THE USE OF LISTEN-READ-DISCUSS (LRD) STRATEGY TO IMPROVE STUDENTS’ READING COMPREHENSION

(A Classroom Action Research of Second Grade of SMK Pancasila Salatiga in Academic Year 2017/2018)

A GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd)

By:

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113-13-149

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) SALATIGA
2018
DECLARATION

In the name of Allah

Hereby, the researcher declares that this Graduating Paper is written by the researcher. This paper does not contain any materials published by other people and it does not cite any other people’s ideas except those quoted overtly.

This declaration is written with the full concern of the researcher.

Salatiga, March 13th, 2018

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ATTENTIVE COUNSELOR’S NOTE
Case: Ismatun Ni’mah’s graduating paper

Dear,
Dean of Teacher Training and Education
Faculty

Assalammu’alaikum Wr. Wb.

After reading and correcting Ismatun Ni’mah’s graduating paper entitled THE USE OF LISTEN-READ-DISCUS (LRD) STRATEGY TO IMPROVE STUDENTS’ READING COMPREHENSION (A Classroom Action Research in the Second grade students of SMK Pancasila Salatiga in the academic Year of 2017/2018), I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.
Wassalamu’alaikumWr. Wb.

Counselor

Hammam, S.Pd., M.Pd., Ph.D.
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GRADUATING PAPER
THE USE OF LISTEN-READ-DISCUS (LRD) STRATEGY TO IMPROVE STUDENTS’ READING COMPREHENSION
(A Classroom Action Research in the Second grade students of SMK Pancasila Salatiga in the academic Year of 2017/2018)
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has been brought to the board of examiners of English and Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga on April, 02nd 2018, and hereby considered to complete the requirements for the degree of Sarjana Pendidikan (S.Pd.) in English and Education.

Board of examiners

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2nd Examiner : Dr. Ruwandi, M.A

Salatiga, March 13th 2018
Dean

NIP. 990911121 199903 1 002
MOTTO

Be yourself
- The writer

God always takes you on the simplest way
- Albert Einstein
DEDICATION

This graduating paper is dedicated to:

1. My Lord, Allah SWT… Thanks Allah for giving me spirit and healthy in my life, especially to finish this graduating paper.

2. My beloved father and mother (Bapak Riyanto and Ibu Muzayanah) who always give me everlasting love, spirit and inspiration, thanks for all generosity, finance, and encouragement, so that the writer can finish my study. Thanks a lot for your praying and guidance.

3. My brothers and sisters (Rifki Amni, Alan, M. Afriza alfarizi, Ezza, mbak Inok, Mas Udin) who always motivate and support the writer to do the best.

4. All of TBI E, you are my lovely classmate.

5. My lovely best friends (Abdul Aziz, Novi, Muna, Mita, Devy, Atus, Mbak Fitri, Mbak Nunung, Mbak Indah, Nazil, Ika) thanks for your sharing, support, and advices.

6. All of my beloved people who cannot be mentioned one by one.
ACKNOWLEDGMENT

Bismillahirrahmanirrahim,

Assalamu’alaikum Wr. Wb.

Alhamdulillahi ribill’alamin, all praise be to Allah SWT, the Most Gracious and the Most Merciful who always blesses and helps the writer so that the writer can finished the graduating paper. Bless and mercy is upon great Prophet Muhammad SAW for his guidance that leads the writer to the truth.

However, this paper will not be completed without supports, advices, and encouragement from several people and institution. Hence, the writer would like to express special thanks to:

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3. Noor Maliyah, Ph.D., the Head of English Education Department
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8. Mrs. Sri Mulyani S.Pd, as the head master of SMK Pancasila Salatiga who allowed me to conduct the research.

9. Mr. Manur Hidayat, M.Pd., as English teacher in SMK Pancasila thank you for your help, guidance and advice.

10. All members of SMK Pancasila Salatiga, thank you for giving me opportunity

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Salatiga, March 13th 2018

The Researcher

Ihsanun Nymah
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ABSTRACT


The objectives of the research are : (1) to find out the implementation of Listen-Read-Discuss (LRD) strategy in improving students’ reading comprehension in the second grade of SMK Pancasila Salatiga in the academic year of 2017/2018 (2) To find out to what extent the use of Listen-Read-Discuss (L-R-D) strategy in improves students’ reading comprehension in the second grade of SMK Pancasila Salatiga.

The method of the research was Classroom Action Research (CAR). There were two cycles; each cycles comprised of planning, acting, observing, and reflecting. The technique of collecting data are observation, test and documentation.

The result of the research shows that the pre-test 1 score is 60.3 and the percentage of minimum passing grade is 85.71%. The cycle 1 shows that the post-test score is 73.5 and the percentage of minimum passing grade is 85.71%. Meanwhile, the cycle 2 shows that the pre-test score is 67.8 and the percentage of minimum passing grade is 42.85 % and the post-test score is 84.7 and the percentage of minimum passing grade is 95.2%. The result of t-calculation in cycle 1(8.43) and 2(8.92) are higher than t-table (2.085). Besides that, the class condition also improves when the researcher implemented LRD strategy, as follows: (1) the students were more active when they wanted to ask and to answer the questions; (2) the students enjoyed teaching learning and they paid attention in teaching learning process; (3) the students were more enthusiasm in reading class. This indicates that LRD strategy can improve students’ reading comprehension of the second grade of SMK Pancasila Salatiga in academic year of 2017/2018.

Keyword: Reading Comprehension, Listen-Read-Discuss (LRD) Strategy.
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CHAPTER I

INTRODUCTION

A. Background of the Research

There are four language skills that should be mastered by language learners. They are listening, speaking, reading, and writing. An English teacher should teach the four language skills in order to their students able to use the skills to communicate or express their though, feelings, and opinions in English. In formal education, reading and writing skills are more emphasized than speaking and listening skills because students use their English for the academic purpose.

Reading is one of skills, which is very essential for each student. Through reading, the readers increase their understanding the text or what they have read to collect their vocabularies and knowledge. Besides, it makes people easy to connect their ideas on reading towards what they have already known.

According to Brown (2004: 185), he says that in foreign language learning, reading is likewise a skill that teachers simply expect learners to acquire. Through reading learners get new ideas, obtain needed information, look for supporting ideas for their statement, and widen their interest.

Reading comprehension is not just reading with a loud voice but also establish to understand the meaning of word, sentence, and paragraph sense
relationship among ideas as it is. If a student just reads loudly but he/she cannot understand the content of the text, he fails in comprehending passage.

Based on the researcher’s observation in SMK PancasilaSalatiga, there is a problem that researcher found there. The problem is that the students get difficulties in comprehending texts because they are lack vocabularies, for example, student known how to pronounce the words, but they do not understand the meaning. The fact shows that the diligent students, they look at the dictionary and find out the meaning of difficult words, but it is not for the lazy students. Then, when the teacher asks the students, not all of the students give response well, because they do not understand what they read. It is due to the students are less of motivation and attention in learning reading and they think that reading is a text is not interesting activity.

From the fact of the problem at the second grade of SMK PancasilaSalatiga above, it is important to find an appropriate strategy in teaching reading. According to O’ Malley and Chamot in Iskandarwassid and Sunendar (2008: 3), strategy is a set of useful tools as well active, which involve individuals. Many students still found difficulties and problem in comprehending the text, especially their lack of vocabularies, structure and the process of understanding the ideas in the text. The difficulties caused by several factors such as background knowledge, interest, attitude and the teacher. It is already known that the suitable technique and strategies help both teacher and learners in teaching learning process.
Therefore, the researcher offers to use *Listen-Read-Discuss (LRD)* strategy in improving students’ reading comprehension. *Listen-Read-Discuss (LRD) strategy* is one of the strategies used by the teacher in teaching learning English. This strategy assists students to improve their reading comprehension, by this strategy makes the students more effective in learning. It is suitable with Manzo’s idea and Cassela (2008:292), saying that the *Listen-Read-Discuss (LRD) strategy* is able to comprehend the materials.

In this case, the researcher tries to use *L-R-D (Listen, Read, Discuss) strategy* in classroom. By the implementing, this strategy the researcher hopes that the students read and increase their reading comprehension well. Furthermore, to increase student’s reading comprehension, the teacher should apply an effective strategy in teaching reading. Based on the phenomenon above, the researcher intends to conduct a classroom action research (CAR) entitled: **“THE USE OF LISTEN-READ-DISCUS (LRD) STRATEGY TO IMPROVE STUDENTS’ READING COMPREHENSION IN THE SECOND GRADE OF SMK PANCASILA SALATIGA IN THE ACADEMIC YEAR OF 2017/2018”**.

**B. Research Questions**

Based on the background of the study and on the description above, the statements of problem in this research are:

1. How is the implementation of *Listen-Read-Discuss (L-R-D) strategy* improving students’ reading comprehension of the students of the Second grade of SMK Pancasila in academic year of 2017/2018?
2. To what extent does the use of *Listen-Read-Discuss (LRD) strategy* improve students’ reading comprehension in the Second grade of SMK Pancasila Salatiga?

C. Objectives of the Research

The objectives of the study are:

1. To find out the implementation of *Listen-Read-Discuss (L-R-D) strategy* can improve students’ reading comprehension in second grade of SMK Pancasila or not.

2. To find out what extent the use of *Listen-Read-Discuss (L-R-D) strategy* in improves students’ reading comprehension in the second grade of SMK Pancasila Salatiga.

D. Significant of the Research

Through this classroom action research, the writer hopes that it be can give advantages for:

1. To students
   a. The result of this research can help students to understand the reading subject.
   
   b. It increases the students’ reading comprehension.

2. To teacher
   a. The result of this research can be a guidance to teach reading subject.
   
   b. Teacher can help students to learn reading subject.

3. For next researcher
The result of this research can be an experience and knowledge about reading comprehension class.

E. Hypothesis and Success Indicator

Based on the students observation result in reading comprehension as illustrated in chapter I, the researcher tries to overcome those problem by implementing LRD strategy. By conducting this research, the researcher proposes a hypothesis: The implementing of LRD strategy can improve the students reading comprehension.

The success indicator of this research is taken from the students’ basic competence or ability shown in Lesson Plan (RPP) (see appendix 2). The students success and failure in doing the activities in cycle 1 and cycle 2 will be assess by reffering to the criterion of passing grade (KKM). The passing grade of English lesson in SMK Pancasila Salatiga is 70. The teacher and the researcher expect that there are at least 85% of the students who pass the passing grade.

F. Research Methodology

1. Research Design

The type of this research is Classroom Action Research (CAR). Classroom Action Research carried out by the teacher in order to solve problem or to find answer toward context-specific issues. It means that before implementing the Classroom Action Research (CAR), the researcher or the teacher needs to identify any problem found in the classroom before implementation the CAR. Derived from Ferrance
(2000:1), action research is processes in which participants examine their own educational practice systematically and carefully, using the techniques of research.

Based on McKernan (2008:112), he states that action research is a form of collaborative and collective self-reflective inquiry that is conducted by participants in order to solve practical problems and to improve the quality of life in any social setting. In a line with McKernan, John Elliott (1991:69), he states that action-research is the research of a social situation with a view to improving the quality of action within it. It aims to feed judgment in concrete situations, and the validity of the ‘theories’ or hypotheses it generates depends on the practice.

According to Arikunto (2010:130), he states that Classroom Action Research (CAR) is a reflection of activities that are intentionally generated and occur in the classroom (Penelitian Tindakan Kela smerupakan suatu pencermatan terhadap kegiatan yang sengaja dimunculkan, dan terjadi dalam sebuah kelas). There are three characteristics of classroom action research promoted by Basrowi and Suwandi (2008:34), they are: (1) an inquiry on practice from within, (2) a collaborative effort between schoolteachers and teacher educators, and (3) a reflective practice made public. The researcher carry out this research to know whether Listen-Read-Discuss (LRD) strategy can improve students’ reading comprehension or not.
2. Subject of the Research

The subject of this research is second grade of students SMK Pancasila Salatiga. A small class consist 21 of students. There are male 10 and 11 female. English teacher who become the subject of the research is Mr. Mansyur Hidayat, M.Pd. The researcher chose the second grade class as a research subject. In this research, because the students less motivation in learning process.

Table 1.1
The List of students in the Second grade students of SMK PancasilaSalatiga in the Academic Year 2017/2018

<table>
<thead>
<tr>
<th>No.</th>
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3. Steps of the Research

In conducting the research, the researcher carry out the steps which summarized in the following research schedule. The research schedule is shown in the table 1.2.

Table 1.2 Research Schedule

<table>
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<th>No</th>
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<td>Preparing the research proposal</td>
<td>August</td>
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<tr>
<td>2</td>
<td>Doing cycle</td>
<td>February</td>
</tr>
<tr>
<td>3</td>
<td>Doing observation</td>
<td>February</td>
</tr>
<tr>
<td>4</td>
<td>Analysis data</td>
<td>February</td>
</tr>
<tr>
<td>5</td>
<td>Writing research result</td>
<td>February</td>
</tr>
<tr>
<td>6</td>
<td>Continuing writing the graduating paper</td>
<td>March</td>
</tr>
</tbody>
</table>

4. Technique of Collecting Data

Technique of collecting data that are used in this research can be seen as follows:
1. Observation

Arikunto (2010: 199) states Observation is a method of collecting data by focus on an object using all of the five senses. The researcher uses this method to know the students directly in the custom of teaching learning activity as well as in the school area.

2. Test

The researcher uses test as one instrument to measure the students’ ability and to know how far they can improve their reading comprehension. Brown (2004:3), states that test is a method of measuring a persons’ ability, knowledge, or performance in a given domain. Test is used before the cycle to know students’ ability before using LRD strategy. It is also used in Cycle 1 and 2 to know the score after teaching learning process.

3. Documentation

In this research, researcher needs documentation to know about teacher, students, structure organization, profile of the school, and the location of the school. The documentary data are book and photos of SMK Pancasila Salatiga.
5. Research Instrument

Research instrument uses to collect data. In this study, there are two kinds of research instrument. They are:

1. Written text

Written text uses to know how far the students’ competence in reading comprehension before and after applying Listen-Read-Discuss (LRD) strategy. The forms of the test are short questions. In this test consist 10 items. It is partially separated into two terms, there are pre-test and post-test. Both of them considered 10 items for every test. If the students answer 10 items of the question correctly, they will get score 100 (that is total score x 10 = 100).

2. Observation Sheet

Observation sheet uses to know how far the students’ motivation before and after applying Listen-Read-Discuss (LRD) strategy. This instrument gives monitor and records the students’ involvement during the lesson. In the observation sheet, there are four aspects that are consider focuses, those are: paying attention, activeness in asking questions, activeness in responding questions and enthusiasm in doing test. In this instrument, the teacher gives point in each aspect based on the situation of students. The table below show the example of observation sheet as follows:
## Table 1.3
Students’ observation sheet

<table>
<thead>
<tr>
<th>NO</th>
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<th>Object</th>
<th>Post-test</th>
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</table>

Explanation:

A : Paying attention
B : Activeness in asking questions
C : Activeness in responding questions
D : Enthusiasm in doing test
6. Technique of Data Analysis

The researcher uses two techniques to analyze the data, they are:

1. Descriptive qualitative technique

   It is uses to know students’ participation and their abilities along the learning process in classroom. In this case, the researcher uses observation sheet in which measure the students’ abilities along the learning process in classroom. It describes the students’ improvement in reading comprehension using *Listen-read-Discuss* strategy.

