the casinos. However, he managed to see a lot of amazing sites during his visit to this city that never sleeps.

QUESTION

1. When did John travel to Las Vegas? *John travel to Las Vegas Last April*
2. What is an activity that a tourist cannot do on The Strip? *Visit the "Grand Canyon"*
3. Which best describes the purpose of the Las Vegas Strip? *To holiday -> it offers a lot of activities for tourists*
4. Explain why John liked his visit to the Grand Canyon. *Because the scenery was very different from downtown Las Vegas*
5. What does it mean that Las Vegas is a "city that never sleeps"? *city that never sleeps -> busy activities at all hours. There is to much noise here for people to sleep.*

nama : Angelika Cristina

READING COMPREHENSION TEST

This text is for question (1-5)

On my daughter's 1st birthday, I made a cake for her. I decorated it with the Disney characters, Mickey Mouse and Donald Duck. It was such a wonderful experience for me. My wife inspired me to make this special birthday cake. She is very good at making cakes. On that day, I went and got all items for the cake. I had never made a cake before, so I felt a little bit nervous. Before I made the cake, I imagined how to decorate it, then I started right away. I chose the flavour. I made a cake with chocolate flavour. I followed the steps in the recipe carefully. And finally I could make it. It was not bad at all. All the people and the children who were invited to the birthday party liked the cake. I was very proud. My wife told the guests that I made the birthday cake. I felt satisfied when they were surprised that I could make a cake. Since then making cakes has become one of my hobbies.

What does the text talk about?

My daughter's 1st birthday

Wonderful experience

The first time of making a birthday cake

Decorating a birthday cake

What's the main idea of paragraph two?

The writer was inspired to make a birthday cake.

The writer decorated the cake with Disney characters.

The writer got the idea to make a birthday cake.

The writer was making the birthday cake

It was not bad at all. (Paragraph 2). The word "it" means...

A. A birthday cake

Birthday cake decoration

The flavour of birthday cake

The writer's daughter's 1st birthday party

The writer was inspired to make a birthday cake for his daughter by ....

his guest B. his daughter

his wife D. his children

The writer felt a bit nervous because it was ....

his daughter's birthday

a wonderful experience

the first time he made a cake

difficult to make a cake

P. 2.

nama : Angelika Cristina

ESSAY TEST

Last April, John took a trip to Las Vegas, Nevada. Las Vegas is a popular destination in the western portion of the United States. The town is most popular for its casinos, hotels, and exciting nightlife.

In downtown Las Vegas, John spent a lot of time on The Strip, which is a 2.5 mile stretch of shopping, entertainment venues, luxury hotels, and fine dining experiences. This is probably the most commonly visited tourist area in the city. The Strip at night looks especially beautiful. All of the buildings light up with bright, neon, eye-catching signs to attract visitor attention.

A stay in Las Vegas can feel similar to a visit to many popular cities worldwide. Many of the hotels have miniature versions of important international sites and monuments. These famous landmarks include the Eiffel Tower, Venice, and even ancient Rome.

One day, John took a side trip outside of the city to visit the Grand Canyon, one of the Seven Wonders of the Natural World. The canyon offers a breathtaking view of Nevada's ridges and natural landscape. John especially liked the canyon because it was removed from all of the noise and movement in downtown Las Vegas.

John had a great time during his trip to Las Vegas. He did not win a lot of money in the casinos. However, he managed to see a lot of amazing sites during his visit to this city that never sleeps.

QUESTION

1. When did John travel to Las Vegas? Last April

2. What is an activity that a tourist cannot do on The Strip? visit the grand canyon

3. Which best describes the purpose of the Las Vegas Strip? the place is holiday /recreation

4. Explain why John liked his visit to the Grand Canyon. because John liked the setting, different from downtown Las Vegas

5. What does it mean that Las Vegas is a "city that never sleeps"? "city that never sleeps" is exciting activities at all hours.

## POST TEST- CYCLE II

1. What did you understand most from what you heard and read?

I understand that recount texts retells past events in the order in which they happened. Recount text is also tell the readers what happened in the past. I also understand that the structure of recount texts is give information about who, what, where, and when the story happened, retells the events in the order which they happened. like the story of a trip to the Eden Project; it retells how they went to visit the Eden Project on Friday. they watch how the making of Eden happened in the past, which cost million of pounds. I understand the purpose of recount texts is to entertain readers by retelling past events or experiences.

