USING LRD (LISTEN-READ-DISCUSS) STRATEGY IN IMPROVING STUDENTS' READING COMPREHENSION

(A Pre-Experimental Research at the Eleventh Grade Students of SMAN 3 Bulukumba)

A THESIS

Submitted to the Faculty of Teacher Training and Education Muhammadiyah University of Makassar in Partial Fulfillment of the Requirement for the Degree of Education in English Department

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MOTTO:

“DO ANYTHING YOU CAN, AND BE SURE WITH THAT.

NEVER GIVE UP UNTIL YOU REACH YOU WANT,

BECAUSE THE SUCCESFULL COMES TO THE ONE WHO TRIES TO GET IT.”

I dedicate this thesis to my beloved parents

and my lovely sister

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Makassar, Februari 2018

The Writer

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ABSTRACT

Nelly Musdalifa. 2017. ***Using LRD (Listen-Read-Discuss) Strategy in Improving Students' Reading Comprehension (A Pre-Experimental Research at the Eleventh Grade Students of SMAN 3 Bulukumba*)**, under the thesis of English Education Department, the Faculty of Teacher Training and Education, Muhammadiyah University of Makassar, supervised by Erwin Akib and Ilmiah.

This research aimed to improve students' reading comprehension, particularly literal and interpretative comprehension by using *LRD (Listen-Read-Discuss)* strategy.

The researcher used a pre-experimental design. It conducted with one class of the eleventh grade students of SMAN 3 Bulukumba. Cluster random sampling with lottery technique was applied to select the sample of one group pre-test and post-test study. The number of sample selected was 30 students. The data obtained from reading essay test.

The researcher found that the result of the students' mean score in pre-test was 66.78 and it was improved to be 80.95 in post-test. In addition, the statistical computation described that *LRD (Listen-Read-Discuss) strategy* was effective in improving students' reading comprehension. It supported by the t-test value that was higher than t-table value (20.372>2.045). Therefore, the alternative hyphotesis (H_1) accepted while the null hypothesis (H_0) rejected. Based on the result analysis, the researcher concluded that, using *LRD (Listen-Read-Discuss) strategy* can improve students' reading comprehension in term literal and interpretative comprehension.

Keywords: LRD (Listen-Read-Discuss) strategy, literal and interpretative comprehension

TABLE OF CONTENTS

Page

TITLE PAGE i

APPROVAL SHEET ii

COUNSELLING SHEET.....iii

SURAT PERNYATAAN iv

SURAT PERJANJIAN v

MOTTO vi

ACKNOWLEDGEMENT vii

ABSTRACT x

TABLE OF CONTENTS.....xi

LIST OF TABLES xii

LIST OF FIGURE.....xiv

CHAPTER I INTRODUCTION

A. Background.....1

B. Research Problem 4

C. Research Objective 4

D. Significance of the Research.....5

E. Scope of the Research.....5

CHAPTER II REVIEW RELATED LITERATURE

A. Previous Related Findings 7

B. Pertinent Ideas of LRD Strategy.....9

C. Concept of Reading.....14

D. Report Text 23

E. Conceptual Framework 26

F. Hypothesis of the Research 27

CHAPTER IIIRESEARCH METHODOLOGY

A. Research Design 28

B. Variables and Indicators 28

C. Population and Sample 29

D. Research Instrument 30

E. Procedure of Collecting Data 32

F. Technique of Data Analysis 32

CHAPTER IV FINDINGS AND DISCUSSION

A. Findings 34

B. Discussion 40

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion 46

B. Suggestion 47

BIBLIOGRAPHY 48

APPENDICES

CURRICULUM VITAE

LIST OF TABLES

Page

Table 3.1 Criteria Score of Main Idea 30

Table 3.2 Criteria Score of Supporting Details 31

Table 3.3 Criteria Score of Conclusion 31

Table 3.4 Classification of students' score 33

Table 4.1 The Mean Score of Students' Pretest and Posttest in Reading Comprehension.....34

Table 4.2 The Rate Frequency and Percentage Distribution of the Students' Pretest and Posttest.....35

Table 4.3 The Students' Mean Score in Pretest and Posttest in term Literal Comprehension.....36

Table 4.4 The Rate Frequency and Percentage Distribution of the Students' Pretest and Posttest in Literal Comprehension.....37

Table 4.5 The Students' Mean Score in Pretest and Posttest in term Interpretative Comprehension.....38

Table 4.6 The Rate Frequency and Percentage Distribution of the Students' Pretest and Posttest in Interpretative Comprehension.....39

Table 4.5 Paired Samples Test 40

LIST OF FIGURES

Page

Figure 2.1 Steps of LRD Strategy 10

Figure 2.2 Conceptual Framework 26

BAB I

INTRODUCTION

A. Background

Nowadays, English plays an important role in communicating with people from different countries both oral and written form, because it is a language for international communication. For instance in Indonesia, English has become the essential subjects in every school besides the other primary issues at schools, and it is as a foreign language that taught for junior high school up to university level for many years. Fachrurrazy (2014: 1) states that the Indonesian government has realized the importance of English and has decided English is a compulsory subject at the secondary school level. Also, it is the first language studied in many countries either as foreign or second language.

In Indonesia, English is as a foreign language which only finds in a classroom where the language is being learned. In English, four basic skills must be mastered by the students, and those are listening, speaking, reading and writing. These four language skills can be grouped into passive or receptive skills (that is listening and reading), and active or productive skills (that is speaking and writing) stated by Fachrurrazy (2014: 7). By reading activities, the students can expand their vocabulary directly. Besides that, students can gain knowledge from a book or just read for enjoyment as a hobby to refresh the brain with the new one. Therefore, reading is one of the important competencies that should be developed

by the students, because they can get many and further information such as from newspaper, magazine, books, and so on.