2. Statistical Technique

   It uses to know the improvement of students’ reading comprehension from the score of the test before the cycle, cycle I and cycle. The formula that is used to account the score can be seen as follow:

   The formulas according to Hadi, (1981:246) are:

   a. Mean

   \[ M = \frac{\sum X}{N} \]

   Explanation:

   \[ M \quad : \quad \text{Mean of students’ score} \]

   \[ \sum X \quad : \quad \text{The sum of students’ score} \]

   \[ N \quad : \quad \text{The total number of students} \]
b. SD (Standard Deviation)

\[ SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

Explanation:

- \( S_D \): Deviation standard for one sample t-test
- \( D \): Different between pre-test post-test
- \( N \): Number of observations in sample

c. T-test

After calculating the SD, the researcher will calculate t-test to know if there are any significant differences or no between pre-test and post-test,

\[ t_0 = \frac{\left(\frac{\sum D}{N}\right)}{\left(\frac{SD_D}{\sqrt{N-1}}\right)} \]

Explanation:

- \( t_0 \): T-test for the differences of pre-test and post-test
- \( SD \): Deviation standard for one sample t-test
- \( D \): Different between pre-test and post-test
- \( N \): Number of observations in sample
G. Organization of the Graduating Paper

This researcher wants to arrange the graduating paper in order to the reader catch the content easily. It is divided into five chapters.

Chapter I present the background of the research, research question, objectives of the research, significant of the research, hypothesis and success indikator, research methodology, and organization graduating paper.

Chapter II is Theoretical Framework. It consists of supporting theories, definition of reading, types of reading, teaching reading comprehension, reading comprehension evaluation rubric, definition of \textit{Listen-Read-Discuss (LRD)} strategy, concept of LRD strategy, procedure of \textit{Listen-Read-Discuss (LRD)}, and advantages of LRD strategy, review of previous research.

Chapter III is Implementation of research. It consists of procedures of research and minimal standard of successful.

Chapter IV is Research Finding and Data Analysis. It consists of the research finding and discussions. Chapter V is closure that consists of conclusion and suggestion. The last part is References and Appendixes.
CHAPTER II

THEORITICAL FRAMEWORK

A. Supporting Theories

1. Reading Comprehension

a. Definition of Reading

Reading is one of the most important skills in learning a language. Reading is a means of the language acquisition of communication and information sharing of ideas. Like all languages, it is a complex interaction between the text and the reader. Reading is more than merely referring to the activity of pronouncing the printed material or following each line of written page. It involves various and mixed activities. Reading is not to be a passive activity but reading is an active process in which readers relate information in the text to what they already know.

According to Brown (1994), definition reading in a foreign language probably depends on your own previous language learning experience. Brown (2004: 185), states that foreign language learning reading is likewise a skill that teachers simply expect learner to acquire. He also states that reading arguably the most essential skill for success in all educational contexts, remains a skill of paramount importance as we create assessment of general language ability. It can concluded that reading in foreign language is learning because is process to acquire for student. As the result, that reading is the most important skill for success
in educational context.

Citing Arthur I. Gates (1977) in Dallman et al. (1982:22), reading is not a simple mechanical skill; nor is it a narrow scholastic tool. Properly cultivated, it is essentially a thoughtful process. It should be develop as a complex organization of pattern of higher mental process.

Grellet (1999:3) states that reading understanding a written text means extracting the required information it as efficiently as possible. According to Bowman (1989), reading is a behavior, which is made up of large number of component skills. Similarity with Nunan (2003:6), successful reading involves using word attack skill in identifying sound/symbol correspondences: using grammatical knowledge to recover meaning, using different technique for different purpose.

Based on the explanation above, it concluded that reading is the thoughtful process because not only interpretation of written text but also how to understand the meaning of the written text. It can say that reading comprehension involves component skill.

b. Process of Reading

According to Brown (2004: 185), in literate societies most “normal” children learn to read by age five or six even earlier. With exception of a small number of people with learning disabilities reading skill that is taken for granted. It means that human life learns to read of written text starting in early age. Similarly with brown Grellet (1999:7), states that reading is constant process of guessing, and what one brings to
the text is important more than what one find is it. This is why, from the beginning, the student should be taught to use what they know to understand unknown element. In order hand, Brown (2004:186), states reading is like listening one cannot see the process of reading nor can observe a specific product of reading.

However, Dechant (1982), states that there are two process of in reading called a sensory and a perceptual process. Firstly, reading begins as the sensory process in which the eyes bring stimuli to the reader. The eyes process printed word and allow the reader to identify the words and recognize the words. After that, it continues to the perceptual process that the reading is more than simply recognizing the printed words yet; it is a perceptual, conceptual and thinking process. In this process, the readers have to be aware of word meanings and relate to the word to its context. Therefore, the processes happen in a sequentially occasion.

In addition, Howard (1980:40), states reading are commonly referred to as process, but when you study what happens when people learn to read you quickly discover that reading involves many process simultaneously. Among the most relevant process involved in learning how to read are psychological, physical, intellectual, cultural, linguistic, and educational. It can say that reading requires knowledge of interrelated and independent skills. He also asserted (1980:42), the process of reading there are three growth areas almost simultaneously.
Firstly, the growth area of word recognition incorporates several essential skills which cause some confusion and conflict for the new reader whose knowledge of the language has been aural-oral and who is trying very hard to make the connection between the spoken sounds of the language and its printed forms, which do not always make sense.

Secondly, the growth area in reading process is the meanings skill. The meanings skills involve comprehending and recalling the literally stated fact and information.

The last of third major growth areas in reading process is study skill. It is that set of interrelated thinking skill that assist the reader to perceive the organization of nonfictional reading material and to note how the information presented fits together. Taken together the skills in word recognition, meanings, and study skills constitute the skill dimension of reading process.

c. Types of Reading

There are several types of reading according to Brown (2004:189), he classified types of reading performance. They are presented in the following:

1. Perceptive

Reading involves attending to the component of larger stretches of discourse letters, words, punctuation, and other graph emic symbols. Bottom-up processing is implied.
2. Selective

This category is largely an artifact of assessment formats. In order to ascertain one is reading recognition of lexical, grammatical, or discourse features of language with a very short stretch of language. A combination of bottom-up and top-down processing may be used.

3. Interactive

Included among interactive reading types are stretches of language of several paragraph to one page or more in which the reader must, in psycholinguistics sense interact with text.

4. Extensive

Extensive reading as longer stretches of discourse such as long articles and books that usually read outside a classroom hour.

2. Comprehension

a. Definition of Comprehension

Dechant (1982:311) said that comprehension includes the correct association of meanings with word symbols, the selection of the correct meaning suggested by the context, the organization and retention of meanings, the ability to reason one’s way through smaller idea segments, and the ability to grasp the meaning of a larger unitary idea. Then, Thorndike as quoted by Dechant (1982:311) argue that reading comprehension simply as thinking. In addition, Davis as quoted by Dechant (1982:312) stated that early noted that underlying comprehension are two general mental abilities: the ability to remember
word meanings (word knowledge) and the ability to reason with verbal concepts, and hence with words.

Dechant conclude that comprehension is a thinking process; it is thinking through reading. As such, it is dependent upon the learners’ basic cognitive and intellectual skills; upon their background of experience (vocabulary, knowledge, concepts, and ideas); and upon their language skills (knowledge of morphology, syntax, and grammar). In Oxford Learner Dictionary (2000:81) Comprehension is the ability to understand completely and be familiar with a situation, facts.

b. Levels of Comprehension

According to Dallmann et all (1982:161) there are some levels of comprehension here are:

1) Reading on the Factual Level

Reading on the factual level pertains to skill in understanding the information that is directly stated in written material. Understanding at this level is closely related to the ability to read inferentially and critically. Among the skills required for reading at the factual level are:

a) Knowing the Meaning of Words

If a large number of words in written material are unknown to the reader, comprehension suffers. A special problem frequently exists in the case of words with multiple meaning.

b) Finding the Main Idea
One of the most common reasons for reading is to get the general idea of a selection. This may often legitimately be the goal in reading fiction or even in reading other types of material, such as science.

c) Selecting Significant Details

The ability to note important details is closely related to skill in finding the central thought or main idea of a selection. To be proficient in this respect, the reader needs to do more than differentiate between main points and supporting details.

d) Following Directions

The ability to follow directions is usually a combination of many reading skills. The ability to note details, to organize, and to note the sequence of points are among the learning essential to this type of reading skill.

2) Reading on the Interpretive or Inferential Level

Interpretive or inferential reading is also referred to as “reading between the lines.” In other words, in reading on this level the reader is able to understand what is implied though not directly stated. Included in this category are the following skills:

a) Summarizing and Organizing

Both the ability to select the main idea and to choose significant details are basic to another commonly sought-after goal of reading that of summarizing and organizing.
b) Arriving at Generalizations

Formulating generalizations is in a sense a specialized form of summarizing. To arrive at generalizations the reader needs to note specific instances and then decide whether the data presented are sufficient to warrant a significant conclusion.

c) Predicting Outcomes

Another important comprehension skills is that of predicting outcomes. Skills in predicting outcomes is useful in helping the reader note when they have misread a word or a group of words or a sentence. This skill is helpful also in remembering what is read.

3) Reading on the Evaluative or Critical Level

One of the most significant comprehension skills is that of making evaluations of what is read. By critical evaluation is not meant the attitude of suspecting every statement read of being false. The power of critical evaluation in reading involves numerous factors.

In the other hand, Dechant explains that learning to comprehend involves a complex of skill. Various writers have attempted to categorize these into three or four levels. Lanier and Davis in Dechant (1982:313) summarizing comprehension skills, categorize them as:

1) Literal skills (recognizing and recalling facts, details, sequence, main idea, directions, organization, and the like)
2) Interpretative skills (inferring, drawing conclusions, generalizing, deriving meaning from figurative language, predicting, anticipating, and summarizing)

3) Critical skills (judging, detecting propaganda, analyzing, checking validity, checking the author’s biases and purpose)

4) Creative skills (applying information, responding emotionally).

3. Teaching Reading Comprehension
   
a. Strategies of Reading

   There are categorized of strategies reading based on Shoray and Mokhtari (2001) in Mistar (2016), they are classified into three categorized strategies of reading. There are cognitive, met cognitive and support strategies. While cognitive strategies are in form of deliberate action in the readers to take enhance to enhance text comprehension when reading such as utilizing prior knowledge and adjusting reading rate, met cognitive strategies take the form of advanced planning and comprehension monitoring, such as setting purpose for reading and previewing text. Meanwhile, support strategies are tools the readers take to aid comprehension, such as taking notes, and using references when reading.

b. Strategies of Reading Comprehension

   There are principal strategies for reading comprehension according to Brown (2004:188):

   1. Identify your purpose in reading a text.
2. Applying spelling rules and convention for bottom-up decoding.
3. Use lexical analysis (prefix, roots, suffixes, etc.) to determine meaning.
4. Guess at meaning (of words, idiom, etc.) when you are not certain.
5. Skim the text for gist and for the main ideas.
6. Scan the text for specific information (names, date, key and words).
7. Use silent reading techniques for rapid processing.
8. Use marginal notes, outline, charts, or semantic maps for understanding and retaining information.
9. Distinguish between literal and implied meaning.
10. Capitalize on discourse to process.

From the principal strategies from Brown, he says are steps or strategy for reading comprehension with serially it can make students easy to understand about the text want to learn. The strategy very effective to applied when the students want to understand about text quickly. For example when we want to understand about a long text we can found the purpose first, then applying spelling rules and convention for bottom-up decoding, next analysis to determine meaning and so on like principle strategy by Brown).

c. Purpose of Teaching Reading

There are many reasons why getting students to read English text are important part of the teacher’s job according to Harmer (2001:71):
1. Many of them want to be able to read text in English either for their careers, for study purposes or simply for pleasure.

2. Reading is useful for other purposes too: any exposure to English (provided student understands it more or less) is a good thing for language students. At the very least, some of the language sticks their minds as part of process of language acquisition and, if the reading text is especially interesting and engaging, acquisition is likely to be even more successful.

3. Reading text also provides good models for English writing. When we teach the skill of writing, we will need to show students models of what we are encouraging them to do.

4. Reading text also provides opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentence, paragraphs, and texts.

5. Good reading text can introduce interesting topics, stimulate discussion, excite imaginative responses, and be the springboard for well-rounded, fascinating lesson.

According to Grellet (1999:5) for purpose develop reading skill state that in real life, our reading purpose constantly vary and therefore, when devising exercise, we should vary the question and the activities according to the type of text studied and the purpose in reading it. When working on a page of classified ads, for instance, it would be highly artificial to propose exercises requiring the detailed comprehension of
every single advertisement. This would only discourage the students and prevent them from developing reading strategies adapted to the true purpose of their reading.

d. Principle of Teaching Reading Comprehension

There are several of principles of teaching reading according to Harmer (2001:70);

1. Reading is not passive skill but reading is an active occupation. Reading is one of skill which must be applied, practice continues to students.

2. Students need to be engaged with what they are reading. After Students continue or practice their reading they must understand what the contents what they read. The teacher must be known of the manner or steps so, students understand about what they read.

3. Students should be encouraged to respond to the content of a reading text, not just to the language.After the students know what they have read, encourage students to know the content of their reading.

4. Prediction is a major factor in reading. Teacher making prediction about the content of the material. Then the teacher makes the next steps.

5. Match the task to the topic. The teacher gives exercise to know the students ability.
6. Good teachers exploit reading texts to the full. After the students doing practice and know result from the students the teacher must be give full explanation about the text to the full with clearly.

There are of some principles of teaching reading that must be understand for teacher to get successful when teach reading in class. Teacher has to understand that reading is not only passive skill but also is an active occupation. In addition the last how is teacher, explain reading texts to full.

e. **Reading Comprehension Evaluation Rubric**

<table>
<thead>
<tr>
<th>Skill</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explicit Information</strong></td>
<td>Answers mostly include supporting evidence from the text.</td>
<td>Answers usually include supporting evidence from the text.</td>
<td>Answers include occasional supporting evidence from the text.</td>
<td>Answers do not include any supporting evidence from the text.</td>
</tr>
<tr>
<td><strong>Implicit Information</strong></td>
<td>Answers are mostly related with the text.</td>
<td>Answers are usually related with the text.</td>
<td>Answers are occasionally related with the text.</td>
<td>Answers are not related with the text.</td>
</tr>
<tr>
<td><strong>Main Idea</strong></td>
<td>Identification of main idea with extensive use of supporting details.</td>
<td>Identification of main idea with considerable use of supporting details.</td>
<td>Identification of main idea with adequate use of supporting details.</td>
<td>Partial identification of main idea with limited supporting details.</td>
</tr>
<tr>
<td><strong>Making prediction</strong></td>
<td>Students make valid predictions based on information from text and pre-existing</td>
<td>Students make prediction, though some based on themed understandi</td>
<td>Students make only “guess”-not based on any understandi ng of</td>
<td>Students are not able to make any prediction.</td>
</tr>
</tbody>
</table>
Listen-Read-Discuss (LRD) Strategy

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

According to Manzo & Casale (2008), et al. Listen-Read-Discuss (LRD) strategy is a comprehension strategy that builds students’ prior knowledge before they read a text.

It is a powerful tool for engaging struggling readers in classroom discussion. Since the content is initially covered orally, students are unable to read the entire text on their own to gain at least a surface level of understanding about the reading. Those students lacking prior knowledge about the content gain it during the listening stage, allowing them to more easily comprehend the text during the reading stage. Listen-Read-Discuss strategy is relatively easy to create because they can
enhance a student’s understanding about many lessons. According to Manzo&Casale (2008:379) there are procedures of LRD as follows:

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

2. Read : Students read the selection, guided by idea that the reading may provide another understanding or interpretation of the content.

3. Discuss : Discussion of material. Encourage students to reflect the differences between their reading of the content and presentation.

According to Manzo&UlaCasaleet all say that the LRD (Listen, Read, Discuss) strategy was created as a “starter” method for bridging traditional instruction to a more interactive approach. Traditional reading-based instruction typically begins by having students read the assignment, listen to brief lecture or overview by the teacher, and then discuss their responses to questions.

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

*Listen-Read-Discuss (LRD) strategy* is a comprehension strategy that builds students’ prior knowledge before they read a text, during reading and after reading by listening the teacher’s short lecture, reading
a text selection, and discussion. The *Listen-Read-Discuss (LRD) strategy* is a heuristic, or hands-on, activity designed to induce self-discovery about effective teaching by teachers and about effective learning by students (Manzo & Casale, 2008: 378).