2. What you understand least from what you heard and read?

I dont understand about the language features of Recount Texts; 1. Descriptive words to give details about the story, and  
2. the use of simple past tense

3. What question or thought did this lesson raise in your mind about the content or about effective reading and learning?

Why do recount texts require the use of the simple past tense? whereas recount texts retells events in sequence?

Nama : Andhita Cahsono

### READING COMPREHENSION TEST

This text is for questions (1-5)

I just returned from my holiday in my uncle's house in Malang. During the time, I visited many interesting places, such as Jatim Park 1 and 2, Museum Angkut, Batu Night Spectacular and Mount Bromo. However, the most memorable is my trip to Mount Bromo. However, the most memorable is my trip to Mount Bromo. It is the most exotic place I've ever seen. At that time I went with my uncle's family. We went there by car in middle of night and arrived at around 3:30 a.m. There were already many people there. They all wore thick jackets, gloves and beanies, so did we. It was so cold that we were going to freeze. Soon, we could adapt to the weather. Later on we moved to Penanjakan Peak to see the sunrise. Later on we witnessed such a magnificent sunrise. Luckily, the weather was so fine that we all could see that shining golden ball very clearly. Then, we walked up to the top of Mount Bromo. It was really hard because we had to walk through thick sand desert while it was rather cold. Arriving at the top, it was so amazing! Trust me, you should go there one day. What a wonderful place! Overall my last holiday is the best moment of my life. I wish I have another chance to explore Malang City.

1. What is the text mainly about?

A. The writer's experience in Mount Bromo.

B. The writer's impression about the sunrise.

C. The writer's unforgettable holiday in Malang.

D. The writer's trip to climb a mount for the first time.

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

A. The place was full of visitors.

B. The writer went to Bromo by car.

C. The writer arrived at her destination.

D. The weather at the moment was very cold.

3. From the text we know that...

A. the writer went Bromo with her cousin

B. the sky was cloudy when the morning broke

C. it is quite easy to pass through the sand

D. the writer wore a thick jacket and beanie

4. "They all wore thick jackets, gloves and beanies, so did we." (Paragraph 2) What does the bolded word refer to?

A. The writer's uncle family

B. The visitors of Mount Bromo

C. The writer and her uncle's family

D. The people who the writer saw on her arrival.

5. What time did they arrived at Mount Bromo?

A. 3.30 a.m. C. 3.50 a.m.

B. 5.00 a.m. D. 3.55 a.m.

Two A

Nama : Andhita Cahsono

### ESSAY TEST

Last week, Mr Budi's wife had an accident. Her youngest child, Yusuf, was at home when it happened. He was playing with his new toy car. Suddenly Yusuf heard his mother calling, "Help! Help!" he ran to the kitchen. His mother had burnt herself with some hot cooking oil. She was crying with pain and the pan was on fire. Mr. Budi had gone to the office. The other children had gone to school.

Yusuf was too small to help his mother, and she was too frightened to speak sensibly to him. But he ran to the neighbour's house and asked his neighbor to come and help his mother. The neighbor soon put out the fire and took Yusuf's mother to the clinic.

When Mr. Budi came home, his wife told him what had happened. He was very proud of his son, "When you are a man, you will be just like your father," she said.

### QUESTION

1. Who was at home when the accident happened?

jawab: Her youngest child

2. How did Yusuf do to help his mother?

jawab: He asked his neighbour to help

3. Who took Mrs. Budi to the clinic?

jawab: Her neighbour took Mrs. Budi to the clinic

4. How did the neighbour help Mrs. Budi?

jawab: The neighbour help Mrs. Budi with Put-out the Fire and took

5. The main idea of the second paragraph is?

jawab: The main idea of the last paragraph is Mr. Budi was Proud of his son.

Two A

Name : Lolo Mariska  
Class : X social 2.

### READING COMPREHENSION TEST

This text is for question (1-5)

I just returned from my holiday in my uncle's house in Malang. During the time, I visited many interesting places, such as Jatim Park 1 and 2, Museum Angkut, Batu Night Spectacular and Mount Bromo. However, the most memorable is my trip to Mount Bromo. However, the most memorable is my trip to Mount Bromo. It is the most exotic place I've ever seen. At that time I went with my uncle's family. We went there by car in middle of night and arrived at around 3:30 a.m. There were already many people there. They all wore thick jackets, gloves and beanies, so did we. It was so cold that we were going to freeze. Soon, we could adapt to the weather. Later on we moved to Penanjakan Peak to see the sunrise. Later on we witnessed such a magnificent sunrise. Luckily, the weather was so fine that we all could see that shining golden ball very clearly. Then, we walked up to the top of Mount Bromo. It was really hard because we had to walk through thick sand desert while it was rather cold. Arriving at the top, it was so amazing! Trust me, you should go there one day. What a wonderful place! Overall my last holiday is the best moment of my life. I wish I have another chance to explore Malang City.