Reading is defined in many ways by different people. Burns et al. (1984:11) describe that reading is a complex act that must be learned. It means that reading is the construction and interpretation of meaning and it is the process of understanding written language. As known, there are two aspects of the reading process; those are recognition and comprehension. According to Setiawan (2014: 20), word recognition is the ability to pronounce and give meaning to the printed symbols, while comprehension is the ability to understand the text. The capability to read is vital to functioning efficiently in a literate society. Moreover, reading comprehension is defined as the level of understanding of a text/message stated by Hans and Emmanuel Hans (2015: 63). On the other hand, reading comprehension is an ability to gain knowledge and extensive information of constructing meaning from written language. Besides that, the students can increase their interpretation of the text that has been read or improve their critical thinking. Therefore, reading is very crucial because if the students cannot comprehend the text or book they read, so they cannot catch the meaning of the text.

There are some kinds of text in English such as narrative, recount, descriptive, procedure and report text. The type of the texts that will be taught is a report text. The report is a text which can be written out with a descriptive technique. It describes an object to the readers. Also, it is a text which gives information about an event or situation, and it contains a fact. Report text is a text which can help students to get the real information of an object or event.

Furthermore, as good readers, the students learn to make a connection from their experience to the text, then think about what the author means on the text. In learning English, the students should be able to comprehend what they are learning, and the message conveyed between authors to the readers.

Based on the experience from an internship at junior and senior high school, most students are still tricky in comprehending text. In short, they have some problems in reading and always find difficulties to understand what they are reading. The students cannot identify the main idea and make a conclusion. Besides that, they cannot interpret the text. Then, the students should have the ability to comprehend the text and also to access knowledge from what have been they read. Therefore, the use of effective strategies is highly essential when learning to improve reading comprehension.

Based on the problems above, the researcher offers one of the strategies to improve reading comprehension of students; it is LRD (Listen-Read-Discuss) strategy. This strategy can overcome the students' problem in comprehending a text because they do not need to read the text only but how to comprehend and interpret what the text talks about. Also, it helps students to comprehend text before reading and build their knowledge. Therefore, LRD is as mean an appropriate strategy to improve students' comprehension in reading and prior knowledge.

Besides that, LRD (Listen-Read-Discuss) strategy is a powerful strategy for engaging struggling readers in classroom discussion. Moreover, there are three stages in reading process: before reading, while reading and after reading. The

first stage is before reading (listen). It means the students listen to short explanation delivered by the teacher. The second stage is while reading (read). It means the students read the whole text after listening to the brief explanation from the teacher and comprehend the text. The last stage is after reading (discuss). It means the teacher asks the students to discuss the text they have heard and read in a small or large group discussion. Therefore, the students are unable to read the text entirely on their own because the content is initially covered orally. Nevertheless, they can gain at least a basic level of understanding about reading. Also, this strategy is flexible because it can be used across all curriculum areas with almost any text.

From the explanation and the problem above, the researcher is interested in conducting research entitled: **"Using LRD (Listen-Read-Discuss) Strategy in Improving Students' Reading Comprehension."**

B. Research Problem

Relating to the background above, the researcher formulates the following research questions:

1. Does the use of LRD (Listen-Read-Discuss) strategy improve the students' literal comprehension in reading at the Eleventh Grade Students of SMAN 3 Bulukumba?
2. Does the use of LRD (Listen-Read-Discuss) strategy improve the students' interpretative comprehension in reading at the Eleventh Grade Students of SMAN 3 Bulukumba?

C. Research Objective

Based on the research problem above, the objectives of this research are as follow:

1. To know whether or not the use of LRD (Listen-Read-Discuss) strategy improve the students' literal comprehension in reading at the Eleventh Grade Students of SMAN 3 Bulukumba.
2. To know whether or not the use of LRD (Listen-Read-Discuss) strategy improve the students' interpretative comprehension in reading at the Eleventh Grade Students of SMAN 3 Bulukumba.

D. Significance of the Research

This research is expected to have some importance theoretically and practically. Theoretically, it is expected that the finding of the research to be useful for the improvement of students' reading comprehension and become the alternative method for a teacher in teaching reading. The research is expected to be beneficial or to give a contribution to education institution in implementing and undertaking the strategy to the need of students' learning achievement on reading the subject.

Practically, it is as an input and a resource for the English teacher to conduct teaching of reading in the class by using LRD strategy and as a valuable contribution for the students of English and other in learning with English text.

E. Scope of the Research

This research is limited to the application of LRD (Listen-Read-Discuss) strategy to overcome students' comprehension in reading. It is applied to improve students' ability in comprehending report text which focuses on literal comprehension of terms the main idea and supporting details, and interpretative comprehension in terms conclusion.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Findings

There has been researchers conducted dealing with inference strategy and reading comprehension. The researchers are as follows:

Pariska (2015) for example, carries out research entitled "The Effect of Using Listen-Read-Discuss (LRD) Strategy and Students' Prior Knowledge on the Students' Reading Comprehension of the Second Years Students at Ma. Daarun Nahdah Thawalib Bangkinang". She said that Listen-Read-Discuss strategy and activating students' prior knowledge are important for students to get good comprehension in reading. This research aims to investigate students' reading comprehension in report text after being taught by using the LRD (Listen-Read-Discuss) strategy and students' prior knowledge. The study result showed that there is a significant effect of LRD strategy and students prior knowledge on reading comprehension.

Moreover, Fanou (2015) in the journal entitled "Reading Comprehension in LSP Classes: Content Familiarity, Literal Reading, and Inferential Comprehension." This article aims to determine the relationship between learners' familiarity with domain knowledge and their comprehension of specialized texts. In fact, learner production capacity may be affected by their difficulties in understanding the words, and also the content when the students are not familiar with the subject dealt with in a text. With a French written-text on the stock

exchange and open English-written questions to be answered in English, a large number of my students were unable to show much comprehension of the content of the text although the latter provided very clear explanations in their official language. Also, many of them failed in their inferential comprehension, even though they may easily have a literal comprehension of the text. In conclusion, literal understanding is not enough to ensure the inferential comprehension of a text no matter the language it is written in.