Manzo & Casale (2008:379) state that concept of *Listen-Read-Discuss (LRD) strategy*, they are:

1. You present a lecture on the content of the reading, include a graphic organizer of the information you discuss
2. Students read the selection, guided by the idea that the reading may provide another understanding or interpretation of the content
3. Lead a classroom discussion of the material. Encourage students to reflect on the differences between their reading of the content and your presentation

**c. Procedure of LRD Strategy**

According to TarekhElabsy (2013) states that, in this activity the students listen to a brief lecture by the teacher paired with a graphic organizer to facilitate comprehension. Then the teacher asks the students to read and discuss what they read in detail with the whole class.

Students, who have difficulty reading proficiently on their own, benefit from this activity because they build on their prior knowledge through listening to the teacher’s introduction of the topic. The teacher
asks the students to listen to his or her presentation. To read and discuss what they read which each other to deepen their understanding.

According to Ce-CeinManzo’s book, the procedures of using listen-read-discuss strategy in her journal as follows:

1. Listen : The teacher give the informational to the students about the books that they will be reading and this can be in the form of a short lecture on the reading material selected, here the teacher tries to activate the students prior knowledge by using graphic organizer to guide the lecture. The time for this step is 10-15 minutes; the example of graphic organizer can be seen in the bellow. (Figure 2)
2. Read: Asks students to read a text. The content is similar with the material presented during the “listening” portion of the lesson.

3. Discus: The teacher will lead a classroom discussion of the material that was reading and encourage students to reflect on any differences between their readings of the content on teacher’s presentation.

4. Ask for volunteers to read their speeches aloud.

Finally, based on the explanation above, using *Listen-Read-Discuss (LRD)* strategy helps students in reading text because the entire process of teaching reading by using *Listen-Read-Discuss strategy* will activate students in reading. They will interact with others to discuss the option of target language. In this strategy, students will be motivated to gain the meaning of the text.

**d. The advantages of LRD strategy**

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

First, in the fact that LRD is a powerful tool for engaging struggling readers, especially for learners. Because the content of the text is covered orally at the beginning, the learners who are unable to read the
text on their own, are able to gain at least a surface understanding about the reading.

Second, for students who lacked prior knowledge about the content gain it during the listening stage, which will allow them to more easily comprehend the text during the reading stage.

It concludes that listen-read-discuss (LRD) strategy is an appropriate strategy to teach and learn about reading, because this strategy requires the students to be active in reading. In addition, for the students who do not have any background knowledge about the topic given the teacher give some explanation before reading, it is a good way to build their knowledge about the topic.

Using Listen-Read-Discuss strategy can improving students’ active priorknowledge. Then it improving student’s reading comprehension and content learning in both weak and proficient value. After that, it engages struggling readers in classroom discussion and helps the students to comprehend the material presented orally.

B. Review of Previous Research

To see whether there are relevant researches related to the title discussed, there are several related studies about the variables used in this study:

First, Jayanti (2012) conducted a research entitle “The Use of Listen-Read-Discuss (L-D-R) Strategy to Improve reading Comprehension
(Classroom Action Research of the Eighth Grade Students of SMP N 3 Salatiga in the Academic Year of 2013/2014. She found that the students involved actively in teaching learning process, they are more encourages and interested to read English than before. There is a significant improvement of students’ reading comprehension through Listen-Read-Discuss (L-R-D) strategy on the eighth grade of SMPN 3 Salatiga in the academic year of 2011/2012. Graduating Paper STAIN Salatiga.

Second, Reniwati Putri (2012), the title of the research is The Effect of Using LRD (Listen, Read, Discuss) Strategy toward Reading Comprehension of the Second Year Students at State Junior High School 9 Tapung Kampar Regency. She found that there is significant effect of using LRD (Listen, Read, Discuss) strategy on reading comprehension at the second year students of State Junior High School 9 Tapung. The result showed that students were interested in this strategy. It was seen from the total of questionnaire 1 was 60.44% and questionnaire 2 was 75.44%. The observation check list result showed that the students become active during teaching learning process. It was seen from the total of observation checklist cycle 1 was 57.14% up to 85.71% in cycle 2.

Third, Mita Bugi Anggraeni (2014) entitles The Reading Comprehension of the Eight Grade Students of SMPN N 1 Puncakwangi Pati in the Academic Year 2013/2014 Taught by Using LRD (Listen Read Discuss). She found that the students’ ability was increased after using LRD (Listen, Read, Discuss) strategy. The average score of the pre-test was 48.78
(poor level). Even thought, the average score of post-test was 72.13 (average to good level). There is a significant improvement from the pre-test to the post-test, 23.35 points. Graduating Paper University of Muria Kudus.

The sameness from the three previous studies is using of *Listen-Read-Discuss (LRD) strategy* that implementation in teaching English and focuses on reading comprehension.

The difference from the three previous studies is the case, they are improving reading comprehension through LRD strategy and the effect of using LRD strategy toward reading comprehension, in different school, and the different text was deliver by English teacher in learning process. They are using report text and descriptive text.

From the three previous studies the writer concludes that using *Listen-Read-Discuss (LRD) strategy* makes students more interest in reading, improving students’ reading comprehension and understanding about the text from the material was delivered by teacher.

When the writer observed in SMK Pancasila in some classes, the writer found that in second grade has a less anxiety with English actually in Reading skill. Then the researcher wants to apply the LRD strategy in second grade to make the students interest in reading. Using LRD strategy is very relevant to help the students improve their reading skill.
CHAPTER III

IMPLEMENTATION OF RESEARCH

A. Procedures of the research

In this research, the researcher applies classroom action research. It consists of two cycles, each cycle of four steps, and they are presented below:

**Figure 3.1**

The Procedure of Classroom Action Research, adopted from Kemmis and McTaggart in Hopkins (1993:48)
The researcher acts as the collaborator that observes the learning process and Mr. Mansyur acts as the teacher. The researcher arranged two cycles, each cycle consist of planning, action, observation, and reflection. The further explanation can be seen as below:

1. **Cycle I**
   
   **a. Planning**
   
   The activities in action planning are:
   
   a. Preparing materials, making lesson plan, and designing the steps in doing the action
   
   b. Preparing list of students’ name and scoring
   
   c. Preparing teaching-aids
   
   d. Preparing sheets for classroom observation (to know the situation of teaching learning process when the method or technique or mode is applied)
   
   e. Preparing the tests (to know whether students’ achievement improve or not). It is pre-test.

   **b. Action**
   
   The teacher activities that include in this section presented bellow:
   
   1) Doing the learning activities based on the lesson plan.
   
   2) Introduction or greeting.
3) Checking the students’ presences.

4) Explaining the objectives of the study/learning activities

5) Informing to the students about the title of materials that will be learned

1) Introducing to the students about LRD strategy.

2) The teacher gives the informational to the students about the books that they will be reading and this can be in the form of a short lecture on the reading material selected (Job description)

3) The teacher explains the material about job description “Doctor is a Popular Job”.

4) Asks students to read a text. The content is similar with the material presented during the “listening” part of the lesson.

1) The teacher gives time to the students to ask about the material explained.

2) After the students finish it, the teacher will lead a classroom discussion of the content that was reading and encourage students to reflect on any differences between their readings of the content on teacher’s presentation.

3) Ask volunteers to read their speeches aloud.

c. Observing

In the first cycle, the researcher observed teaching learning process by monitoring the students’ activity and attention during the action. Observation focused on students’ reading comprehension.
The researcher also observed the students’ attention, activeness in asking questions, answering questions and enthusiasm in doing test. In this section, almost of them was silence in the class, only several students who has answered the teachers’ questions.

Most of students done the pre-test by self without ask to their friends, although they still got difficulty in understanding English text. Some students gave less attention when the teacher explained the material.

d. Reflecting

Based on the observation of the cycle 1, the students’ reading comprehension was improved. It can be seen by the average of post-test that higher than pre-test score. However, several of the students are confused how to answering the question. Their activeness is low because they cannot follow the rules in learning process using LRD strategy. Thus, the researcher had to reflect the weakness that happened in the teaching learning process to optimize the students’ reading comprehension. They were:

1) The teacher has to explain the material clearly.
2) The teacher has to increase his mobility in teaching position in order to be more active.
3) The teacher has to give more motivation to the students, so they have a lot of spirit to follow the class activities.
4) The teacher has not enough time to reviewing the material.
5) The students have to bring dictionary to help their vocabulary difficulties.

6) The students asked the answer to their students, so the teacher has to encourage them to do their task by themselves.

2. Cycle 2

Based on the result of the cycle I, it is better to the researcher to continue to the next cycle:

a. Planning

Before conducting the research, the researcher prepared some instrument of the research, such as:

1) Preparing materials, making lesson plan, and designing the steps in doing the action

2) Preparing list of students’ name and scoring

3) Preparing teaching-aids

4) Preparing sheets for classroom observation (to know the situation of teaching learning process when the method or technique or mode is applied)

5) Preparing the tests (to know whether students’ achievement improve or not). It is pre-test and post-test.

b. Action

The teacher activities that include in this section presented bellow:

1) Doing the learning activities based on the lesson plan.
2) Introduction or greeting.

3) Checking the students’ presences.

4) Explaining the objectives of the study/learning activities

5) Informing to the students about the title of materials that will be learned

6) Introducing to the students about LRD strategy.

7) The teacher gives the informational to the students about the books that they will be reading and this can be in the form of a short lecture on the reading material selected (Job description)

8) The teacher explains the material about job description “Nurse”.

9) Asks students to read a text. The content is similar with the material presented during the “listening” part of the lesson.

10) The teacher gives time to the students to ask about the material explained.

11) After the students finish it, the teacher will lead a classroom discussion of the content that was reading and encourage students to reflect on any differences between their readings of the content on teacher’s presentation.

12) Ask volunteers to read their speeches aloud.

**c. Observing**

The researcher observed the learning activities since the cycle 2 was going on. The teacher checked the students understanding about job description by reviewing the material in previous cycle.
The researcher also observed the students’ attention, activeness in asking, answering questions, and enthusiasm in doing test. In this action, almost of them was active in the class based on the observation from the observer during the lesson, the students gave more attention when the teacher explained material before. They complete their assignments which given by the teacher. They had done both of pre-test and post-test.

d. Reflecting

Based on the observation of the cycle 1 and 2, the researcher concluded that using Listen-Read-Discuss strategy can improve students’ reading comprehension and their activeness in the class. It was proved by comparing the result of cycle 1 and 2. As the result of this cycle, the researcher observed the students’ score that was gained after the scoring the students’ post-test in cycle 2.

B. Minimal Standard of Successful

The students’ success and failure in doing the activities plan above will be assessed by referring to the criterion of the passing grade (KKM). The passing grade of English lesson in SMK Pancasila Salatiga is 70. The teacher and the researcher expect that there are at least 85% of the students who pass the passing grade.
CHAPTER IV
RESEARCH FINDING AND DATA ANALYSIS

In this chapter, the writer would like to analyze the data gathered from the action research activities. The data was obtained from teaching learning process and evaluation. The data analysis is functioned to measure the students’ reading comprehension improvements by applying *Listen-Read-Discuss (LRD) strategy*. 

This chapter focuses on analyzing the collected data. The researcher gives the details of the findings. It shows the finding of collected data since in the beginning until the end of the research. In this research consists of field not, the result pre-test and post-test. This research is implementing on two cycles. The findings consist of the results of the cycle I, cycle 2. These cycles show the improvement of the students’ ability in reading comprehension.

A. The Result of the Research

The research consists of two cycles, each cycles consists of planning, acting, observing, and reflecting. The whole steps of this research would be explained in description bellow:

1. Research Finding

   In this research, the researcher acts as the collaborator that observes the learning process and Mr. Mansyur acts as the teacher. The researcher arranged two cycles, each cycle consist of planning, action, observation, and reflection. The further explanation can be seen as below:
a. **Cycle I**

1. **Planning**

   The activities in action planning are:
   
   a. Preparing materials, making lesson plan, and designing the steps in doing the action  
   b. Preparing list of students’ name and scoring  
   c. Preparing teaching-aids  
   d. Preparing sheets for classroom observation (to know the situation of teaching learning process when the method or technique or mode is applied)  
   e. Preparing the tests (to know whether students’ achievement improve or not). It is pre-test.

2. **Action**

   On Tuesday, February 13\textsuperscript{th} 2018 Mr. Masyur Hidayat as English teacher and the researcher entered to the English class. The situation was crowded; some students talked to their friend, ate their snack, and the other were outside of the class. The teacher opened the lesson by greeting and praying, and checked the students’ presents.

   Before the lesson, the teacher gave the pre-test for students in 20 minutes for students to do pre-test before using Listen-Read-Discuss strategy. He divided the sheets and walked around the class
in order to check the students along doing the test. Some of them asked their friends, and others asked to the teacher.

Actually, he found that most of students were confused in doing the test. When pre-test going on, the students still often asked vocabulary to the teacher and they discussed with other friends doing the pre-test. Then, he said to the students to do by themselves as they can. After the students had finished the pre-test, he collected and began the teaching learning process.

Teacher was introducting to the students about LRD strategy. After that, the teacher told the students about the topic that day, and then the teacher asked the students about what is job description. Most of the students were silent. Then, they answered “pekerjaan pak” (job sir) and most of them looked confused.

The teacher distributed the text to the students. The teacher explains the material about report text (Job description). Some of students talked with their friend during the teacher explain the text. Then, the teacher asked them to listens the teacher presentation. Then, the teacher explained the generic structure of report text. Almost students look confused and sleepy. The also explained about languagae feature in report text. Then, he reviewed the grammar in this case, he explained about simple present tense.
After giving explanation, he gave the example “a doctor is a popular job”. And then, identify generic structure (General Information and description) and language feature.

Teacher asked the students to read “a doctor is popular job” carefully. The teacher gives time to the students to ask about the material explained. After finish it, the teacher give instruction to work in groups. Each group discuss about the content of the text with their friend and then answer the question. Most of them were confused to finding the answer and still often asked vocabullary to the teacher.

After they finished answering the questions, they submitted their answer sheet. The teacher and students discussed together the answers of the questions. He showed the right answers. Most of students looked so disappoint with their answers and the other satisfied with their answers. Finally, the time was up, he closed the meeting.

3. Observing

In the first cycle, the researcher observed teaching learning process by monitoring the students’ activity and attention during the action. Observation focused on students’ reading comprehension.

The researcher also observed the students’ attention, activeness in asking questions, answering questions and enthusiasm
in doing test. In this section, almost of them was silence in the class, only several students who has answered the teachers’ questions.