1. What is the text mainly about?

A. The writer's experience in Mount Bromo.

B. The writer's impression about the sunrise.

C. The writer's unforgettable holiday in Malang.

D. The writer's trip to climb a mount for the first time.

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

A. The place was full of visitors.

B. The writer went to Bromo by car.

C. The writer arrived at her destination.

D. The weather at the moment was very cold.

3. From the text we know that...

A. The writer went Bromo with her cousin

B. The sky was cloudy when the morning broke

C. It is quite easy to pass through the sand

D. The writer wore a thick jacket and beanie

4. "They all wore thick jackets, gloves and beanies, so did we." ( Paragraph 2 ) What does the bolded word refer to?

A. The writer's uncle family

B. The visitors of Mount Bromo

C. The writer and her uncle's family

D. The people who the writer saw on her arrival.

5. What time did they arrived at Mount Bromo?

A. 2.30 a.m

C. 3.50 a.m

B. 5.00 a.m

D. 3.55 a.m

17.5

Name : Lolo Mariska  
Class : X social 2.

### ESSAY TEST

Last week, Mr Budi's wife had an accident. Her youngest child, Yusuf, was at home when it happened. He was playing with his new toy car. Suddenly Yusuf heard his mother calling, "Help! Help!" he ran to the kitchen. His mother had burnt herself with some hot cooking oil. She was crying with pain and the pan was on fire. Mr. Budi had gone to the office. The other children had gone to school.

Yusuf was too small to help his mother, and she was too frightened to speak sensibly to him. But he ran to the neighbour's house and asked his neighbor to come and help his mother. The neighbor soon put out the fire and took Yusuf's mother to the clinic.

When Mr. Budi came home, his wife told him what had happened. He was very proud of his son, "When you are a man, you will be just like your father," she said.

### QUESTION

1. Who was at home when the accident happened?

2. How did Yusuf do to help his mother?

3. Who took Mrs. Budi to the clinic?

4. How did the neighbour help Mrs. Budi?

5. The main idea of the second paragraph is ?

Answer

1. Her youngest child

2. He asked his neighbour to help

3. Her neighbour took Mrs. Budi to the clinic

4. The neighbour help Mrs. Budi with put out the fire and took Mrs. Budi on the clinic

5. The main idea of the last paragraph is Mr. Budi was proud of his son.

Name: Ucha Wulandari  
Class: X social 2

### READING COMPREHENSION TEST

This text is for question (1-5)

I just returned from my holiday in my uncle's house in Malang. During the time, I visited many interesting places, such as Jatim Park 1 and 2, Museum Angkut, Batu Night Spectacular and Mount Bromo. However, the most memorable is my trip to Mount Bromo. However, the most memorable is my trip to Mount Bromo. It is the most exotic place I've ever seen. At that time I went with my uncle's family. We went there by car in middle of night and arrived at around 3:30 a.m. There were already many people there. They all wore thick jackets, gloves and beanies, so did we. It was so cold that we were going to freeze. Soon, we could adapt to the weather. Later on we moved to Penanjakan Peak to see the sunrise. Later on we witnessed such a magnificent sunrise. Luckily, the weather was so fine that we all could see that shining golden ball very clearly. Then, we walked up to the top of Mount Bromo. It was really hard because we had to walk through thick sand desert while it was rather cold. Arriving at the top, it was so amazing! Trust me, you should go there one day. What a wonderful place! Overall my last holiday is the best moment of my life. I wish I have another chance to explore Malang City.

1. What is the text mainly about?

A. The writer's experience in Mount Bromo.

B. The writer's impression about the sunrise.

C. The writer's unforgettable holiday in Malang.

D. The writer's trip to climb a mount for the first time.

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

A. The place was full of visitors.

B. The writer went to Bromo by car.

C. The writer arrived at her destination.

D. The weather at the moment was very cold.

3. From the text we know that...

A. the writer went Bromo with her cousin

B. the sky was cloudy when the morning broke

C. it is quite easy to pass through the sand

D. the writer wore a thick jacket and beanie

4. "They all wore thick jackets, gloves and beanies, so did we." (Paragraph 2) What does the bolded word refer to?