Moreover, Hans and Emmanuel Hans (2015) in the journal entitled "Different Comprehension Strategies to Improve Students' Reading Comprehension." They said that comprehension is the ultimate goal of all reading; that is, the ability to understand a text underlies all reading tasks. Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing. Besides that, the use of effective comprehension strategies that provide specific instructions for developing and retaining comprehension skills, with intermittent feedback, has been found to improve reading comprehension across all ages. There are different comprehension strategies to improve students' reading comprehension; those are Question-Answer Relationships (QAR) strategy, paragraph shrinking, concept map, story sequence, story map, Directed Reading Thinking Activity (DRTA), Reading Guides, Jigsaw, Reciprocal Teaching, and the Listen-read-discuss strategy.

Those previous findings are expected to be useful information for the researcher. There are similarities and differences between those researchers and

this research. Furthermore, the previous findings and this research use the same skill and strategy in conducting the research. In contrary, the difference is this research does not examine the students' prior knowledge, but it examines the students' improvement in reading especially for literal and interpretative comprehension by using LRD (Listen-Read-Discuss) strategy.

B. Pertinent Ideas of LRD Strategy

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

Manzo and Ula Price Casale (1985:734) stated that by providing a legitimate and integrated place for reading and learning from text, the L-R-D enables students of lower ability to read text at the necessary grade level. Also, this strategy engages students in active learning stated by Julie H. Lester (2002:11). It means that this strategy enhances the students' prior knowledge before reading and become a strategy that guides students to be an active student in learning.

Besides that, Manzo and Ula Price Casale (1985:732) stated that Listen-read-discuss is an essential lesson design with a familiar appearance. Here, the students not only increase their comprehension by reading as in traditional instruction, but they are trained to listen to the teacher's presentation before reading then discuss it. LRD strategy is aimed to have students orally comprehend the specific content by engaging in classroom discussions.

As developed by Manzo and Ula Price Casale (1985) cited in Julie H. Lester (2002:12) that steps of LRD strategy are as follows:

Listen-Read-Discuss

It's a literacy strategy that will help students comprehend text.

Listen	:	Lecture
		A guide or graphic organizer will help.
Read	:	Purpose—
		To compare infromation from the lecture to the text.
Discuss	:	Small or large group
		Ask questions!

Figure 2.1 Steps of LRD Strategy

Before reading, students listen to a short explanation delivered by the teacher. A guide or graphic organizer is used to help the students to follow the information. The students then read a text selection about the topic. This explanation is compared with the information from the lecture. The passage from the textbook should cover the same information introduced in the lecture. Long reading assignments that bring in other topics are not appropriate. The teacher should let the students know that the purpose of reading is to experience another explanation of the text and to compare it to the information they have just heard. After reading, there is a substantial group discussion, or students engage in small group discussions about the

topic. Questions should be encouraged. Students asked to complete an information sheet or a writing activity to develop understanding further.

Based on the explanation above that a guide or graphic organizer can be used to help students follow the information, it also is stated by Armbruster et al. (2003:50) that graphic organizers illustrate the concepts and interrelationships among concepts in a text using diagrams or other pictorial devices. They also state that graphic organizers can help readers focus on concepts and how they are related to other concepts, help students read to learn from the informational text in the content areas, and it helps students to see how concepts fit common text structures.

Besides that, the LRD design permits a desired, but elusive triangulation of teacher, text, and student needs. Therefore, this strategy engages students in active learning and become a good listener, reader, speaker, and writer.

Based on the explanation about LRD strategy, the researcher concludes that LRD (Listen-Read-Discuss) Strategy is one of strategies which appropriate to teach the students and can help them to increase their comprehension because this is required to make students active in reading. Besides that, the students who have no prior knowledge when the teacher gives a brief explanation of the topic, so this is useful for building their background knowledge.

2. Teaching Procedure of LRD (Listen-Read-Discuss) Strategy

Manzo and Ula Price Casale (1985:732) offered a simple alternative to this approach. It is merely by changing the sequence of conventional instruction; students are better prepared for reading. LRD paradigm is as follows:

a) The teacher should begin with a portion of a text which is particularly well organized and well written.
b) The teacher presents that portion of the text in a favored (usual lecture) format for about half of a class period.
c) The class then reads the pages covering that material. (If the students need further direction, the teacher can tell them to read for the general purpose of comparing their understanding of the lecture with the text, or locating words, ideas, or facts which appear ambiguous or inconsistent, or about which they merely have a sense of uncertainty.)
d) Discussion follows. The focus should first be on reducing uncertainties, and then on raising uncertainties. That is, initially, basic meanings are clarified; then, upon more critical review, new and more profound "uncertainties' are increased.

Finally, the above explanations guide students to get their comprehension because the entire process of teaching reading by using LRD (Listen-Read-Discuss) strategy will activate students in reading. In this strategy, the students will be motivated and attracted to gain meaning of reading.

3. Advantages of LRD (Listen-Read-Discuss) Strategy

Listen-read-discuss strategy has some benefits, such as to activate students' prior knowledge. Then, it can improve students' reading comprehension and content learning. Also, it helps struggling readers to get the meaning of the text.

According to Manzo and Rasinski cited in Dian Pariska (2015:36),there are three advantages of using this strategy; first, in the fact that it is a powerful tool for engaging struggling readers, especially L2 learners. Second, for students who lacked prior knowledge about the content gain it during the listening stage, which allows them to comprehend the text during the reading stage more easily. Third, this strategy gives the effectiveness in teaching and learning reading.

Also, Hans and Emmanuel Hans (2015:69) stated that there are some benefits of Listen Read Discuss strategy namely; it helps students comprehend material presented orally, builds students' prior knowledge. Before they read a text, engages struggling readers in classroom discussion, and this simple, and simple, flexible strategy can be used across all curriculum areas with almost any text.

Therefore, the researcher concludes the advantages of Listen-Read-Discuss are to build their knowledge about reading, help the students to improve their vocabulary and grammar by reading, train them to listen and comprehend what they hear and compare with their comprehension

afterreading the text. Also, it engages students' struggling in classroom discussion.