Most of students done the pre-test by self without ask to their friends, although they still got difficulty in understanding English text. Some students gave less attention when the teacher explained the material. The students’ involvement during the lesson can be seen on the table bellow:

**Table 4.1**

**Students’ Observation Sheet Cycle 1**

<table>
<thead>
<tr>
<th>NO</th>
<th>NAME</th>
<th>Object</th>
<th>Post-test</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>1</td>
<td>A</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>D</td>
<td>√</td>
<td>√</td>
<td></td>
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<tr>
<td>5</td>
<td>E</td>
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<td></td>
</tr>
<tr>
<td>6</td>
<td>F</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>G</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>H</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>J</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>K</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>L</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>M</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>N</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>O</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>P</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Q</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
</tbody>
</table>
Explanation:

A : Paying attention
B : Activeness in asking questions
C : Activeness in responding questions
D : Enthusiasm in doing test

The result of both of the tests can be seen in the table as follows:

Table 4.2
Result of Pre-Test and Post-Test Cycle I

<table>
<thead>
<tr>
<th>NO</th>
<th>NAME</th>
<th>Pre-test(X)</th>
<th>Post-test(Y)</th>
<th>Post-pre(D)</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A</td>
<td>60</td>
<td>76</td>
<td>16</td>
<td>256</td>
</tr>
<tr>
<td>2.</td>
<td>B</td>
<td>64</td>
<td>72</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>3.</td>
<td>C</td>
<td>60</td>
<td>72</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>4.</td>
<td>D</td>
<td>48</td>
<td>60</td>
<td>28</td>
<td>784</td>
</tr>
<tr>
<td>5.</td>
<td>E</td>
<td>72</td>
<td>88</td>
<td>16</td>
<td>256</td>
</tr>
<tr>
<td>6.</td>
<td>F</td>
<td>64</td>
<td>68</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>7.</td>
<td>G</td>
<td>68</td>
<td>80</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>8.</td>
<td>H</td>
<td>52</td>
<td>72</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>9.</td>
<td>I</td>
<td>68</td>
<td>76</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>10.</td>
<td>J</td>
<td>68</td>
<td>76</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>11.</td>
<td>K</td>
<td>88</td>
<td>88</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>12.</td>
<td>L</td>
<td>64</td>
<td>76</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>13.</td>
<td>M</td>
<td>64</td>
<td>76</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>14.</td>
<td>N</td>
<td>60</td>
<td>72</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>15.</td>
<td>O</td>
<td>68</td>
<td>76</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>16.</td>
<td>P</td>
<td>52</td>
<td>72</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>17.</td>
<td>Q</td>
<td>40</td>
<td>76</td>
<td>36</td>
<td>1,296</td>
</tr>
<tr>
<td>18.</td>
<td>R</td>
<td>52</td>
<td>72</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>19.</td>
<td>S</td>
<td>64</td>
<td>76</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>20.</td>
<td>T</td>
<td>56</td>
<td>64</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>U</td>
<td>64</td>
<td>76</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>-------</td>
<td>------------</td>
<td>------</td>
<td>------</td>
<td>----</td>
<td>-----</td>
</tr>
<tr>
<td>Total</td>
<td>1,268</td>
<td>1,544</td>
<td>280</td>
<td>5,056</td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td>60.3</td>
<td>73.5</td>
<td>13.33</td>
<td>240.7</td>
<td></td>
</tr>
<tr>
<td>Percentage of Minimum Passing Grade</td>
<td>14.28%</td>
<td>85.71%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Mean of pre-test

\[ M_x = \frac{\Sigma x}{N} \]

\[ M_x = \frac{1,268}{21} \]

\[ M_x = 60.3 \]

b. Mean of post-test

\[ M_Y = \frac{\Sigma Y}{N} \]

\[ M_Y = \frac{1,544}{21} \]

\[ M_Y = 73.5 \]

c. Standard Deviation

\[ SD_D = \sqrt{\frac{\Sigma D^2}{N} - \left(\frac{\Sigma D}{N}\right)^2} \]

\[ = \sqrt{\frac{5,056}{21} - \left(\frac{280}{21}\right)^2} \]

\[ = \sqrt{240.7 - 177.68} \]

\[ = \sqrt{63.02} \]

\[ = 7.93 \]
d. T-test calculation

\[ T_0 = \frac{\frac{\Sigma D}{N}}{\frac{SD_D}{\sqrt{N-1}}} \]

\[ = \frac{\frac{280}{21}}{\frac{7.93}{\sqrt{21}-1}} \]

\[ = \frac{13.33}{\sqrt{26}} \]

\[ = \frac{13.33}{4.47} \]

\[ = \frac{13.33}{1.58} \]

\[ = 8.43 \]

Percentages Score : \( P = \frac{F}{N} \times 100\% \)

Percentage of score : \( < 75 = \frac{3}{21} \times 100\% \)

\[ = 14.28\% \]

Percentage of score : \( > 75 = \frac{18}{21} \times 100\% \)

\[ = 85.71\% \]

From the table before, it showed that the students of second grade of SMK PancasilaSalatiga in academic years of 2017/2018 got bad score in pre-test. It can be seen from the average of their score is 60.5. From 21 students, just three of them can reach the minimum passing grade. The minimum passing grade that is uses in SMK
Pancasila Salatiga is 70.00. However, most of them can reach the minimum passing grade in post-test. There are 18 students who got score 70 and >70, but 3 of them got score < 70. It means that there are 85.71% students who reach the minimum passing grade and there are 14.28% students who cannot reach the minimum passing grade.

In order to get more data, the researcher continues the cycle 1 to cycle 2 and wants to know the result in students’ improvement with the different material. Does it make different result in cycle I and cycle 2.

In the observation, there are four aspects that are considers as the observation focuses to know the improvement of the students’ motivation; those are paying attention, activeness in answering the question and enthusiasm in finishing the test. The table below describes the result of observation in cycle 1 as follows:

**Table 4.3**

<table>
<thead>
<tr>
<th>NO</th>
<th>Aspect</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Paying attention</td>
<td>13</td>
</tr>
<tr>
<td>2.</td>
<td>Activeness in asking question</td>
<td>4</td>
</tr>
<tr>
<td>3.</td>
<td>Activeness in responding question</td>
<td>5</td>
</tr>
<tr>
<td>4.</td>
<td>Enthusiasm in doing test</td>
<td>13</td>
</tr>
</tbody>
</table>

4. Reflection

Based on the observation of the cycle 1, the students’ reading comprehension was improved. It can be seen by the average
of post-test that higher than pre-test score. However, several of the students are confused how to answering the question. Their activeness is low because they cannot follow the rules in learning process using LRD strategy. Thus, the researcher had to reflect the weakness that happened in the teaching learning process to optimize the students’ reading comprehension. They were:

a) The teacher has to explain the material clearly.

b) The teacher has to increase his mobility in teaching position in order to be more active.

c) The teacher has to give more motivation to the students, so they have a lot of spirit to follow the class activities.

d) The teacher has not enough time to reviewing the material.

e) The students have to bring dictionary to help their vocabulary difficulties.

f) The students asked the answer to their students, so the teacher has to encourage them to do their task by themselves.

b. Cycle 2

Based on the result of the cycle I, it is better to the researcher to continue to the next cycle:

1. Planning

Before conducting the research, the researcher prepared some instrument of the research, such as:
a) Preparing materials, making lesson plan, and designing the steps in doing the action

b) Preparing list of students’ name and scoring

c) Preparing teaching-aids

d) Preparing sheets for classroom observation (to know the situation of teaching learning process when the method or technique or mode is applied)

e) Preparing the tests (to know whether students’ achievement improve or not). It is pre-test and post-test.

2. Acting

On Tuesday, February 20th 2018, the teacher and observer (the researcher) entered the English class. In the action 2, the teacher revised the teaching learning process in cycle 1 in order to be better than before. The situation was not too crowded, some students talked to their friend, ate their snack, and the other were outside of the class. The teacher opened the lesson by greeting and praying, and checked the students’ presents.

Before starting the lesson the teacher checks attending list, after that the teacher reviewed the previous lesson. He asked them about “a doctor is a popular job”, most of them forgot and just some of them remember about it.

Later than reviewed the material, teacher gave pre-test to the students. As in the first cycle, they need 20 minutes to do the test.
Some students finished it before a set time. When the time was up, the teacher asks them to collect their worksheets. Now, he started the lesson and invited the students to discuss the material as the cycle 1.

The teacher explained about “Nurse” and teacher asked students to listen the teacher presentation. Then, the teacher gave worksheet to do in pair. He asked them to read the example of job description. They try to analyze the generic structure and language feature.

After finishing their work, they presented in front of the class, and the teacher discusses their work. Teacher gave post-test to know their reading comprehension increase or not. He gave 20 minutes, after time was up students collect their worksheet. Teacher closed the meeting.

3. Observating

The researcher observed the learning activities since the cycle 2 was going on. The teacher checked the students understanding about job description by reviewing the material in previous cycle.

The researcher also observed the students’ attention, activeness in asking, answering questions, and enthusiasm in doing test. In this action, almost of them was active in the class based on the observation from the observer during the lesson, the students gave more attention when the teacher explained material before.
They complete their assignments which given by the teacher. They had done both of pre-test and post-test. The students’ involvement during the lesson can be seen on the table below:

Table 4.4
Students’ Observation Sheet Cycle 2

<table>
<thead>
<tr>
<th>NO</th>
<th>NAME</th>
<th>Object</th>
<th>Post-test</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>1</td>
<td>A</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>√</td>
<td>√</td>
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<td>D</td>
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<td>E</td>
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<tr>
<td>6</td>
<td>F</td>
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<td>8</td>
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<td>√</td>
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<td>√</td>
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<tr>
<td>11</td>
<td>K</td>
<td>√</td>
<td>√</td>
<td>√</td>
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<tr>
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<td>√</td>
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</tr>
<tr>
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<td>Q</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>18</td>
<td>R</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>19</td>
<td>S</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>T</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>21</td>
<td>U</td>
<td>√</td>
<td></td>
<td>√</td>
</tr>
</tbody>
</table>

| Σ   | 19  | 13  | 10  | 19  |
Explanation:

A : Paying attention
B : Activeness in asking questions
C : Activeness in responding questions
D : Enthusiasm in doing test

The result of both of the tests can be seen in the table as follows:

**Table 4.5**
Result of Pre-Test and Post-Test Cycle 2

<table>
<thead>
<tr>
<th>NO</th>
<th>NAME</th>
<th>Pre-test (X)</th>
<th>Post-test (Y)</th>
<th>Post-pre (D)</th>
<th>$D^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>68</td>
<td>84</td>
<td>16</td>
<td>256</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>68</td>
<td>88</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>76</td>
<td>84</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>4</td>
<td>D</td>
<td>80</td>
<td>92</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>5</td>
<td>E</td>
<td>56</td>
<td>84</td>
<td>28</td>
<td>784</td>
</tr>
<tr>
<td>6</td>
<td>F</td>
<td>80</td>
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</tr>
<tr>
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<td>G</td>
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<td>84</td>
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<td>144</td>
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<td>H</td>
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<td>76</td>
<td>28</td>
<td>784</td>
</tr>
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<td>9</td>
<td>I</td>
<td>72</td>
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<td>64</td>
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<td>64</td>
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<td>64</td>
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<td>K</td>
<td>56</td>
<td>84</td>
<td>28</td>
<td>784</td>
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<td>12</td>
<td>L</td>
<td>60</td>
<td>88</td>
<td>28</td>
<td>784</td>
</tr>
<tr>
<td>13</td>
<td>M</td>
<td>68</td>
<td>88</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>14</td>
<td>N</td>
<td>88</td>
<td>96</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>15</td>
<td>O</td>
<td>60</td>
<td>84</td>
<td>24</td>
<td>576</td>
</tr>
<tr>
<td>16</td>
<td>P</td>
<td>64</td>
<td>88</td>
<td>24</td>
<td>576</td>
</tr>
<tr>
<td>17</td>
<td>Q</td>
<td>56</td>
<td>84</td>
<td>28</td>
<td>784</td>
</tr>
<tr>
<td>18</td>
<td>R</td>
<td>64</td>
<td>76</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>19</td>
<td>S</td>
<td>80</td>
<td>96</td>
<td>16</td>
<td>256</td>
</tr>
<tr>
<td>20</td>
<td>Y</td>
<td>72</td>
<td>88</td>
<td>16</td>
<td>256</td>
</tr>
<tr>
<td>21</td>
<td>U</td>
<td>72</td>
<td>88</td>
<td>16</td>
<td>256</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,424</td>
<td>1,780</td>
<td>356</td>
<td>7,728</td>
</tr>
<tr>
<td>Average</td>
<td></td>
<td>67.8</td>
<td>84.7</td>
<td>16.95</td>
<td>363</td>
</tr>
</tbody>
</table>
a. Mean of pre-test 2

\[ M_x = \frac{\sum x}{N} \]

\[ M_x = \frac{1424}{21} \]

\[ M_x = 67.8 \]

b. Mean of post-test 2

\[ M_y = \frac{\sum y}{N} \]

\[ M_y = \frac{1780}{21} \]

\[ M_y = 84.7 \]

c. Standard Deviation

\[ SD_d = \sqrt{\left( \frac{\sum d^2}{N} - \left( \frac{\sum d}{N} \right)^2 \right)} \]

\[ = \sqrt{\frac{7728}{21} - \left( \frac{356}{21} \right)^2} \]

\[ = \sqrt{363 - 287} \]

\[ = \sqrt{76} \]

\[ = 8.71 \]

d. T-test calculation

\[ T_0 = \frac{(\frac{\sum d}{N})}{\left( \frac{SD_d}{\sqrt{N-1}} \right)} \]
\[
= \frac{\frac{356}{21}}{\frac{8.71}{\sqrt{21-1}}}
\]
\[
= \frac{16.95}{\frac{8.71}{\sqrt{20}}}
\]
\[
= \frac{16.95}{\frac{8.71}{4.47}}
\]
\[
= \frac{16.95}{1.9}
\]
\[
= 8.92
\]

Percentages Score
\[
P = \frac{F}{N} \times 100\%
\]

Percentage of score
\[
< 75 = \frac{1}{21} \times 100\% = 4.76\%
\]

Percentage of score
\[
> 75 = \frac{20}{21} \times 100\% = 95.2\%
\]

From the table before, it showed that the students of second grade of SMK PancasilaSalatiga in academic years of 2017/2018 improved their reading comprehension. It can be seen from the average of their score is 84.7. From 21 students, just one of them cannot reach the minimum passing grade. The minimum passing grade that is uses in PancasilaSalatiga is 70.00. In the other hand, 21 students got score > 70.00. 95.2% students can reach the minimum
passing grade. It means that the target of the research is completed. It is more than 85% students can reach the minimum passing grade.

In the other hand, the students’ motivation could improve *Listen-Read-Discuss (LRD)* strategy. It can be seen in the result of students’ observation sheet show that all students paying attention to the teacher explanation, 13 students were active in asking question and 10 students were active in responding the question. All of the students also ended their work on time.

In the observation, there are four aspects that are considered as the observation focuses to know the improvement of the students’ motivation; those are paying attention, activeness in answering the question and enthusiasm in finishing the test. The table below describes the result of observation in cycle 2 as follows:

<table>
<thead>
<tr>
<th>NO</th>
<th>Aspect</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Paying attention</td>
<td>19</td>
</tr>
<tr>
<td>2.</td>
<td>Activeness in asking question</td>
<td>13</td>
</tr>
<tr>
<td>3.</td>
<td>Activeness in responding question</td>
<td>10</td>
</tr>
<tr>
<td>4.</td>
<td>Enthusiasm in doing test</td>
<td>19</td>
</tr>
</tbody>
</table>

4. Reflecting

Based on the observation of the cycle 1 and 2, the researcher concluded that using Listen-Read-Discuss strategy can improve students’ reading comprehension and their activeness in the class. It
was proved by comparing the result of cycle 1 and 2. As the result of this cycle, the researcher observed the students’ score that was gained after the scoring the students’ post-test in cycle 2. The following table is the result of students’ score in cycle 2.

2. Discussions

This classroom action research consists of 2 cycles. The encountered data proved that there are improvements in the students’ score. In the other hand, the students’ motivation rises and they could easily answer the questions without spending too much time. It proved by the result of the post-test in two cycles.

**Table 4.7**
The analysis of Students’ Improvement

<table>
<thead>
<tr>
<th>NO</th>
<th>Analyse</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mean</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre-test</td>
<td>60.3</td>
<td>67.8</td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td>73.5</td>
<td>84.7</td>
</tr>
<tr>
<td>2.</td>
<td>t-table N=21</td>
<td>2.085</td>
<td>2.085</td>
</tr>
<tr>
<td>3.</td>
<td>t-calculation</td>
<td>8.43</td>
<td>8.92</td>
</tr>
</tbody>
</table>

Based on the table above, it can be confirmed that there are improvements between the pre-test and post-test scores. The average of pre-test 1 is 60.3 and post-test 1 is 73.5 and pre-test 2 is 67.8 and post-test 2 is 84.7. The result of t-calculation in cycle 1(8.49) and 2(8.92) are higher than t-table (2.085). It means that there are significant differences before and after using LRD strategy in students’ reading comprehension. According to the data, the classroom action research uses *Listen-Read-
Discuss strategy can improve the students’ reading comprehension. The implementation of Listen-Read-Discuss strategy can improve students’ reading comprehension. The improvement can be examined from the result of the observation sheets and the students’

In order to get more data, the researcher continues the cycle 1 to cycle 2. In second meeting the students look more relax and enthusiastic than first meeting. In this action, the researcher prepares the material well. The Listen-Read-Discuss (LRD) strategy is still uses in this cycle.