A. The writer's uncle family

B. The visitors of Mount Bromo

C. The writer and her uncle's family

D. The people who the writer saw on her arrival.

5. What time did they arrived at Mount Bromo?

A. 3:30 a.m. C. 3:50 a.m.

B. 5:00 a.m. D. 3:55 a.m.

1-4

Name: Ucha Wulandari  
class: X social 2.

### ESSAY TEST

Last week, Mr Budi's wife had an accident. Her youngest child, Yusuf, was at home when it happened. He was playing with his new toy car. Suddenly Yusuf heard his mother calling, "help! help!" he ran to the kitchen. His mother had burnt herself with some hot cooking oil. She was crying with pain and the pan was on fire. Mr. Budi had gone to the office. The other children had gone to school.

Yusuf was too small to help his mother, and she was too frightened to speak sensibly to him. But he ran to the neighbour's house and asked his neighbor to come and help his mother. The neighbor soon put out the fire and took Yusuf's mother to the clinic.

When Mr. Budi came home, his wife told him what had happened. He was very proud of his son, "When you are a man, you will be just like your father," she said.

### QUESTION

1. Who was at home when the accident happened?

2. How did Yusuf do to help his mother?

3. Who took Mrs. Budi to the clinic?

4. How did the neighbour help Mrs. Budi?

5. The main idea of the second paragraph is ?

ANSWER

1. Her youngest child.

2. Her children. → Her neighbour.

3. Her neighbour took Mr. Budi to the clinic.

4. The neighbour help Mrs. Budi with put out the fire and took Mrs. Budi on the clinic.

5. The main idea of the last paragraph is Mr. Budi was proud of his son.

Appendix 3. Research Documentation











Appendix 4. Form K-1



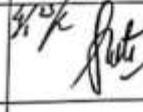
MAJELIS PENDIDIKAN TINGGI  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238  
 Website : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Yth : Bapak/Ibu Ketua & Sekretaris  
 Program Studi Pendidikan Bahasa Inggris  
 FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Adelia Faradila  
 NPM : 1902050081  
 Program Studi : Pendidikan Bahasa Inggris  
 IPK Kumulatif : 3.63

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
	Applying Listen Read Discuss (LRD) Strategy to Portray Student's Reading Comprehension	
	The Use of English Teacher' s Classroom Management to Improve Teaching Skill at SMA BRIGJEN KATAMSO 2	
	The influence of "TikTok" students pronounciation in SMA BRIGJEN KATAMSO 2	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 04 Januari 2023

Hormat Pemohon,

  
 Adelia Faradila

Dibuat Rangkap 3 :  
 - Untuk Dekan/Fakultas  
 - Untuk Ketua/Sekretaris Prodi  
 - Untuk Mahasiswa yang bersangkutan



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238  
Website :<http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Kepada Yth : Bapak/Ibu Ketua & Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Adelia Faradila  
NPM : 1902050081  
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

Applying Listen Read Discuss ( LRD ) Strategy to Portray Student's Reading Comprehension

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :

Dosen Pembimbing : Resty Wahyuni, S.Pd.,M.Hum

Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 4 January 2023  
Hormat Pemohon,

Adelia Faradila

Dibuat Rangkap 3 :  
- Untuk Dekan/Fakultas  
- Untuk Ketua/Sekretaris Prodi  
- Untuk Mahasiswa yang bersangkutan



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238  
Website : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Nama : Adelia Faradila  
NPM : 1902050081  
ProgramStudi : Pendidikan Bahasa Inggris

JUDUL	DITERIMA
Applying Listen Read Discuss ( LRD ) Strategy to Portray Student's Reading Comprehension	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang diajukan kepada Program Studi Pendidikan Bahasa Inggris

Medan, 4 Januari 2023

Disetujui oleh

Dosen Pembimbing



( Resty Wahyuni, S.Pd.,M.Hum )

Hormat Pemohon



( Adelia Faradila )

Appendix 7. Permohonon Persetujuan Judul

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 58 /II.3/UMSU-02/F/2023  
Lamp : ---  
Hal : Pengesahan Proyek Proposal  
Dan Dosen Pembimbing

Bismillahirrahmanirrahim  
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Adelia Faradila  
N P M : 1902050081  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : Applying Listen Read Discuss (LRD) Strategy to Portray Student's Reading Comprehension

Pembimbing : Resty Wahyuni, S.Pd., M.Hum.