C. Concept of Reading

1. Definition of Reading

Reading is one of the required skills that should be mastered in language learning. Reading is not only how to pronounce the words but to get the information needed and our comprehension of reading. Also, reading is an active way which the students not only make a summary of the text or reading but how they relate the information in the text to what they already know.

Furthermore, according to Carrillo (1976:1) reading is a cohesive set of skills that must be carefully presented in an orderly sequence to be efficiently used then and later. Besides that, in reading, the students have to get the message from the text.

> Harmer (1992:190) stated that:
> Reading is an exercise dominated by the eyes and the brain. The eyes receive messages, and the brain then has to work out the significance of these words. Unlike a listening text, a reading text moves at the speed of the reader (except where the reader is trying to read an advertisement that flashes past a train window). In other words, it is up to the reader to decide how fast he or she wants to (or can) read a text, whereas listeners often have to do their best with a text whose speed is chosen by the speaker. The fact that reading texts are stationary is a considerable advantage.

Based on the opinion above, a teacher has to train the students to read texts more and more to get the message and improve their comprehension. Nevertheless, the students have to have motivation in reading and always

practice. It is also a means by which further learning takes place. In other words, a person learns to read and reads to learn.

Based on experts' opinion above, the researcher concludes that reading requires the readers to focus on reading the material and integrate with previous knowledge.

Moreover, Grellet cited in Dian Pariska (2015:16) stated hat there are four main ways of reading, those are:

a) Skimming

Skimming is reading quickly over a text to get the gist of the idea.

b) Scanning

Scanning is reading the quickly thorough text to find a particular piece of information.

c) Extensive Reading

Extensive reading is a reading longer text, usually for one's pleasure, mainly involves global understanding.

d) Intensive Reading

Intensive reading is reading shorter texts to extract specific information. This is more an accuracy activity involving reading for detail.

According to above explanation, it can be concluded that reading as means a skill which recognizes the words first then find out the information and meaning of the text. It is an interactive process which integrates the written text with what already know.

2. Reading Purposes

Grabe and Fredricka L. Stoller (2002:6) stated that reading purposes could be classified under some main headings, those are:

a) Reading to search for simple information

According to Guthrie & Kirsch in Grabe and Fredricka L. Stoller (2002:7) reading to search for simple information is a common reading ability, though some researchers see it as a relatively independent cognitive process. It is used so often in reading that it is probably best understood as reading ability.

b) Reading to skim quickly

Similarly, reading to skim (that is sampling segments of the text for a general understanding) is a standard part of many reading tasks and a useful skill in its right. It involves, in essence, a combination of strategies for guessing where vital information might be located in the text and then using necessary reading comprehension skills on those segments of the text until a general idea is formed.

c) Reading to learn from texts

Reading is the learn that typically occurred in academic and professional contexts in which a person needs. It requires abilities to:

- Remember main ideas as well as some details that elaborate the main and supporting ideas in the text.
- Recognize and build rhetorical frames that organize the information in the text.

Reading is usually carried out at a reading rate somewhat slower than general reading comprehension (primarily due to rereading and reflection strategies to help remember information). Also, it makes stronger inference demands than general comprehension to connect text information with background knowledge (for example relating a character, event or concept to other known characters, events or concepts; or connecting possible causes to known events).

d) Reading to integrate information, write and critique texts

Reading to incorporate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources. These skills inevitably require critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it into the reader's goal.

e) Reading for general comprehension

The notion of general reading comprehension has been intentionally saved for last in this discussion for two reasons. First, it is the most basic purpose of reading, underlying and supporting most other objects for reading. Second, general reading comprehension is more complex than commonly assumed.

3. The Importance of Reading

The ability to read is a vital efficiently in a literate society. Setiawan (2014: 20) states that learning to read take effort and children who see the value of reading in their activities will be more likely to work hard than those who fail to look at the benefits.

Besides that, Burnset al. in Setiawan (2014:20) stated that as essential as functional reading is to everyday living, another important goal of reading is enjoyment. It means reading can be a way for relaxation, various adventure, or aesthetic pleasure. Also, the students may be read to obtain information about areas of interest or hobbies to fill their leisure time.

From the point of view, it can be concluded that reading has the critical aim namely as the pleasurable activity and increase knowledge and insight which happened in the world or in around us.

4. Definition of Reading Comprehension

Reading Comprehension is prior matter of developing appropriate, efficient comprehension strategies some people had to formulate a definition of reading comprehension, below are various definitions of reading comprehension.

> Klingner et al. (2007: 8) stated that:
> Reading comprehension involves much more than readers' responses to the text. Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).

It is concluded that reading comprehension is the process of getting meaning by extracting information and knowledge.

Furthermore, Weiner cited in Majid (2012) stated that reading comprehension is a complex process in which the reader uses his material. He must be able to recognize and decode words and be able to relate the ideas to his previous knowledge.

Also, Setiawan (2014: 21) stated that reading comprehension deals with the higher level of reading activities in which reading covers not merely recognizing and translating written text into spoken words, but it stresses more on the message acquired by the reader about the reader's existing knowledge.

Moreover, in comprehending text students must focus their attention in some aspects such as recognizing words and phrases of similar and opposing meaning, identifying or locating information, distinguishing elements or features within the context the analysis of elements within a structure and the relationship among them. Therefore, reading comprehension is needed to get the meaning by determining what the author means in the text and compare with reader's interpretation that implied in the text.

5. Level of Reading Comprehension

Reading comprehension is the constructing process that includes the meaning from the text. Therefore, Fachrurrazy (2014:83-84) stated that comprehension could be divided into three levels, that is sentence level, paragraph level, and whole-text level.