In the process of applying the technique, most of the students participate in the learning process. The researcher concludes that students more interested with the Listen-Read-Discuss (LRD) strategy. They are confidence to speak English and enjoy in learning process.

Based on the explanation above the uses of Listen-Read-Discuss (LRD) strategy in English learning can improve reading comprehension. It supports the theory of Manzo and Casela (2008: 378) Listen-Read-Discuss (LRD) strategy is a comprehension strategy that builds students’ prior knowledge before they read a text.

In other word, the treatments in second grade of SMK Pancasila are successful. The table below describes the number of students that were observes as the aspect.
### Table 4.8
The Result of Observation Cycle 1 and 2

<table>
<thead>
<tr>
<th>Cycle</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cycle I</td>
<td>13</td>
<td>4</td>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td>Cycle II</td>
<td>19</td>
<td>13</td>
<td>10</td>
<td>19</td>
</tr>
</tbody>
</table>

Explanation:

A: Paying attention
B: Activeness in asking questions
C: Activeness in responding questions
D: Enthusiasm in doing test

The whole meetings are considering as the observation that may influence in the learning process. Based on the observation, the researcher can measure the other aspects that influence the treatment given.

The table above shows that there is an improvement of students’ reading comprehension cycle 1 to cycle 2. The result of observational sheet in cycle 2 is better than cycle 1. They also participate and enjoy the English class well.

Based on the explanation above the uses of Listen-Read-Discuss (LRD) strategy in English learning can improve students’ reading comprehension. In other word, the treatments in second grade students of SMK Pancasila Salatiga are successful.
CHAPTER V
CLOSURE

A. Conclusion

After conducting the research of using *Listen-Read-Discuss (LRD)* strategy to improve students’ reading comprehension, the researcher concludes that:

1. The implementation of *Listen-Read-Discuss (LRD)* strategy can improve students’ reading comprehension. LRD strategy assists the students to comprehend the text. As the result, they were paying attention when the teacher give the explanation about the material. When the teacher asked students to read a text. The content was similar with the “listening” part of the teacher’s presentation, the students were active in asking the question and the students active in responding the questions when they discuss with their groups. LRD strategy makes students more interested in learning reading comprehension and they can discuss with their groups and it makes them cooperative in classroom. This interpretation is supported by the scores of the students which is analyzed by using observation sheet students.

2. T-test proved that *Listen-Read-Discuss (LRD) strategy* was able to improves students’ reading comprehension. The result are higher than the percentage of minimum passing grade. The post-test scores are greater than the pre-test score. The mean calculation of pre-test is 60.3 and the percentage of minimum passing grade is 85.71%. The cycle 1 shows that the post-test score is 73.5 and the percentage of minimum
passing grade is 85.71%. Meanwhile, the cycle 2 shows that the pre-test score is 67.8 and the percentage of minimum passing grade is 42.85% and the post-test score is 84.7 and the percentage of minimum passing grade is 95.2%. The result of t-calculation in cycle 1(8.43) and 2(8.92) are higher than t-table (2.085). It means that there is significant difference mean between pre-test and post-test score. This indicates that LRD strategy can improve students’ reading comprehension of the second grade of SMK Pancasila Salatiga in the academic year of 2017/2018.

B. Suggestions

After the writer knows the real condition and situation, he would like to suggest some possible solutions in teaching reading process, as follow:

1. For English Teachers

   In teaching learning process, teacher should make students more comfortable to enjoy the activities. The interest can raise their reading comprehension in learning process. The teacher should use Listen-Read-Discuss (LRD) strategy. This strategy can build students’ prior knowledge before they read a text; it helps the students to improve their reading comprehension.

2. For the students

   The students should take a part actively in learning process, do not shy and wrong to express idea especially in comprehending a text. They should be accustomed to discuss about the content of the text for evaluate
their comprehension. They also must pay attention, quite, seriously when the teaching learning is going on, and active in asking question when they do not understand what the teacher explanation.

The students should also have high motivation and desire in improving their reading comprehension. They must study hard, not to be lazy to open dictionary, make a note a new word, memorize the new vocabularies from the dictionary, and practice it more and more. They should have good self-confidence to express their idea and they should sharing or discuss with their friends.
BIBLIOGRAPHY

Anggraeni, Mita Bugi. 2014. The Reading Comprehension of the Eight Grade Students of SMPN N 1 PuncakwangiPati in the Academic Year 2013/2014 Taught by Using LRD (Listen Read Discuss). Graduating Paper University of Muria Kudus


APPENDICES
DECLARATION AND PERMISSION FOR PUBLICATION

I have been marked below:

Name : Ismatun Ni’mah
NIM  : 113-13-149
Faculty : Teacher Training and Education Faculty
Department : English Education Department

Declares that this graduating is written by the researcher and it does not copy from other researcher. Theories and citations are used code of ethics of writing for graduating paper 1 gave permission to publish this graduating paper on IAIN Salatiga’s e-repository.

Salatiga, 13th 2018

The researcher

NIM. 113-13-149
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : SMK PANCASILA SALATIGA
Mata Pelajaran : Bahasa Inggris
Kelas/semester : XI/2
Materi Pokok : Telling the description of people’s job
Alokasi Waktu : 2x45 menit (1x Pertemuan)

A. Standar Kompetensi
   Berkomunikasi dengan Bahasa Inggris setara Level Elementary

B. Kompetensi Dasar
   2.3 Merinci tugas pekerjaan dan latar belakang pendidikan yang dimilikinya secara lisan dan tulisan

C. Indikator
   Bentuk kata kerja digunakan dalam simple present dengan tepat untuk menerangkan tugas dan pekerjaan berbagai macam profesi

D. Tujuan Pembelajaran
   Pada akhir pembelajaran siswa mampu membaca paragraf, teks yang berisi tentang deskripsi pekerjaan dan latar belakang pendidikan; menterjemahkannya; menjawab pertanyaan-pertanyaan yang berkaitan dengan isi bacaan tersebut.

E. Materi Pembelajaran
   1. Text report people’s job description
      Read the text carefully and answer the question!

      Doctor is a popular job

      Doctor is a popular job. It takes a great responsibility to work as a doctor. Minor mistakes made by a doctor can bring the loss of a patient. There are a lot of jobs that doctor must do. Doctor expects to
evaluate symptoms and a run a test to determine what is wrong with a patient. If a doctor does not know off handedly what the diagnosis should be, it is his or her responsibility to do the necessary research.

Notes are kept on each patient to ensure that any medical professional can walk into a room and know what has been done in the past. It is also a way to track the patients’ progress during recovery. Writing prescriptions is a major part of doctors’ job. They must know how much medicine to prescribe based on the patient’s history; they also need to know how two drugs can interact with one another.

A doctor needs to know not only how to treat the current conditions, but also how to advise the patient on how to prevent another occurrence.

Source: [http://englishkam.blogspot.co.id/2013/02/report-text-jawaban-doctor.html?m=1](http://englishkam.blogspot.co.id/2013/02/report-text-jawaban-doctor.html?m=1)

2. Generic Structure:

- Text above consists of two parts:
  1. General Information: Doctor is a popular job.
  2. Description (the detail information includes):
    a. They take great responsibility.
    b. Minor mistakes made by a doctor can bring the patient lost.
    c. Doctor needs to know not only how to treat the current conditions. But also how to advise the patient on how to prevent another occurrence.
  3. The language feature:
    a. Using simple present tense: Doctor is a, Doctor expects, Doctor needs
    b. Using the general subject: a doctor
c. Language feature is descriptive: it takes a great responsibility; A doctor needs to know not only how to treat the current conditions, but also how to advise the patient on how to prevent another occurrence.

4. The social purpose of the text above is presenting information about the doctor’s job.

F. Metode/teknik pembelajaran

Listen Read Discuss Strategy

G. Langkah-Langkah Pembelajaran

<table>
<thead>
<tr>
<th>Kegiatan Pendahuluan</th>
<th>Deskripsi Kegiatan</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Guru memberikan salam dan berdo’a.</td>
<td></td>
<td>10’</td>
</tr>
<tr>
<td>b. Guru mengecek kehadiran siswa.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Guru memberikan motivasi kepada siswa.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Guru menyampaikan tujuan pembelajaran</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kegiatan Inti</th>
<th>Explorasi</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Melibatkan peserta didik dalam mencari informasi yang luas tentang topik / tema pengajaran yang akan dipelajari.</td>
<td></td>
<td>70’</td>
</tr>
<tr>
<td>b. Siswa mendengarkan (Listen) penjelasan singkat dari guru tentang topik pembelajaran secara langsung.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Memberikan teks tentang “Doctor is a popular job” kepada siswa beserta bagian-bagianya. Dan meminta siswa untuk membacanya (Read).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elaborasi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>a. Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Memberikan kesempatan untuk berfikir, menganalisis, menyelesaikan masalah dan bertindak tanpa rasa takut.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Memfasilitasi peserta didik pembelajaran kooperatif (<em>Discuss</em>), dengan membiarkan siswa berdiskusi dalam kelompok yang kecil.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Memfasilitasi peserta didik untuk menyajikan hasil kerja individu maupun kelompok.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Konfirmasi</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Memberikan umpan balik positif dan penguatan terhadap keberhasilan peserta didik.</td>
<td></td>
</tr>
<tr>
<td>b. Guru meminta setiap kelompok untuk mengumpulkan hasil kerja mereka dan berdiskusi.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kegiatan Penutup</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Guru memberikan lembar evaluasi kepada siswa.</td>
<td></td>
</tr>
<tr>
<td>b. Menanyakan kesulitan siswa atas materi yang telah dibahas.</td>
<td></td>
</tr>
<tr>
<td>c. Guru membuat kesimpulan tentang hasil proses belajar mengajar.</td>
<td></td>
</tr>
<tr>
<td>d. Guru mengucapkan salam dan memberi pesan-pesan penyemangat kepada siswa.</td>
<td></td>
</tr>
</tbody>
</table>

|  | 10’ |
H. Sumber/alat Belajar


2. Internet

3. Alat: white board, board marker, photocopy.

I. Penilaian hasil belajar

1. Indikator, Teknik dan Bentuk

<table>
<thead>
<tr>
<th>Indikator pencapaian kompetensi</th>
<th>Teknik penilaian</th>
<th>Bentuk Istrumen</th>
<th>Instrumen / Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mengidentifikasi berbagai informasi dalam job’s description</td>
<td>Tertulis</td>
<td>Short answer questions</td>
<td>Read the text carefully and answer the questions.</td>
</tr>
</tbody>
</table>

2. Instrument penilain

Task 1

A. Read the text carefully and answer the questions!

**BEING A WAITRESS IS HARD**

A waitress is a woman who seats the guests, takes the drink orders, and watches to see if the guests need anything. There are many job descriptions for a waitress. Body language lets her know when the guests are ready to order. When they are ready, she takes the order and makes sure that they are served drinks and appetizers.
A waitress is also a woman whose job is to clean tables, fill salt, things like that. She also makes silverware rolls for the guests whom she serves, if they use those in the establishment. Keep checking on guests to make sure they are happy. Fix whatever drinks need to be fixed and keep the tables going.

Besides, she basically keeps the guests happy, and when they aren’t happy, she listens to why, and makes them happy. Even when she has a bad day. Nobody should know it. She can’t take it out on the guests. Therefore, being a waitress is hard. It is very demanding.

Adapted from wikianswer/what_is_the_job_description_for_a_waitress.htm

Questions:

1. What does first paragraph talk about?
2. Who is waitress?
3. Based on the text why to be a waitress is hard?
4. Where waitress works?
5. What does second paragraph talk about?

Key answer

1. The waitress job’s description
2. A woman seats the guests, takes the drink orders, and watches to see if the guests need anything
3. Because they have to keep the guests happy when they aren’t happy. Even they have a bad day nobody should know it. They can’t take it out on the guests
An Accountant’s Job

Accountant is a practitioner of accounting or accountancy, which is the measurement, disclosure or provision of assurance about financial information that helps managers, investors, tax authorities and others make decisions about allocating resource(s).

Accountant has job responsibilities and job duties. The Job Responsibilities of accountant is provides financial information to management by researching and analyzing accounting data; preparing reports. The job duties of accountant are Prepares asset, liability, and capital account entries by compiling and analyzing account information, documents financial transactions by entering account information, recommends financial actions by analyzing accounting options, summarizes current financial status by collecting information; preparing balance sheet, profit and loss statement, and other reports and substantiates financial transactions by auditing documents.

Adapted from wikianswer/

6. What is the text about?

7. What is the purpose of the text?

8. Who is the accountant?
9. What does the job’s duties of accountant?

10. What does the job’s responsibilities of accountant?

Key answer

6. Tells about An Accountant’s Job

7. The purpose of the text above is presenting information about the an accountant’s job.

8. Accountant is a practitioner of accounting or accountancy, which is the measurement, disclosure or provision of assurance about financial information that helps managers, investors, tax authorities and others make decisions about allocating resource(s).

9. The job duties of accountant are Prepares asset, liability, and capital account entries by compiling and analyzing account information.

10. The Job Responsibilities of accountant is provides financial information to management by researching and analyzing accounting data; preparing reports.
3. Pedoman Penilaian

Dalam test ini terdiri dari 10 short answer questions. Penilaian test ini adalah sebagai berikut:
1. Jumlah score maksimal keseluruhan 100
2. Skor untuk setiap nomor 4

Salatiga, 13 Februari 2018

Mengetahui
Guru MataPelajaran

Mansyur Hidayat M.Pd

Peneliti

Ismatun Ni’mah
NIM: 11313149

Kepala Sekolah

NIP:

Sri Mulyani S.Pd.I

NIP:
Learning Material 1

Read the text carefully and answer the question!

Doctor is a popular job

Doctor is a popular job. It takes a great responsibility to work as a doctor. Minor mistakes made by a doctor can bring the lost of a patient. There are a lot of jobs that doctor must do. Doctor expects to evaluate symptoms and a run a test to determine what is wrong with a patient. If a doctor does not know off handedly what the diagnosis should be, it is his or her responsibility to do the necessary research.

Notes are kept on each patient to ensure that any medical professional can walk into a room and know what has been done in the past. It is also a way to track the patients’ progress during recovery. Writing prescriptions is a major part of doctors’ job. They must know how much medicine to prescribe based on the patient’s history; the also need to know how two drugs can interact with one another.

A doctor needs to know not only how to treat the current conditions, but also how to advise the patient on how to prevent another occurrence.

Source: http://englishkam.blogspot.co.id/2013/02/report-text-jawaban-doctor.html?m=1

Generic Structure:

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     c. Doctor needs to know not only how to treat the current conditions. But also how to advise the patient on how to prevent another occurrence.
The language feature:
1. Using simple present tense: Doctor is a, Doctor expects, Doctor needs
2. Using the general subject: a doctor
3. Language feature is descriptive: it takes a great responsibility; A doctor needs to know not only how to treat the current conditions, but also how to advise the patient on how to prevent another occurrence.

The social purpose of the text above is presenting information about the doctor’s job.

Questions

1. What is mainly discussed in the text above?
2. Why does a doctor keep a note of their patients?
3. “It is also a way to track patients’ ...(paragraph 3, line 8). The synonym of the underlined word is....
4. What is the definition of writing prescriptions?
5. What is the purpose of the text?