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditentukan.
3. Masa daluwarsa tanggal : **4 Januari 2024**

Medan 11 Jumadil Akhir 1444 H  
4 Januari 2023 M

Wassalam  
Dekan



Dra. Hj. Svamsuurnita, MPd.  
NIDN : 0004066701

Dibuat rangkap 5 (lima) :  
1. Fakultas (Dekan)  
2. Ketua Program Studi  
3. Pembimbing Materi dan Teknis  
4. Pembimbing Riset  
5. Mahasiswa yang bersangkutan :  
**WAJIB MENGIKUTI SEMINAR**



Scanned with CamScanner



Appendix 8. Berita Acara Bimbingan Proposal



MAJELIS PENDIDIKAN TINGGI  
 UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061)6619056  
 Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

BERITA ACARA BIMBINGAN PROPOSAL

Nama : Adelia Faradila  
 NPM : 1902050081  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : "Applying Listen Read Discuss (LRD) Strategy to Portray Student's Reading Comprehension"

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan	Keterangan
10 Nov 2022	Discussion of the title with several journal references	<i>Resty</i>	
5 Des 2022	Discussion of titles for the proposal	<i>Resty</i>	
6 Maret 2023	Background revision / layout background writing order, method used, in-depth understanding of LRD	<i>Resty</i>	
15 Maret 2023	Added educational theory, corrected inaccurate writing	<i>Resty</i>	
18 Maret 2023	Discussing the theory used based on articles/journals	<i>Resty</i>	
29 Maret 2023	Re-discussion of chapter 1 regarding educational theory and choosing which theory is the most dominant according to the proposal	<i>Resty</i>	
31 Maret 2023	Approved for seminar proposals	<i>Resty</i>	

Medan, 4 April 2023

Diketahui/Disetujui  
 Ketua Prodi

Pirman Ginting, S.Pd., M.Hum.

Dosen Pembimbing

*Resty*  
 Resty Wahyuni S.Pd., M.Hum.

Appendix 9. Berita Acara Seminar Proposal



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
 Website: <http://www.fkip.ummu.ac.id> E-mail: [fkip@ummu.ac.id](mailto:fkip@ummu.ac.id)

**BERITA ACARA SEMINAR PROPOSAL**

Pada hari ini Sabtu Tanggal 08 Bulan April Tahun 2023 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Adelia Faradila  
 N.P.M : 1902050081  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Proposal : Applying Listen Read Discuss (LRD) Strategy to Portray Student's Reading Copenhension

No	Masukan dan Saran
Judul	<i>It's OK.</i>
Bab I	<i>in this chapter, please tell more specific of the problem.</i>
Bab II	—
Bab III	<i>Please review of population &amp; sample, and methodology of research.</i>
Lainnya	<i>It's about references.</i>
Kesimpulan	<input checked="" type="checkbox"/> Disetujui <i>dengan ada revisi.</i> <input type="checkbox"/> Ditolak <input type="checkbox"/> Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Hj. Darmawati, S.Pd., M.Pd)

Dosen Pembimbing

(Resty Wahyuni, S.Pd., M.Hum)

Panitia Pelaksana

Ketua

(Pirman Ginting, S.Pd., M.Hum)

Sekretaris

(Rita Harisma, S.Pd., M.Hum)

Appendix 10. Lembar Pengesahan Hasil Seminar Proposal



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
Website: <http://www.fkip.umma.ac.id> E-mail:



**LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL**

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Adelia Faradila  
N.P.M : 1902050081  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : Applying Listen Read Discuss (LRD) Strategy to Portray Student's Reading Copenhension

Pada hari Sabtu, tanggal 08, bulan April, tahun 2023 sudah layak menjadi proposal skripsi.

Medan, 8 April 2023

Disetujui oleh:

Dosen Pembahas

(HJ. Darmawati, S.Pd., M.Pd)

Dosen Pembimbing

(Resty Wahyuni, S.Pd., M.Hum)

Diketahui oleh  
Ketua Program Studi,

Pirman Ginting, S.Pd., M.Hum.

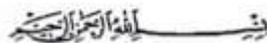
Appendix 11. Surat Keterangan



**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp.061-6619056 Ext. 22, 23, 30

Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



**SURAT KETERANGAN**

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan,  
Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap : Adelia Faradila  
N.P.M : 1902050081  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : Applying Listen Read Discuss (LRD) strategy to portray Student's  
Reading Comprehension

benar telah melakukan seminar proposal skripsi pada hari Sabtu, tanggal 8, Bulan April,  
Tahun 2023.