Moreover, Burns et al. (1984:177) suggested that reading comprehension is divided into four categories: literal reading, interpretive reading, critical reading and creative reading.

a) Literal Reading

Reading for literal comprehension, which involves acquiring information that is directly stated in a selection, is essential in and of itself and is also a prerequisite for higher-level understanding. In literal reading, the main ideas are directly stated in the text. The reader needs only to understand exactly what stated to receive the author's literal message. Literal comprehension is accepted as the most simple or basic comprehension skill and one that requires little thinking and reasoning. Recognizing stated main ideas, supporting details, causes, effect and sequences as the basis and understanding of vocabulary, sentences meaning, and paragraph meaning are important.

b) Interpretive Comprehension

Interpretive reading identifies the way to read between the lines of making inferences. The process of deriving ideas implied rather than directly stated. Skill for this level of comprehension includes:

1) Finding main ideas of passage in which main ideas are not directly stated.
2) Finding cause and effect relationship when they are not directly stated
3) Determining referents of pronouns

4) Determining referents of adverbs

5) Inferring omitted words

6) Detecting moods

7) Detecting author's purpose in writing

8) Drawing conclusion.

c) Critical Comprehension

Critical comprehension is evaluating the written material, giving a comparison of the ideas that discovered to the material with known standards and interpreting conclusions about their accuracy, appropriateness, and timelines. When the reader read critically, they evaluate what is read. The critical reader must be an active reader, questioning, searching for facts and suspending judgment until he or she considered all of the material.

d) Creative Reading

In creative reading, the reader must be able to think and to use their imaginations. Creative reading going beyond what the author has written, applying the ideas from the text to new situations and recombining the author's ideas with other ideas to form new concepts or to expand old ones. The reader must understand the cause-effect relationship in a text although it is not stated directly. Through creative reading, the reader creates something new ideas, the solution to a problem, and a new way of looking at something from the ideas gleaned from the text.

Those levels of comprehension can make students learning actively and not only understands what the author means, but they can interpret a passage by their own words.

6. Types of Reading Comprehension

In increasing students' reading comprehension, the teachers have to know the level of reading comprehension and types of reading comprehension. Therefore, Nuttal in Putri (2013) mentioned that there are five types to classify reading comprehension questions, those are:

a) Question of Literal Comprehension

There are questions, directly and explicitly available in the text. Questions of this kind could often be answered in the words of the text itself. The questions are essential preliminaries to serious work of the text, because until you are sure that the plain meaning of the text has been grasped.

b) Questions Involving Reorganization or Reinterpretation

These are questions which require the students to obtain literal information from various parts of the text and put it together or to reinterpret information. The questions are valuable in making the student consider the text as a whole rather than thinking of each sentence on its own or making him assimilates information fully.

c) Question of Inference

These are questions that oblige the students to read between the lines to consider what is implied but not explicitly stated. Questions of this kind

are considerably more difficult than either of the former types because these questions require the students to understand the text well enough to work out its implications.

d) Questions of evaluation

Evaluation questions involve the students in making a considered judgment about the text regarding what the writer is trying to do, and how far the writer has achieved it. For example, the writer's honesty or bias (for example in newspaper reporting or advertising copy).

e) Question of personal response

The students are not asked to assess the techniques, by means, the writer influences the, but simply record his reaction to the means of the text.

D. Report Text

Reading has various interesting types of text for the process of teaching and learning in the classroom such as report text. Report text presents information about something, as it is and as a result of systematic observation and analysis. Also, a report text is a type of texts that announce the result of an investigation or announce something. The information given in a report text is very general information.

Also, the report text is known as an informational report. "Report," the Concise Oxford Dictionary 10th Edition, is defined as 1) an account is given of a matter after investigation or consideration. 2) A piece of information about an

event or situation. So it can be concluded, in a language view, a report text is used to provide information about an event or situation which is filled with facts.

Furthermore, the purpose of text report is to give the truth account of something, somebody, some places, or same activity after investigating and collecting the facts (Perry and Ron in Dian Pariska: 2015). According to Buscesment cited in Dian Pariska (2015), the indicators of report text are; the students can identify the detailed information of the text, explain the main idea of the report text, explain the meaning and reference of the word in report text and the students can conclude the topic.

Moreover, the social function of report text is to present information about something generally to the reader. It describes an entire class of things, whether natural or made: mammals, the planets, rocks, plants, transportation, and soon. This text is useful for students because it gives the fact of an object or event and situation happened in the social environment or the world

1. The Generic Structure of Report Text

As same as descriptive text, a report text also has two common the generic structure of report text:

a) General classification states the classification of general aspect of thing; animal, public place, plant, etc. which will be discussed in general.

b) The description tells what the phenomenon under discussion; regarding parts, qualities, habits or behaviors. It describes the thing

which will be discussed in detail; part per part, customs or deed for living creature and usage for materials.

2. Language Features of Report Text

The language features used in the report text are as follows:

a) Nouns and noun phrase are used rather than personal pronouns. The use of personal pronouns is limited.

b) Most reports are written in the present tense.

c) Use some passive voice.

d) Some reports use technical or scientific terms.

e) Linking verbs are used, for example; are, is, has, have, and belong to, to give coherence.

f) Use some action verbs (climb, eat).

g) Descriptive language is used that is factual rather than imaginative,for example, color, shape, size, body parts, habits, behaviors, functions, uses.

E. Conceptual Framework

Conceptual framework underlying in this research is given below:

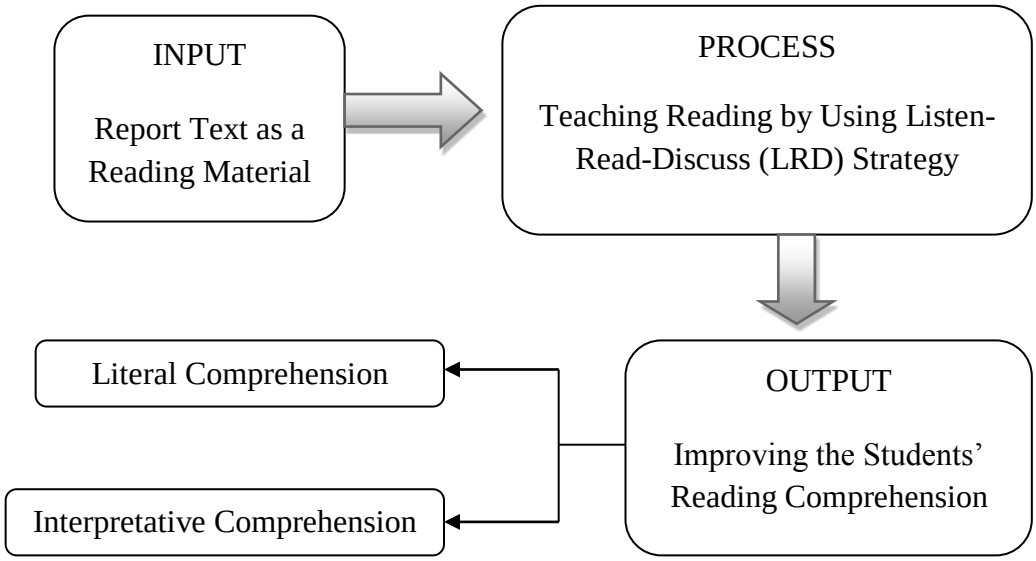


Figure 2.2 Conceptual Framework

A brief explanation of conceptual framework will be delivered as follows:

In this research, the researcher teaches report text as teaching material. Teaching reading skill is the crucial thing that has been taught to students in senior high school. Also, after giving the material, the students are taught by using Listen-Read-Discuss strategy.

In the first meeting, the researcher gives a pre-test to see their prior knowledge in reading comprehension. The second to seven meeting, then the researcher provides treatment by applying LRD (Listen-Read-Discus) strategy. LRD strategy is a powerful strategy which can help students to improve their comprehension in reading. There are three stages in this strategy; those are listening, reading, and discussing. In this strategy, the students will listen to the

teacher by using graphic organizer about a topic, then students read the whole text with the same topic, and discuss in a large or small group about what they have heard and read. The last meeting, the researcher gives a post-test to know students' improvement after implementing the treatment.

Moreover, the researcher just focuses on two levels of comprehension; those are literal and interpretative comprehension. Literal comprehension is accepted as the most simple or basic comprehension skill and one that requires little thinking and reasoning. In literal reading, the main ideas are directly stated in the text. While interpretative comprehension is the process of deriving ideas that implied rather than directly stated. It means the students' have to make their interpretation of the topic or text. Therefore, this strategy is expected to be an effective strategy which can help students to achieve the good result in reading comprehension.

F. Hypothesis of the Research

The hypothesis of this research can be stated as follows:

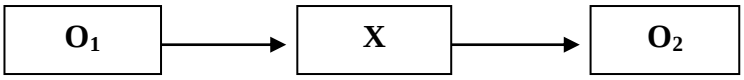
1. Null hypothesis (H_0) there is no significant effect on the students' reading comprehension after taught by using LRD strategy.
2. Alternative hypothesis (H_1) there is a significant effect on the students' reading comprehension after taught by using LRD strategy, where the result of post-test is better than the result of the pre-test.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The type of this research was pre-experimental research design. The pre-experimental used in this research was one group pretest-posttest study. This design involves one group which is pretest (O_1), exposed to a treatment (X), and posttest (O_2). The design will be presented as follows:



Where: O_1: Pretest

X: Treatment

O_2: Posttest (Emzir, 2015:97)

B. Variables and Indicators

1. Variable

There were two variables in this research, namely independent and dependent variable. Independent variable is variable which influences the object, while the dependent variable is variable which influenced by the object. Therefore, the independent variable of this research was the implementation of using Listen-Read-Discuss (LRD) strategy. It was a strategy used by the teacher to teach the material.

While, dependent variable was the students' reading comprehension especially in literal and interpretative comprehension.

2. Indicator

The indicator of this research was literal and interpretative comprehension. In this research, the literal comprehension covers the main idea and supporting details, while interpretative comprehension covers the conclusion.

C. Population and Sample

1. Population

The population of this research was the eleventh-grade students of SMAN 3 Bulukumba in academic year 2017/2018. The total number of population is 303 students.

2. Sample

The sampling technique of this research was random cluster sampling. Based on the data, the researcher examines eight classes, namely XI IPA 1, XI IPA 2, XI IPA 3, XI IPA 4, XI IPS 1, XI IPS 2, XI IPS 3, and XI IPS 4. Then the researcher uses lottery way to decide a sample. After doing a lottery, XI IPA 2 comes out as a result, and it was the sample of this research. The sample was 30 students of XI IPA 2 which consists of 21 girls and nine boys. Most of the sample is 16 – 17 years old.

D. Research Instrument

The instrument of this research was reading test with essay form. This instrument was used to find out the result of students' achievement in reading comprehension, especially in their literal and interpretative comprehension. The test consisted of pre-test and post-test. The pretest was given before applying the treatment which consists of seven questions, six questions for literal comprehension and one for interpretative comprehension. It aims to know the students' prior knowledge in reading. Meanwhile, the post-test aims to find out students' improvement in reading after giving the treatment. It also consisted of seven questions.

Before giving the pre-test and post-test, the researcher has to know how to give a score for reading test especially for the main idea, supporting details and conclusion. Below is the scoring rubric for each item of reading comprehension.

1. Rubric of Literal Comprehension

a. Main Ideas

Table 3.1 Criteria Score of Main Ideas

Criteria	Score
Identified the main idea by providing strong evidence, details relating to the main idea.	4
Identified the main idea and provided adequate evidence, details relating to the main idea.	3
Limited main idea identification and limited evidence, details relating to the main idea.	2
The students did not identify the main idea of the story or provide any evidence, details relating to the main idea.	1

(Harmer in Nurrahmah, 2016: 25)

b. Supporting Details

Table 3.2 Criteria Score of Supporting Details

Criteria	Score
The level of detail in each question is excellent. Textual details are relevant, and the student has connected fully with the literature.	4
The level of detail in each question is good. The student could add a bit more textual detail to enhance answers further.	3
Level of detail in each question is emerging. Attempts to engage the text are made.	2
The level of detail in each question is poor and does not attempt to include textually relevant information.	1

(Benbleue in Nova, 2017: 26)

3. Rubric of Interpretative Comprehension

a. Conclusion

Table 3.3 Criteria score of Conclusion

Criteria	Score
The conclusion reflects resources readings in development of idea it is excellent.	4
The conclusion reflects readings in development of idea it is good.	3
The conclusion reflects only reading in development of idea it is poor.	2
The conclusion does not reflect any reading of resources in development idea.	1

(Harmer in Nurrahmah, 2016: 26)

E. Procedure of Collecting Data

In collecting the data, the researcher gave pretest before giving treatment, and the last is posttest.