Key answer:
1. The duties of the doctor.
2. To ensure the health of the patients.
3. To apprehend
4. Writing prescriptions is a major part of doctors’ job.
5. To describe a doctor’s jobs and responsibilities.
J. Reading Comprehension Question Rubric

<table>
<thead>
<tr>
<th>Skill</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explicit Information</strong></td>
<td>Answers mostly include supporting evidence from the text.</td>
<td>Answers usually include supporting evidence from the text.</td>
<td>Answers include occasional supporting evidence from the text.</td>
<td>Answers do not include any supporting evidence from the text.</td>
</tr>
<tr>
<td><strong>Implicit Information</strong></td>
<td>Answers are mostly related with the text.</td>
<td>Answers are usually related with the text.</td>
<td>Answers are occasionally related with the text.</td>
<td>Answers are not related with the text</td>
</tr>
<tr>
<td><strong>Main Idea</strong></td>
<td>Identification of main idea with extensive use of supporting details.</td>
<td>Identification of main idea with considerable use of supporting details.</td>
<td>Identification of main idea with adequate use of supporting details.</td>
<td>Partial identification of main idea with limited supporting details.</td>
</tr>
<tr>
<td><strong>Making prediction</strong></td>
<td>Students make valid predictions based on information from text and pre-existing knowledge.</td>
<td>Students make prediction, though some based on themed understanding.</td>
<td>Students make only “guess”-not based on any understanding of information or knowledge.</td>
<td>Students are not able to make any prediction.</td>
</tr>
<tr>
<td><strong>Interpretation</strong></td>
<td>Answers are mostly correct and demonstrate excellent comprehension. Opinions are fully justified.</td>
<td>Answers are often correct and demonstrate good comprehension. Opinions are adequately justified.</td>
<td>Answers are occasionally correct and demonstrate an incomplete comprehension of the topic. Opinions are sometimes justified.</td>
<td>Answers do not reflect accurate comprehension of topic. Opinions are unjustified.</td>
</tr>
</tbody>
</table>
Pharmacist

Pharmacists are the professionals who dispense medicines to the patients, as prescribed by the medical expert. In most of the cases, the experienced pharmacists can even prescribe some better drugs and medicines to the patients.

One of the most important pharmacist job descriptions is the management of medicines and drugs in health care units and hospitals. The pharmacist job description also includes assisting the patients, advising the medical experts and helping the patients by recommending the right medicine.

Some of the job duties of a pharmacist are as follows: give advice and assist doctors or surgeons in matters relating to dosages and prescriptions to the patient. Monitor and analyze the health of the patient, with respect to the drugs that have been given to the patient. Answer the queries of the patients about the probable side effects and benefits of the drug therapy. Seek immediate help from the doctor in case the drug shows some side effects on the patient. Recommend drugs to visitors with minor ailments. The pharmacist job description also includes assisting the patients, advising the medical experts and helping the patients by recommending the right medicine.

A pharmacist can open their own clinical practice after finishing their study Pharm D program or must have a doctor of pharmacy (Pharm. D) degree. Many students enter Pharm D program after undergraduate study.

Source: http://englishahkam.blogspot.co.id/2013/02/report-text-jawaban-pharmacits.html?m=1

1. What does the text tell us about?

2. Who is a pharmacist?

3. Where the pharmacists work?

4. When the pharmacist can open their own clinical practice?

5. What is the main idea of the last paragraph?
Hotel Receptionist

When guests arrive at a hotel or call to make booking, the hotel receptionist is usually the first person they speak to. It is up to the receptionist to make guests feel welcome and to deal efficiently with enquiries. Their tasks are likely to include: allocating rooms to guests, taking and passing on messages, putting together bills and taking payment, and handling foreign exchange, helping guests with requests, e.g asking houskeeping for extra bedding or storing valuables in the hotel safe.

In large hotel, receptionist use a computer to handle reservations, and may also use a telephone switchboard. They may employ sales skills to encourage guests to upgrade to a better room or eat in the restaurant, for example: In larger hotels, there might be a small team of receptionist, each with specific duties. In a small hotel, they might do non-receptionist tasks too-like serving drinks.

Receptionist desks in larger hotels often stay open all night, but in smaller hotels night-time duties might be taken over by the porter. Working hours can include days, night, weekends and public holidays. Receptionist might work shifts. There are opportunities for working part time or only in the holiday seasons.

Source: https://jawabandansoal.blogspot.co.id/2013/10/soal-cerita-bahasa-inggris-smkmak-kelas.html?m=1

Questions

6. What is the main job described in the text?
7. Where does a receptionist usually use a computer to handle reservations??
8. What the differences between larges hotels and small hotel?
9. What the main idea of paragraph two?
10. What is the purpose of this text?
SOAL POST-TEST CYCLE 1

Name : 
Class : 
Student Number : 

Read the text carefully and answer the questions!

BEING A WAITRESS IS HARD

A waitress is a woman who seats the guests, takes the drink orders, and watches to see if the guests need anything. There are many job descriptions for a waitress. Body language lets her know when the guests are ready to order. When they are ready, she takes the order, makes sure that they are served drinks and appetizers.

A waitress is also a woman whose job is to clean tables, fill salt, things like that. She also makes silverware rolls for the guests whom she serves, if they use those in the establishment. Keep checking on guests to make sure they are happy. Fix whatever drinks need to be fixed and keep the tables going. Besides, she basically keeps the guests happy, and when they aren't happy, she listens to why, and makes them happy. Even when she has a bad day. Nobody should know it. She can't take it out on the guests. Therefore, being a waitress is hard. It is very demanding.

Adapted from wikianswer/what_is_the_job_description_for_a_waitress.htm

1. What does first paragraph talk about?
2. Who is a waitress?
3. Based on the text why to be a waitress is hard?
4. Where waitress works?
5. What does second paragraph talk about?
Read the text carefully and answer the questions!

An Accountant’s Job

Accountant is a practitioner of accounting or accountancy, which is the measurement, disclosure or provision of assurance about financial information that helps managers, investors, tax authorities and others make decisions about allocating resource(s).

Accountant has job responsibilities and job duties. The Job Responsibilities of accountant is provides financial information to management by researching and analyzing accounting data; preparing reports. The job duties of accountant are Prepares asset, liability, and capital account entries by compiling and analyzing account information, documents financial transactions by entering account information, recommends financial actions by analyzing accounting options, summarizes current financial status by collecting information; preparing balance sheet, profit and loss statement, and other reports and substantiates financial transactions by auditing documents.

Adapted from wikianswer/

6. What is the text about?

7. What is the purpose of the text?

8. Who is the accountant?

9. Mention the job’s duties of accountant!

10. Mention of the job’s responsibilities of accountant.
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : SMK PANCASILA SALATIGA
Mata Pelajaran : Bahasa Inggris
Kelas/semester : XI/ 2
Materi Pokok : Telling the description of people’s job
Alokasi Waktu : 2x45 menit ( 1x Pertemuan)

H. Standar Kompetensi
Berkomunikasi dengan Bahasa Inggris setara Level Elementary

I. Kompetensi Dasar
2.4 Merinci tugas pekerjaan dan latar belakang pendidikan yang
   dimilikinya secara lisan dan tulisan

J. Indikator
Bentuk kata kerja digunakan dalam simple present dengan tepat untuk
   menerangkan tugas dan pekerjaan berbagai macam profesi

K. Tujuan Pembelajaran
Pada akhir pembelajaran siswa mampu membaca paragraf, teks yang berisi
   tentang deskripsi pekerjaan dan latar belakang pendidikan;
   menterjemahkannya; menjawab pertanyaan-pertanyaan yang berkaitan
   dengan isi bacaan tersebut.

L. Materi Pembelajaran

1. Text report people’s job description

   Nurse

   The nurse is a profession in the field of health, in collaboration
   with other members of the health care team, which is in responsible for:
   treatment, safety and recovery of acutely or chronically ill person;
   health promotion and public health care, and treatment in emergencies
   that threaten human life. Nurses perform a variety of clinical and non-
clinical function required in the world of health and are also involved in medical and nursing research. There are several basic tasks of a nurse in carrying out its role in health.

First, a nurse is in charge of providing nursing services to individuals, families, groups or communities ranging from the simple to the complex in accordance with the diagnosis of the problem that occurred. Second, the nurse is in charge of organizing, planning and carrying out various alternative treatments of nursing which must be received by the patient. Thirdly, the duties of a nurse is to help patients enhance their knowledge as an effort to improve the health of patients, families, and the general public either spontaneously (interacting) and formally (prepared).

Furthermore, the task of a nurse is as a researcher. In this case the nurse is responsible to evaluate, measure ability, assess and consider extent to which the effectiveness of the actions that have been given to patients.


2. Generic Structure:

- Text above consists of two parts:
  2. Description (the detail information includes):
    a. Nurse responsible for treatment, safety and recovery of acutely or chronically ill person; health promotion and public health care, and treatment in emergencies that threaten human life.
b. The duties of a nurse is to help patients enhance their knowledge as an effort to improve the health of patients, families, and the general public.

c. Nurse is responsible to evaluate, measure ability, assess and consider extent to which the effectiveness of the actions that have been given to patients.

3. The language feature:
   a. Using simple present tense: Nurse is a, nurse expects, nurse responsible
   b. Using the general subject: a nurse
   c. Language feature is descriptive: nurse is responsible to evaluate, measure ability, assess and consider extent to which the effectiveness of the actions that have been given to patients.

4. The social purpose of the text above is presenting information about the nurse’s job.

M. Metode/teknik pembelajaran
   Listen Read Discuss Strategy

N. Langkah-Langkah Pembelajaran

<table>
<thead>
<tr>
<th>Kegiatan Pendahuluan</th>
<th>Deskripsi Kegiatan</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apersepsi atau motivasi</td>
<td>a. Guru mengkondisikan kelas (membuka dengan salam, berno’a, dan mengecek)</td>
<td>10’</td>
</tr>
<tr>
<td>Kegiatan Inti</td>
<td>Explorasi</td>
<td>70’</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------</td>
<td>-----</td>
</tr>
<tr>
<td></td>
<td>e. Siswa mendengarkan (Listen) penjelasan singkat dari guru tentang topik pembelajaran secara langsung.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>f. Memberikan teks tentang “Nurse” kepada siswa beserta bagian-bagianya. Dan meminta siswa untuk membacanya (Read).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elaborasi</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu.</td>
</tr>
<tr>
<td>f. Memberikan kesempatan untuk berfikir, menganalisis, menyelesaikan masalah dan bertindak tanpa rasa takut.</td>
</tr>
<tr>
<td>g. Memfasilitasi peserta didik pembelajaran kooperatif (Discuss), dengan membiarkan siswa berdiskusi dalam kelompok yang kecil.</td>
</tr>
<tr>
<td>h. Memfasilitasi peserta didik untuk menyajikan hasil kerja individu maupun kelompok.</td>
</tr>
</tbody>
</table>
Konfirmasi

c. Memberikan umpan balik positif dan penguatan terhadap keberhasilan peserta didik.
d. Guru meminta setiap kelompok untuk mengumpulkan hasil kerja mereka dan berdiskusi.

Kegiatan Penutup

e. Guru memberikan lembar evaluasi kepada siswa.
f. Menanyakan kesulitan siswa atas materi yang telah dibahas.
g. Guru membuat kesimpulan tentang hasil proses belajar mengajar.
h. Guru mengucapkan salam dan memberi pesan-pesan penyemangat kepada siswa.

O. Sumber/alat Belajar


5. Internet

6. Alat: white board, board marker, photocopy.
P. Penilaian hasil belajar

1. Indikator, Teknik dan Bentuk

<table>
<thead>
<tr>
<th>Indikator pencapaian kompetensi</th>
<th>Teknik penilaian</th>
<th>Bentuk Istrumen</th>
<th>Instrumen / Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mengidentifikasi berbagai informasi dalam job’s description</td>
<td>Tertulis</td>
<td>Short answer questions</td>
<td><em>Read the text carefully and answer the questions.</em></td>
</tr>
</tbody>
</table>

2. Instrument penilai

**Task 1**

A. *Read the text carefully and answer the questions!*

**A baker**

A baker is responsible for making a wide range of breads, pastries, and other baked goods. This job title requires one to rise very early and work during the hours that most people are asleep, so it is ideal for a true morning person. One of the great things about being a baker is that it offers the possibility to work in a variety of settings, from a small family-owned bakery to a corporate-owned industrial operation, and everything in between.

A baker’s production duties include measuring and mixing ingredients into dough according to a recipe. Once the dough is formed, the baker will then roll and cut or otherwise shape the dough according to the specifications of the recipe. The final tasks in the
production process involve baking the shaped dough and, if applicable, decorating the final product.

As bakers normally work according to tight production schedules, it is important for them to constantly check that the correct quantities are being produced for each order they are in charge of. It is also important for them to be vigilant about using exact measurements and paying strict attention to timing. In light of these facts, it is essential for a baker to stay organized and on top of his or her work at all times.

It is also helpful for a baker be innately creative, as many bakers are expected to come up with original recipes for new baked goods. Bakers are also often required to work alone; for this reason, the ability to be self-motivated is a huge advantage for aspiring bakers. Of all the skills, knowledge and traits it is important for a baker to possess, the most important ones of all are a sound knowledge of hygiene and safety standards in the kitchen, and the discipline to enforce those standards.

Some bakers start their careers through an apprenticeship program or by attending a technical or culinary school. No formal education is required.


1. Following the text above who is the baker?
2. Where is a baker work based on the text?
3. What is the main idea first paragraph?
4. Why bakers normally work according to tight production schedule?
5. Based on the text above how to become a baker?
Key answer

1. A baker is responsible for making a wide range of breads, pastries, and other baked goods in the bakery production.

3. The responsibility of a baker.

4. Because it is essential for a baker to stay organized and on top of his or her work at all times.

5. Some bakers start their careers through an apprenticeship program or by attending a technical or culinary school.

Task 2

B. Read the text carefully and answer the questions!

Mechanic for machine

A mechanic is to repair vehicles and make routine maintenance checks to ensure that a vehicle is running as it should be. Mechanics need to have a good technical knowledge of a wide range of vehicles, a high level of attention to detail and be able to work well with customers, maintaining a patient and friendly attitude.

Many mechanics are specialized in a particular field, such as auto mechanics, truck mechanic, bicycle mechanics, motorcycle mechanics, boiler mechanics, general mechanics, industrial maintenance mechanics (millwrights), air conditioning and...
refrigeration mechanics, bus mechanics, aircraft mechanics, diesel mechanics, and tank mechanics in the armed services.

Mechanics may be separated into two classes based on the type of machines that they work on: heavyweight and lightweight. Heavyweight work is on bigger machines, such as tractors and trailers; lightweight work on smaller items, like car engines (car machine).

Source: http://nurullaili90.blogspot.co.id/2016/08/100-soal-report-text-dan-jawaban.html?m=1

6. What does the text tell us about?

7. Who is a mechanic?

8. How to become a good mechanic?

9. If you have skill in on the type lightweight class. Where do you work?

10. What’s does the last paragraph about?
Key answer

6. The job duties of Mechanic for machine.

7. A mechanic is to repair vehicles and make routine maintenance checks to ensure that a vehicle is running as it should be.

8. A good mechanic has a good technical knowledge and high level of attention to detail and be able to work well with customers, maintaining a patient and friendly attitude.


10. The class of mechanic based on type machines.

3. Pedoman Penilaian

Dalam test ini terdiri dari 10 short answer questions. Penilaian test ini adalah sebagai berikut:

1. Jumlah score maksimal keseluruhan 100
2. Skor untuk setiap nomor 4
3. Nilai : Skor setiap nomor X 10 (Jumlah soal)

Salatiga, 20 Februari 2018

Mengetahui

Guru Mata Pelajaran

Mansyur Hidayat MPd

NIP:

Peneliti

Ismatun Ni'mah

NIM: 11313149
Learning Material 2

Read the text carefully and answer the question!

Nurse

The nurse is a profession in the field of health, in collaboration with other members of the health care team, which is in responsible for: treatment, safety and recovery of acutely or chronically ill person; health promotion and public health care, and treatment in emergencies that threaten human life. Nurses perform a variety of clinical and non clinical function required in the world of health and are also involved in medical and nursing research. There are several basic tasks of a nurse in carrying out its role in health.

First, a nurse is in charge of providing nursing services to individuals, families, groups or communities ranging from the simple to the complex in accordance with the diagnosis of the problem that occurred. Second, the nurse is in charge of organizing, planning and carrying out various alternative treatments of nursing which must be received by the patient. Thirdly, the duties of a nurse is to help patients enhance their knowledge as an effort to improve the health of patients, families, and the general public either spontaneously (interacting) and formally (prepared).