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan  
Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, 8 April 2023

Ketua Program Studi

**Pirman Ginting, S.Pd., M.Hum.**

Appendix 12. Surat Pernyataan



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp.061-6619056 Ext, 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**SURAT PERNYATAAN**



Saya yang bertandatangan dibawah ini :

Nama Lengkap : Adelia Faradila  
N.P.M : 1902050081  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : Applying Listen Read Discuss (LRD) strategy to portray Student's Reading Comprehension

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 28 Agustus 2023

Hormat saya

buat pernyataan,



Adelia Faradila

Diketahui oleh Ketua Program Studi  
Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd., M.Hum.

Appendix 13. Surat Izin Riset



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/DAN-PT/IAK.KP/PT/XI/2022  
Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003  
🌐 <https://fkip.umsu.ac.id> 📧 [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id) 📱 [umsu.medan](#) 📺 [umsu.medan](#) 📺 [umsu.medan](#) 📺 [umsu.medan](#)

Nomor : 2219 /IL.3/UMSU-02/F/2023  
Lamp : ---

Medan, 18 Dzulqaidah 1444 H  
7 Juni 2023 M

Hal : Izin Riset

Kepada : Yth. Bapak/Ibu Kepala  
SMA Brigjen Katamso II Marelan  
Di  
Tempat.

Bismillahirrahmanirrahim  
Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama : Adelia Faradila  
N P M : 1902050081  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : Applying Listen Read Discuss ( LRD) Strategy to Portray Student's Reading Copenhension.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.



Dra. H. Samsu Yurnita, MPd.  
NIDN : 0004066701

**\*\*Pentinggal**

Appendix 14. Surat Balasan Izin Riset



**PERGURUAN NASIONAL BRIGJEND KATAMSO II  
SEKOLAH MENENGAH ATAS**

Jl. Marelan Raya No. 19, Pasar III, Lingkungan XII, Kelurahan Rengas Pulau, Kecamatan Medan Marelan, Medan – 20255  
Telp. (061) 69996459 – (061) 6854666

**SURAT KETERANGAN RISET**

Nomor : 2147/S.4/PNBKII/VIII/2023

Saya yang bertanda tangan dibawah ini :

Nama : Ir. Adolf Martin Surbakti  
NIP : -  
Pangkat/Gol/Ruang : -  
Jabatan : Kepala SMA Brigjend Katamso 2

Dengan ini menyatakan bahwa :

Nama : Adelia Faradila  
NPM : 1902050081  
Program studi : Pendidikan Bahasa Inggris

Adalah benar melaksanakan Riset di SMA Swasta Brigjend Katamso 2 berdasarkan Surat Permohonan Riset dari Universitas Muhammadiyah Sumatera Utara dengan Nomor : 2219/II.3/UMSU-02/F/2023 Tanggal 7 Juni 2023 dengan judul Skripsi "*Applying Listen Read Discuss (LRD) Strategy to Portray Student's Reading Copenhension.*"

Demikian Surat keterangan ini di buat dengan sebenarnya, untuk dapat di pergunakan sebagaimana mestinya.

Medan, 10 Juli 2023  
Kepala SMA Brigjend Katamso II  
Ir. Adolf Martin Surbakti

## Appendix 15. Curriculum Vitae

### Curriculum Vitae

#### 1. Personal Information

Name : Adelia Faradila  
NPM : 1902050081  
Place/Date of Birth : Perbaungan / 04 December 1999  
Gender : Female  
Religion : Islam  
Nationality : Indonesian  
Address : Jl.Marelan Raya T.600 Gg.Manggis No.20 , Sumatera Utara  
Study Program : English Education  
Phone number : 0831-1081-0635  
Email : Adeliafaradila106@gmail.com

#### 2. Parents' Information

Father : Rizaldi  
Mother : Fifi Sepri Lindayani  
Address : Jalan Medan, kec.Besitang, Halban, Banda Aceh

#### 3. Education

2005 - 2011 : SDN 067248 Medan  
2011 - 2014 : SMP Swasta Budi Agung Medan  
2014 - 2017 : SMA Swasta Budi Agung Medan  
2019 - 2023 : Universitas Muhammadiyah Sumatera Utara (UMSU)