1. Pretest

   Before doing the treatment, the researcher gave a pretest to measure the students' prior knowledge of reading comprehension. The pre-test consisted of seven questions which talk about report text, and the form of the test was essay test. The researcher distributed the instrument to the students, and the researcher asked the students to answer the questions based on the text.

2. Posttest

   After doing the treatment, the researcher gave posttest to know the students' improvement in reading comprehension. The procedure was same as a pretest. However, the researcher used the different text with each test, but both of them used essay test.

F. Technique of Data Analysis

In this section, the data collected from each variable was analyzed by using the Statistical Package for Social and Science (SPSS) version 20 for windows. A procedure that taken for reading comprehension test in analyzing the test are:

1. To score the students' answer of the test, the researcher used the following formula:

Score $= \frac{X}{N}$ x 100

Where: X = students' correct answer

N = maximum score (Gay in Syaipullah, 2016:26)

2. After calculating the students' score, the researcher classified their score into seven classifications in the following table.

Table 3.4 Classification of Students' Score

No	Score	Classification
1	96-100	Excellent
2	86-95	Very Good
3	76-85	Good
4	66-75	Fairly Good
5	56-65	Fair
6	46-55	Poor
7	0-45	Very Poor

(Debdikbud in Syaipullah, 2016:27)

3. Calculating the percentage by using the following formula:

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

Where: P = Percentage

F = Frequency

N = Number of Subject (Gay in Amin, 2017:28)

4. Calculating the mean score, standard deviation, frequency and rate percentage of students' test by using descriptive statistics.
5. Calculating paired t-test value (at the significant level =0.05 between students' reading comprehension pretest and posttest).

BAB IV

FINDINGS AND DISCUSSION

A. Findings

The data of this research was obtained from the scores of the students' pre-test and post-test. The data were collected by using reading essay test that consisted of seven questions. The treatment was given for four times. To analyze the data, the researcher applied the paired t-test in SPSS 20.

1. Data Analysis of Using LRD (Listen-Read-Discuss) Strategy toward Reading Comprehension

The data of students' pre-test and post-test score were obtained from the result of their reading comprehension before and after giving the treatment. In this case, the researcher calculated the mean score and rate percentage of the students' score.

a) The Mean Score of Students in Reading Comprehension

In getting the final result, the researcher calculated the mean score of the students' pretest and posttest by using SPSS 20. It can be seen in the following table:

Table 4.1 The Mean Score of Students' Pretest and Posttest in Reading Comprehension

	N	Mean	Std. Deviation
Pretest	30	66.78	7.39
Posttest	30	80.95	6.91
Valid N	**30**		

The table 4.1 shows that the number of students in pretest and posttest was 30. It can be seen that the students' mean score in pretest was 66.78 while the students' mean score in posttest was 80.95. The data indicated that the mean score of students' reading comprehension in pretest and posttest was significantly different.

b) The Rate Frequency and Percentage Distribution of the Students in Reading Comprehension

This section presented the students' result of reading comprehension. The students' score pretest and posttest were classified as seen in the following table:

Table 4.2 The Rate Frequency and Percentage of the Students' Pretest and Posttest

Score	Classification	Pretest		Posttest	
		Frequency	Percentage	Frequency	Percentage
96-100	Excellent	0	0	0	0
86-95	Very Good	0	0	8	26.67%
76-85	Good	2	6.67%	15	50%
66-75	Fairly Good	15	50%	7	23.33%
56-65	Fair	11	36.66%	0	0
46-55	Poor	2	6.67%	0	0
0-45	Very Poor	0	0	0	0
Total Score		**30**	**100**	**30**	**100**

The tableabove shows the students' frequency and percentage in pretest and posttest. It can be seen that 2 (6.67%) students were classified as poor, 11 (36.66%) students were classified as fair, 15 (50%) students were classified as fairly good, 2 (6.67%) students were classified as good, and none of the students get excellent, very good and very poor in

pretest.In another hand, in students' posttest, 7 (23.33%) students were classified as fairly good, 15 (50%) students' were classified as good, 8 (26.67%) students were classified as very good, and none of the students get excellent, fair, poor and very poor.

2. The Students' Mean Score and Rate Percentage in term Literal Comprehension

In this section, the researcher calculated and obtained the students' mean score and rate percentage in term literal reading comprehension. It aimed to know the students' improvement in reading in particular literal comprehension.

a) The Students' Mean Score in Literal Comprehension

The students' literal reading comprehension was obtained from pretest and posttest. The data were calculated by using SPSS 20; it can be seen in the following table:

Table 4.3 The Mean Score of Students in Literal Comprehension

	N	**Mean**	**Std. Deviation**
LiteralPretest	30	69.72	7.96
LiteralPosttest	30	84.58	6.75
Valid N	**30**		

The table 4.3 shows the students' mean score in pretest was 69.72 while in posttest was 84.58. The result indicates that the students' mean score in term literal comprehension was improved.

b) The Rate Frequency and Percentage Distribution of the Students' Literal Comprehension

In supporting the mean score in the previous section, the researcher also calculated the rated frequency and percentage of the students' literal comprehension in pretest and posttest. It can be seen in table 4.4 below.