Furthermore, the task of a nurse is as a researcher. In this case the nurse is responsible to evaluate, measure ability, assess and consider extent to which the effectiveness of the actions that have been given to patients.


2. Generic Structure:

- Text above consists of two parts:
  2. Description (the detail information includes):
a. Nurse responsible for reatment, safety and recovery of acutely or chronically ill person; health promotion and public health care, and treatment in emergencies that threaten human life.

b. The duties of a nurse is to help patients enhance their knowledge as an effort to improve the health of patients, families, and the general public.

c. Nurse is responsible to evaluate, measure ability, assess and consider extent to which the effectiveness of the actions that have been given to patients.

3. The language feature:
   a. Using simple present tense: Nurse is a, nurse expects, nurse responsible
   b. Using the general subject: a nurse
   c. Language feature is descriptive: nurse is responsible to evaluate, measure ability, assess and consider extent to which the effectiveness of the actions that have been given to patients.

4. The social purpose of the text above is presenting information about the nurse’s job.

1. What does the text tell us about?
2. Who is a nurse?
3. What does the responsibility of a nurse?
4. Where is a nurse work?
5. What is the purpose of the text?

Key Answer:
1. Tell about the duties of a nurse.
2. Nurse is a profession in the field of health, in collaboration with other members of the health care team.

3. Nurse responsible for: treatment, safety and recovery of acutely or chronically ill person; health promotion and public health care, and treatment in emergencies that threaten human life.

4. In the hospital.

5. The purpose of the text above is presenting information about the nurse’s job.

J. Reading Comprehension Question Rubric

<table>
<thead>
<tr>
<th>Skill</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explicit Information</td>
<td>Answers mostly include supporting evidence from the text.</td>
<td>Answers usually include supporting evidence from the text.</td>
<td>Answers include occasional supporting evidence from the text.</td>
<td>Answers do not include any supporting evidence from the text.</td>
</tr>
<tr>
<td>Implicit Information</td>
<td>Answers are mostly related with the text.</td>
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<td></td>
</tr>
</tbody>
</table>
Function of secretary in company

A **secretary** or **personal assistant** is a person, whose work consists of supporting management, including executives, using a variety of project management, communication, or organizational skills. These functions may be entirely carried out to assist one other employee or may be for the benefit of more than one. In other situations a secretary is an officer of a society or organization who deals with correspondence, admits new members, and organizes official meetings and events.

A secretary, typically known as **personal assistant** (pa) or an **administrative assistant**, has many administrative duties. The title **secretary** is not used as often as in decades past, and responsibilities have evolved to much more advance skill set such as mastering Microsoft Office applications; Word, PowerPoint, and Excel to name a few.

The duties may vary according to the nature and size of the company or organization, and might include managing budgets, bookkeeping, attending telephone calls, handling visitors, maintaining websites, travel arrangements, and preparing expense reports. Secretaries might also manage all the administrative details of running a high-level conference or meeting and be responsible for arranging the catering for a lunch meeting. Often executives will ask their assistant to take the minutes at meetings and prepare meeting documents for review. In addition to the minutes, the secretary may be responsible for keeping all of the official records of a company or organization.

A secretary is not only smart but talented because it has many responsibilities and duties in the company.

Source: [https://jawabandansoal.blogspot.co.id/2013/10/soal-cerita-bahasa-inggris-smkmak-kelas.html?m=1](https://jawabandansoal.blogspot.co.id/2013/10/soal-cerita-bahasa-inggris-smkmak-kelas.html?m=1)

1. What is the text above?
2. What is the secretary?
3. What’s does the second paragraph about?
4. Why a secretary should be talented?
5. Where the secretary works?
Do you have any idea about webmaster? In this era of modern communications technology, having a job as a webmaster can be a consideration. ‘A webmaster’ can literally be defined as an expert in the field of webbing. A webmaster is a person who not only creates, but also maintains a website. In maintaining a website, a webmaster needs to update all information as well as the profile of the company or the organisation which belongs to the site.

A webmaster has to master at least one of the four subdivisions, namely web designing, graphic designing, web development, and web content editing. The expert in the first division is called a web designer. He or she needs to design a website and be knowledgeable, at least, about Hyper Text Markup Language (HTML) coding. In the graphic designing part, a graphic designer designs the layout and creates an attractive image. However, a graphic designer may not always be a web designer. A web developer is an expert in the web development. He or she creates the website’s programmes and deals with the input and the process. He or she needs to know a programming language like ASP. A web content editor is the one whose job is to provide information about the site. An editor does not need to be technologically literate, but to have knowledge about sentence structure. Although the job can be divided into several parts, a webmaster might work individually or in a team, depending on the website’s scope.

To be a webmaster, you do not have to major in computer science. If you have a relevant educational background, it will be a plus for you. However, the main thing is that you are eager to learn. You can provide
yourselves with an internet connected computer, take appropriate courses, and start practising by creating a personal homepage. After that, you can gain a lot of advantages from it. So, are you ready to be a webmaster? Prepare yourself now.

Adapted from wikianswer/what_is_the_job_description_for_a_webmaster.htm

6. Who is a webmaster?

7. What is the literal definition of “a webmaster”?

8. What’s does the second paragraph about?

9. What is definition of a web developer?

10. According the text, how to be a webmaster?
A baker

A baker is responsible for making a wide range of breads, pastries, and other baked goods. This job title requires one to rise very early and work during the hours that most people are asleep, so it is ideal for a true morning person. One of the great things about being a baker is that it offers the possibility to work in a variety of settings, from a small family-owned bakery to a corporate-owned industrial operation, and everything in between.

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2. Where is a baker work based on the text?
3. What is the main idea first paragraph?
4. Why bakers normally work according to tight production schedule?
5. Based on the text above how to become a baker?

Read the text carefully and answer the questions!

Mechanic for machine

A mechanic is to repair vehicles and make routine maintenance checks to ensure that a vehicle is running as it should be. Mechanics need to have a good technical knowledge of a wide range of vehicles, a high level of attention to detail and be able to work well with customers, maintaining a patient and friendly attitude.

Many mechanics are specialized in a particular field, such as auto mechanics, truck mechanic, bicycle mechanics, motorcycle mechanics, boiler mechanics, general mechanics, industrial maintenance mechanics (millwrights), air conditioning and refrigeration mechanics, bus mechanics, air craft mechanics, diesel mechanics, and tank mechanics in the armed services. Mechanics may be separated into two classes based on the type of machines that they work on: heavyweight and lightweight. Heavyweight work is on bigger machines, such as tractors and trailers; lightweight work on smaller items, like car engines.

Source: http://nurullaili90.blogspot.co.id/2016/08/100-soal-report-text-dan-jawaban.html?m=1

6. What does the text tell us about?
7. Who is a mechanic?
8. How to become a good mechanic?
9. If you have skill in on the type lightweight class. Where do you work?
10 What’s does the last paragraph about?
1. General Information of SMK Pancasila

This classroom action research is conduct at SMK Pancasila Salatiga. It is an educational organization under Yayasan Darul Muhlisin. The school was built on July 16th 2005. The location is at Jl. Fatmawati No. 11, Kelurahan Blotongan, Kecamatan Sidorejo, Kota Salatiga 50715, and Provinsi Jawa Tengah. The phone number (0298)31547, Email: smkpancasilasalatiga@ymail.com. This location is strategic because this is easy to reach from any direction. It is also conductive for teaching learning process.

Head master of SMK Pancasila Salatiga is Sri Mulyani, S.pd. SMK Pancasila Salatiga is a private school. The major it has is electricity with the expertise focused on audio-video. The total numbers of students’ in the academic year 2016/2017 are 72 students. They are consisting 39 of male and 33 female students. They consist of 26 students of ten year, 21 students of eleventh year and the students of twelve years are 25 students.

2. Vision and Mission

a. Vision

Prepare graduates who are able to compete in global era and have high Koranic Science
b. Mission

1. Preparing graduates who are able to master technological science and Koranic Science
2. Preparing graduates who gear for working
3. Preparing graduates who possess entrepreneurial spirit
4. Preparing honest graduates who have moral

3. Condition of Educational Facilities

Educational facilities are all of building, equipment that is needed by teachers, student, and other educators in which provide by school to support teaching-learning process in school environment.

Good educational facilities are factors to be successful in teaching-learning process because all of students’ need to provided. The educational facilities can be seen in the table below:

**Table 3.1**

**The Situation of Educational Facilities of Vocational Secondary School PancasilaSalatiga in the Academic Year 2017/2018**

<table>
<thead>
<tr>
<th>No</th>
<th>Facilities</th>
<th>Total</th>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Classroom</td>
<td>4</td>
<td>Fine</td>
</tr>
<tr>
<td>2</td>
<td>Headmaster Room</td>
<td>1</td>
<td>Fine</td>
</tr>
<tr>
<td>3</td>
<td>Teacher Room</td>
<td>1</td>
<td>Fine</td>
</tr>
</tbody>
</table>
4. Profile of the Students

Students in this school are children who want to get something new; not only learn new knowledge, but also another aspects in life such as; religion, social relation, moral, and culture. They learn in school at certain time. Most of them stay at the boarding school. The condition of students in SMK Pancasila could be seen in the table below:

Table 3.2
The situation of the students of SMK Pancasila Salatiga in the Academic Year 2017/2018

<table>
<thead>
<tr>
<th>No</th>
<th>Class</th>
<th>Number of class</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>X</td>
<td>2</td>
<td>16</td>
<td>10</td>
<td>26</td>
</tr>
</tbody>
</table>

Source: SMK Pancasila Salatiga 2017
<table>
<thead>
<tr>
<th></th>
<th>XI</th>
<th></th>
<th>10</th>
<th>11</th>
<th>21</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
<td>2</td>
<td>10</td>
<td>11</td>
<td>21</td>
</tr>
<tr>
<td>3</td>
<td>XII</td>
<td>1</td>
<td>13</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>5</td>
<td>39</td>
<td>33</td>
<td>72</td>
</tr>
</tbody>
</table>

*Source: SMK Pancasila Salatiga; 2017*
1. The teacher explain the material
2. The students read a text

3. The students discuss with their friend
4. The students do the assignment pre-test
5. The students do assignment post-test
PRE TEST

Name: [Redacted]
Class: [Redacted]

Read the text carefully and answer the questions!

Pharmacist

Pharmacists are the professionals who dispense medicines to the patients, as prescribed by the medical expert. In most of the cases, the experienced pharmacists can even prescribe some better drugs and medicines to the patients.

One of the most important pharmacist job descriptions is the management of medicines and drugs in health care units and hospitals. The pharmacist job description also includes assisting the patients, advising the medical experts and helping the patients by recommending the right medicine.

Some of the job duties of a pharmacist are as follows: give advice and assist doctors or surgeons in matters relating to dosages and prescriptions to the patient. Monitor and analyze the health of the patient, with respect to the drugs that have been given to the patient. Answer the queries of the patients about the probable side effects and benefits of the drug therapy. Seek immediate help from the doctor in case the drug shows some side effects on the patient. Recommend drugs to visitors with minor ailments. The pharmacist job description also includes assisting the patients, advising the medical experts and helping the patients by recommending the right medicine.

A pharmacist can open their own clinical practice after finishing their study Pharm D program or must have a doctor of pharmacy (Pharm. D) degree. Many students enter Pharm D program after undergraduate study.

1. What does the text tell us about the job of a pharmacist?

2. Who is a pharmacist? Pharmacists are the professionals who dispense medicines to the patients.

3. Where do pharmacists work? In health care units and hospitals.

4. When can a pharmacist open their own clinical practice? After finishing their study Pharm D Program or must have a doctor of pharmacy (Pharm. D) degree.

5. What is the main idea of the last paragraph? Many students enter Pharm D program after undergraduate study.
Hotel Receptionist

When guests arrive at a hotel or call to make booking, the hotel receptionist is usually the first person they speak to. It is up to the receptionist to make guests feel welcome and to deal efficiently with enquiries. Their tasks are likely to include: allocating rooms to guests, taking and passing on messages, putting together bills and taking payment, and handling foreign exchange, helping guests with requests, e.g. asking housekeeping for extra bedding or storing valuables in the hotel safe.

In large hotels, receptionist use a computer to handle reservations, and may also use a telephone switchboard. They may employ sales skills to encourage guests to upgrade to a better room or eat in the restaurant, for example: In larger hotels, there might be a small team of receptionist, each with specific duties. In a small hotel, they might do non-receptionist tasks too like serving drinks.

Receptionist desks in larger hotels often stay open all night, but in smaller hotels night-time duties might be taken over by the porter. Working hours can include days, nights, weekends and public holidays. Receptionist might work shifts. There are opportunities for working part time or only in the holiday seasons.

Source: www.hrd.242.com

Questions

1. What is the main job described in the text? Hotel Receptionist

2. Where does a receptionist usually use a computer to handle reservations? In a large hotel

3. What is the difference between large hotels and small hotels? In larger hotels, there might be a small team of receptionist, each with specific duties.

4. What is the main idea of paragraph two? Receptionist clerks in larger hotels often stay open all night.

5. What is the purpose of this text? To describe the hotel

6. In a small hotel, they might do non-receptionist tasks too like serving drinks.
BEING A WAITRESS IS HARD

A waitress is a woman who seats the guests, takes the drink orders, and watches to see if the guests need anything. There are many job descriptions for a waitress. Body language lets her know when the guests are ready to order. When they are ready, she takes the order, makes sure that they are served drinks and appetizers.

A waitress is also a woman whose job is to clean tables, fill salt, things like that. She also makes silverware rolls for the guests whom she serves, if they use those in the establishment. Keep checking on guests to make sure they are happy. Fix whatever drinks need to be fixed and keep the tables going. Besides, she basically keeps the guests happy, and when they aren’t happy, she listens to why, and makes them happy. Even when she has a bad day. Nobody should know it. She can’t take it out on the guests. Therefore, being a waitress is hard. It is very demanding.

Adapted from wiki/answer/what_is_the_job_description_for_a_waitress.htm

1. What does first paragraph talk about? The job of a waitress.
2. Who is a waitress? A woman who serves the guests.
3. Based on the text why being a waitress is hard? She can’t be late, the guests need her and the establishment needs her.
4. Where waitress works? In a restaurant.
5. What does second paragraph talk about? The role of a waitress and why it is hard.
An Accountant's Job

Accountant is a practitioner of accounting or accountancy, which is the measurement, disclosure or provision of assurance about financial information that helps managers, investors, tax authorities and others make decisions about allocating resource(s).

Accountant has job responsibilities and job duties. The Job Responsibilities of accountant is provides financial information to management by researching and analyzing accounting data; preparing reports. The job duties of accountant are Prepares asset, liability, and capital account entries by compiling and analyzing account information, documents financial transactions by entering account information, recommends financial actions by analyzing accounting options, summarizes current financial status by collecting information; preparing balance sheet, profit and loss statement, and other reports and substantiates financial transactions by auditing documents.

6. What is the text about? The text about is an accountant's job.

7. What is the purpose of the text? The purpose is presenting information of an accountant's job.

8. Who is the accountant? The accountant is a practitioner of accounting or accountancy.

9. Mention the job's duties of accountant. The job's duties of accountant are prepares asset, liability, and capital account entries by entering account information, documents financial transactions by entering account information, recommends financial actions by analyzing accounting options, summarizes current financial status by collecting information; preparing balance sheet, profit and loss statement, and other reports and substantiates financial transactions by auditing documents.

10. Mention of the job's responsibilities of accountant. The job responsibilities of accountant is provides financial information to management by researching and analyzing accounting data; preparing reports.
Pre-test and Post-test Cycle 2

SOAL PRE-TEST CYCLE 2
Name: Brady Su
Class:

Read the text carefully and answer the questions.

Function of secretary in company

A secretary or personal assistant is a person, whose work consists of supporting management, including executives, using a variety of project management, communication, or organizational skills. These functions may be entirely carried out to assist one other employee or may be for the benefit of multiple employees. In other situations, a secretary is an officer of a society or organization who deals with correspondence, admits new members, and organizes official meetings and events.

A secretary, typically known as personal assistant (pa) or an administrative assistant, has many administrative duties. The title secretary is not used as often as in decades past, and responsibilities have evolved to much more advance skill set such as mastering Microsoft Office applications, Word, PowerPoint, and Excel to name a few.

The duties may vary according to the nature and size of the company or organization, and might include managing budgets, bookkeeping, attending telephone calls, handling visitors, maintaining websites, travel arrangements, and preparing expense reports. Secretaries might also manage all the administrative details of running a high-level conference or meeting and be responsible for arranging the catering for a lunch meeting. Often executives will ask their assistant to take the minutes at meetings and prepare meeting documents for review. In addition to the minutes, the secretary may be responsible for keeping all of the official records of a company or organization.

A secretary is not only smart but talented because it has many responsibilities and duties in the company.

Source: https://www.random.com/blog/2013/11/01/secretary-vs-personal-assistant/
WEBMASTER: A CHALLENGING JOB

Do you have any idea about webmaster? In this era of modern communications technology, having a job as a webmaster can be a consideration. A webmaster can literally be defined as an expert in the field of webbing. A webmaster is a person who not only creates, but also maintains a website. In maintaining a website, a webmaster needs to update all information as well as the profile of the company or the organisation which belongs to the site.

A webmaster has to master at least one of the four subdivisions, namely web designing, graphic designing, web development, and web content editing. The expert in the first division is called a web designer. He or she needs to design a website and be knowledgeable, at least, about Hyper Text Markup Language (HTML) coding. In the graphic designing part, a graphic designer designs the layout and creates an attractive image. However, a graphic designer may not always be a web designer. A web developer is an expert in the web development. He or she creates the website's programmes and deals with the input and the process. He or she needs to know a programming language like ASP. A web content editor is the one whose job is to provide information about the site. An editor does not need to be technologically literate, but to have knowledge about sentence structure. Although the job can be divided into several parts, a webmaster might work individually or in a team, depending on the website's scope.

To be a webmaster, you do not have to major in computer science. If you have a relevant educational background, it will be a plus for you. However, the main thing is that you are eager to learn. You can provide yourself with an internet connected computer, take appropriate courses, and start practising by creating a personal homepage. After that, you can gain a lot of advantages from it. So, are you ready to be a webmaster? Prepare yourself now.
1. Who is a webmaster? A challenging job

2. What is the literal definition of "a webmaster"? In experts in the field "webmaster"

3. What does the second paragraph about? "webmaster"

4. What the definition of a web developer? "web developer is expert in the web development"

5. According the text, how to be a webmaster? "has to master"
A baker

A baker is responsible for making a wide range of breads, pastries, and other baked goods. This job title requires one to rise very early and work during the hours that most people are asleep, so it is ideal for a true morning person. One of the great things about being a baker is that it offers the possibility to work in a variety of settings, from a small family-owned bakery to a corporate-owned industrial operation, and everything in between.

A baker's production duties include measuring and mixing ingredients into dough according to a recipe. Once the dough is formed, the baker will then roll and cut or otherwise shape the dough according to the specifications of the recipe. The final tasks in the production process involve baking the shaped dough and, if applicable, decorating the final product.

As bakers normally work according to tight production schedules, it is important for them to constantly check that the correct quantities are being produced for each order they are in charge of. It is also important for them to be vigilant about using exact measurements and paying strict attention to timing. In light of these facts, it is essential for a baker to stay organized and on top of his or her work at all times.

It is also helpful for a baker to be inherently creative, as many bakers are expected to come up with original recipes for new baked goods. Bakers are also often required to work alone; for this reason, the ability to be self-motivated is a huge advantage for aspiring bakers. Of all the skills, knowledge, and traits, it is important for a baker to possess, the most important ones of all are a sound knowledge of hygiene and safety standards in the kitchen, and the discipline to enforce those standards.

Some bakers start their careers through an apprenticeship program or by attending a technical or culinary school. No formal education is required.

Source: http://www.bethbakersmag.com/2013/02/26/contrebudget-test/

1. Following the text above who is the baker?
2. Where is a baker work based on the text?
3. What is the main idea first paragraph?
4. Why bakers normally work according to tight production schedule?
5. Based on the text above how to become a baker?

1. A baker is responsible for making a wide range of breads, pastries, and other baked goods
2. A baker
3. The responsibility of baker
4. Because it is important for them to constantly check that the correct quantities are being produced for each order they are in charge of.
5. Some bakers start their careers through an apprenticeship program or by attending a technical or culinary school.
Read the text carefully and answer the questions!

Mechanic for machine

A mechanic is to repair vehicles and make routine maintenance checks to ensure that a vehicle is running as it should be. Mechanics need to have a good technical knowledge of a wide range of vehicles, a high level of attention to detail and be able to work well with customers, maintaining a patient and friendly attitude.

Many mechanics are specialized in a particular field, such as auto mechanics, truck mechanic, bicycle mechanics, motorcycle mechanics, boiler mechanics, marine mechanics, industrial maintenance mechanics (millwrights), air conditioning and refrigeration mechanics, bus mechanics, aircraft mechanics, diesel mechanics, and tank mechanics in the armed services. Mechanics may be separated into two classes based on the type of machines that they work on: heavyweight and lightweight. Heavyweight work is on bigger machines, such as tractors and trailers; lightweight work on smaller items, like car engines.

Source: http://imaginary99.blogspot.co.id/2010/01/100-ului-post-text-and-jawa.html?m=1

A 6. What does the text tell us about the job duties of mechanic for machine?

A 7. Who is a mechanic? Mechanic is to repair vehicles and make routine maintenance checks to ensure that a vehicle is running as it should be.

A 8. How to become a good mechanic?

A 9. If you have skill in on the type lightweight class. When do you work? car machine

A 10. What does the last paragraph about? The class of mechanic based on type machines.

A good mechanic has a good technical knowledge and high level of attention to detail and be able to work well with customers, maintaining a patient and friendly attitude.
Mechanic for machine

A mechanic is to repair vehicles and make routine maintenance checks to ensure that a vehicle is running as it should be. Mechanics need to have a good technical knowledge of a wide range of vehicles, a high level of attention to detail and be able to work well with customers, maintaining a patient and friendly attitude.

Many mechanics are specialized in a particular field, such as auto mechanics, truck mechanic, bicycle mechanics, motorcycle mechanics, boiler mechanics, general mechanics, industrial maintenance mechanics (millwrights), air conditioning and refrigeration mechanics, bus mechanics, aircraft mechanics, diesel mechanics, ball tank mechanics in the armed services. Mechanics may be separated into two classes based on the type of machines that they work on: heavy-weight and light-weight. Heavy-weight work is on bigger machines, such as tractors and trailers; light-weight work on smaller items, like car engines.

Source: http://matmul1898.blogspot.co.id/2013/03/100-soal-soal-tes-dan-jawabannya.html#e=1

6. What does the text tell us about the job duties of a mechanic for machines?

7. Who is a mechanic? A mechanic is to repair vehicles and make routine maintenance checks to ensure that a vehicle is running as it should be.

8. How to become a good mechanic?

9. If you have skill in on the type lightweight class. Where do you work? Car machine

10. What’s does the last paragraph about? The class of mechanics based on type machines

A good mechanic has a good technical knowledge and high level of attention to detail and be able to work well with customers, maintaining a patient and friendly attitude.
<table>
<thead>
<tr>
<th>KOMPETENSI DASAR</th>
<th>INDIKATOR</th>
<th>MATERI PEMBELAJARAN</th>
<th>KEGIATAN PEMBELAJARAN</th>
<th>PENILAIAN</th>
<th>ALOKASI WAKTU</th>
<th>SUMBER RELAJAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3 Meniti tugas pekerjaan dan latar belakang pendidikan yang dimilikinya secara lean dan tulisan</td>
<td>Bersihkan kata kerja digunakan dalam Simple Present dengan tepat untuk menurunkan tugas dan pekerjaan berbagai macam profesi</td>
<td>Sanke Nita kadang digunakan dalam Simple Past dengan tepat untuk menurunkan latar belakang pendidikan berbagai macam profesi</td>
<td>Memahami jenis dan penggunaan kata kerja digunakan dalam Simple Past dengan tepat untuk menurunkan latar belakang pendidikan berbagai macam profesi</td>
<td>Memahami jenis dan penggunaan kata kerja digunakan dalam Simple Past dengan tepat untuk menurunkan latar belakang pendidikan berbagai macam profesi</td>
<td>148 X 45 menit</td>
<td>Physical English Usage</td>
</tr>
<tr>
<td></td>
<td>Berbagi unggahan digunakan dengan tepat untuk menunjukkan tatanan nilai dan angka (facts and figures) pada suatu suatu data.</td>
<td>Menggambarkan ilmu pengetahuan dalam berbagai orang melalui kata kerja berbagi digunakan dalam Simple Past dengan tepat untuk menurunkan latar belakang pendidikan berbagai macam profesi</td>
<td>Memahami jenis dan penggunaan kata kerja digunakan dalam Simple Past dengan tepat untuk menurunkan latar belakang pendidikan berbagai macam profesi</td>
<td>Memahami jenis dan penggunaan kata kerja digunakan dalam Simple Past dengan tepat untuk menurunkan latar belakang pendidikan berbagai macam profesi</td>
<td></td>
<td>Phases in World of Work</td>
</tr>
<tr>
<td></td>
<td>Telling about people’s jobs using the Simple present tense:</td>
<td>A cook prepares food.</td>
<td>Listening:</td>
<td></td>
<td></td>
<td>Preparation to English for SMK</td>
</tr>
<tr>
<td></td>
<td>- Pilots fly airplanes.</td>
<td>- Telling about people’s educational background using the Simple past tense.</td>
<td>- She graduated from SMK 8 Bandung.</td>
<td></td>
<td></td>
<td>English for SMK</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The new secretary learned shorthand at the college.</td>
<td>- Sample of curriculum vitae.</td>
<td></td>
<td></td>
<td>English for SMK</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Expressing facts and figures:</td>
<td>- The graph shows that population growth has been high this last decade.</td>
<td></td>
<td></td>
<td>English for SMK</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- The trend data show that about three billion rupees have been spent for the construction of the factory.</td>
<td></td>
<td></td>
<td>English for SMK</td>
</tr>
</tbody>
</table>

**PROGRAM KEAHILAN:**

**SEMUA PROGRAM KEAHILAN**

**SILABUS BAHASA INGGRIS**

Halaman 1 dari 1
KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) SALATIGA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Lingkar Salatiga, No.2 Telp. (0298) 6031364 Fax. (0298) 333433 Salatiga 50712
http://www.iainsalatiga.ac.id email : adminisrasi@iainsalatiga.ac.id

Nomor : B.1.3.103/In.21/D1.1/PN.03.00/06/2017
Lamp : -
Hal : Pembimbing dan Asisten
      Pembimbing Skripsi

Kepada
Yth. Hammam, Ph.D
di Tempat

Assalamualaikum w.w.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.I). Saudara
ditunjuk sebagai Dosen Pembimbing Skripsi mahasiswa:

Nana : ISMATUN N'MAH
NIM : 113-13-149
Fakultas : TARBIYAH DAN ILMU KEGURUAN
Jurusan : TADRIS BAHASA INGGRIS
Judul Skripsi : THE USE OF LISTEN-READ-DISCUSS (L-A-D) STRATEGY IN SMALL GROUP DISCUSSION TO IMPROVE STUDENTS' READING COMPREHENSION IN ANALYTICAL EXPOSITION TEXT IN SMK PANCASILA SALATIGA

Apabila dipandang perlu Saudara diminta mengoreksi tema skripsi di atas.
Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum w.w.

Salatiga, 05 Juni 2017

a.n. Dekan,

[Signature]

[Stamp]

S.Ag., M.Phil.
19690617 199603 1004

Tembusan : I. Dosen Pembimbing
Nomor: B-ALA/ln.21/D1/PN.03.00/08/2017
Lamp: -
Hal: Permohonan Izin Penelitian Skripsi

Kepada
Yth. Kepala SMK Pancasila Salatiga
di Tempat

Assalamualaikum w.w.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:

Nama: ISMATUN NIMAH
NIM: 113-13-149
Mahasiswa: Institut Agama Islam Negeri (IAIN) Salatiga
Fakultas: Tarbiyah dan Ilmu Keguruan
Jurusan: Tadris Bahasa Inggris (TBI)

Dalam rangka penyelesaian studi Program S.1 di IAIN Salatiga, diwajibkan memenuhi salah satu persyaratan yang berupa pembuatan SKRIPSI.

Judul skripsi:
THE USE OF LISTEN-READ-DISCUSS (L-R-D) STRATEGY IN SMALL GROUP DISCUSSION TO IMPROVE READING COMPREHENSION AT SECOND GRADE OF SMK PANCASILA SALATIGA IN ACADEMIC YEAR OF 2017/2018

Dengan Pemrimbigner: Hammam, Ph.D
Untuk penyelesaian Skripsi tersebut, kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian guna memperoleh data atau keterangan dan bahan yang diperlukan dimulai tanggal 04 Agustus 2017 s.d selesai.

Kemudian atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum w.w.

Salatiga, 02 Agustus 2017
Dekan,
Fakultas Tarbiyah dan Ilmu Keguruan

(Suwardi, M.Pd.)
NIP: 19670121 199903 1002

Tembusan: 1. Mahasiswa yang bersangkutan
Yang bertanda tangan di bawah ini Kepala SMK Pancasila Salatiga, menerangkan bahwa:

Nama : Ismatun Ni’mah
NIM : 113-13-149
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)
Judul Skripsi : THE USE OF LISTEN-READ-DISCUS (L-R-D) STRATEGY TO IMPROVE STUDENTS’ READING COMPREHENSION AT SECOND GRADE OF SMK PANCASILA SALATIGA (IN ACADEMIC YEAR OF 2017/2018)

Telah dizinkan untuk melaksanakan penelitian disekolah kami.

Demikian surat keterangan ini dibuat, agar dapat digunakan sebagaimana mestinya.

Salatiga, 03 Oktober 2017

Kepala Sekolah

Sri Mulyani, S.PdI
Surat Keterangan

Yang bertanda tangan dibawah ini saya Mansur Hidayat, M.Pd. sebagai guru Bahasa Inggris SMK Pancasila Salatiga menerangkan bahwa:

Nama : Ismatun Ni'mah
Universitas : IAIN Salatiga
Jurusan : Tadris Bahasa Inggris

Menjadi teaching team di SMK Pancasila Salatiga sebagai kegiatan penelitian untuk menyelesaikan skripsi yang berjudul “THE USE OF LISTEN-READ-DISCUSS (LRD) TO IMPROVE STUDENTS’ READING COMPREHENSION (A Classroom Action Research of Second Grade of SMK Pancasila Salatiga in Academic Year 2017/2018)”

Demikian surat keterangan ini dibuat agar digunakan sebagai dokumentasi resmi

Salatiga, 15 Januari 2018

Mengabdi

(Mansur Hidayat, M.Pd)
Surat Pernyataan

Kami yang bertanda dibawah ini, menyatakan dengan sebenarnya bahwa saya bersedia menjadi objek penelitian dari saudara:

Nama : Ismatun Ni’mah
NIM : 113-13-149


Demikian surat pernyataan ini di buat tanpa paksaan (dengan suka rela)

Salatiga, 15 Januari 2018

[signature]

(Menteri Pendidikan)

[Signature]
<table>
<thead>
<tr>
<th>No</th>
<th>NAMA</th>
<th>PARAF</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Adela Bintarawan Ixiana</td>
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<tr>
<td>2</td>
<td>Alvia Tusovia</td>
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</tr>
<tr>
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Catatan:
- Tetap konsultasi lembar ini harus dibawa

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Salatiga, 08 Maret 2018

Mengetahui,

Wakil Dekan Bidang Kemahasiswaan

[Signature]

[Stamp]

NIP. 19700510 1998031003
CURRICULUM VITAE

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