Table 4.4 The Rate Frequency and Percentage of the Students' Pretest and Posttest in Literal Comprehension

Score	Classification	Pretest		Posttest	
		Frequency	Percentage	Frequency	Percentage
96-100	Excellent	0	0	0	0
86-95	Very Good	0	0	15	50%
76-85	Good	6	20%	11	36.67%
66-75	Fairly Good	17	56.67%	4	13.33%
56-65	Fair	5	16.67%	0	0
46-55	Poor	2	6.67%	0	0
0-45	Very Poor	0	0	0	0
Total Score		**30**	**100**	**30**	**100**

The table 4.4 shows the rated frequency and percentage of the students in pretest and posttest. In pretest shows that 2 (6.67%) students were classified as poor, 5 (16.67%) students were classified as fair, 17 (56.67%) students were classified as fairly good, 6 (20%) students were classified as good, and no one of students got very poor, very good and excellent.While posttest result shows that 4 (13.33%) students were classified as fairly good, 11 (36.67%) students were classified as good, 15 (50%) students were classified as very good, and no one of students got very poor, poor, fair, and excellent in this test.

3. The Students' Mean Score and Rate Percentage in term Interpretative Comprehension

This section described the mean score and rate percentage of the students' pretest and posttest in particular literal comprehension.

a) The Students' Mean Score in Interpretative Comprehension

The students' interpretative reading comprehension was obtained from pretest and posttest. The data were calculated by using SPSS 20; it can be seen in the following table:

Table 4.5 The Mean Score of Students in Interpretative Comprehension

	N	Mean	Std. Deviation
Interpretative Pretest	30	49.16	20.21
Interpretative Posttest	30	59.16	15.37
Valid N	**30**		

The table above can be seen that the students' mean score in pretest was 49.16 while the students' mean score in posttest was 59.16. It indicated that the students' mean score in pretest and posttest in term interpretative comprehension was improved.

b) The Rate Frequency and Percentage Distribution of the Students' Interpretative Comprehension

The students' rate frequency and percentage distribution in particular interpretative comprehension had been qualified into categories as seen in the following table.

Table 4.6 The Rate Frequency and Percentage of the Students' Pretest and Posttest in Interpretative Comprehension

Score	Classification	Pretest		Posttest	
		Frequency	Percentage	Frequency	Percentage
96-100	Excellent	2	6.67%	1	3.33%
86-95	Very Good	0	0	0	0
76-85	Good	0	0	0	0
66-75	Fairly Good	3	10%	10	33.34%
56-65	Fair	0	0	0	0
46-55	Poor	17	56.66%	18	60%
0-45	Very Poor	8	26.67%	1	3.33%
Total Score		**30**	**100**	**30**	**100**

The table 4.6 shows the students' classification, frequency and percentage in pretest and posttest in particular interpretative comprehension. In the pretest, it shows that 8 (26.67%) students were classified as very poor, 17 (56.66%) students were classified as poor, 3 (10%) students were classified as fairly good, 2 (6.67%) students were classified as excellent, and no one of them categorized as fair, good and very good.On the other hand, posttest result shows that 1 (3.3%) student was classified as very poor, 18 (60%) students were classified as poor, 10 (33.34%) students were classified as fairly good, 1 (3,33%) student was classified as excellent, and no one of them categorized as fair, good, and very good.

4. Hypothesis Testing

The hypothesis testing was aimed to know the significance different toward the students' reading comprehension in pre-test and post-test. The

data was obtained by using SPSS 20. The result of t-test was described in the following table:

Table 4.7 Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Posttest – Pretest	14.16	3.80	.69	12.74	15.58	20.372	29	.000

The table 4.5above can be seen that t-test=20.37 and degree of freedom (df=29). The t-test obtained is compared with t-table=2.045 at 5% level ($\propto = 0.05$). Based on t-table, it could be analyzed that t-test is higher than t-table or 20.372>2.045. It meant that there was a significant difference of using LRD (Listen-Read-Discuss) strategy in improving students' reading comprehension at the eleventh-grade students SMAN 3 Bulukumba.

B. Discussion

1. Data Analysis of Using LRD (Listen-Read-Discuss) Strategy toward Reading Comprehension

The result of data analysis in the previous section showed that the students' frequency and rate percentage in pretest and posttest were different. The result of students' pretest showed that 2 (6.67%) students were classified as poor, 11 (36.66%) students were classified as fair, 15 (50%) students were classified as fairly good, 2 (6.7%) students were classified as good, and none

of students classified as excellent, very good and very poor.In another hand, in students' posttest, 7 (23.33%) students were classified as fairly good, 15 (50%) students' were classified as good, 8 (26.67%) students were classified as very good, and none of the students classified as excellent, fair, poor and very poor.

The data showed that the students' pretest was classified as fairly good because most students got fairly good. While in posttest, the students' score was classified as good because most students got good score.

Also, it was proved by the students' mean score of pretest and posttest in reading comprehension with the total number of the student was 30. The result showed that students' mean score in pretest was 66.78. Meanwhile, the students' mean score in posttest was 80.95. It meant that the mean score of students' reading comprehension in pretest and posttest was improved.

In obtaining a high mean score in post-test, the researcher gave the treatment for four times. The first meeting, the researcher found that most students got problems in comprehending a text because they still could not identify the main idea, supporting details and interpreted the text such as draw conclusion. The second meeting until the last meeting, they learned to identify and recognize what the author meant in the text. The researcher applied LRD strategy in English teaching and learning to stimulated and improved students to comprehend the text.

This research had a line with Pariska (2015), she stated that Listen-Read-Discuss strategy and activating students' prior knowledge are important for students to get good comprehension in reading.

2. The Students' Mean Score in term Literal and Interpretative Comprehension

Based on the finding, the students' literal comprehension in term main idea and supporting detail was improved. The students had good comprehension in term literal comprehension. It was supported by the mean score of pretest was69.72and posttest was 84.58. Besides that, the researcher classified the students into some categories to know their classification. The result of the data in the previous section showed that 2 (6.67%) students were classified as poor, 5 (16.67%) students were classified as fair, 17 (56.67%) students were classified as fairly good, 6 (20%) students were classified as good, and no one of students got very poor, very good and excellent in pretest.While, the data in posttest result showed that 4 (13.33%) students were classified as fairly good, 11 (36.67%) students were classified as good, 15 (50%) students were classified as very good, and no one of students got very poor, poor, fair, and excellent in this test.The data showed that most students were classified as fairly good in the pretest, while in posttest mostly students were classified as very good.

Based on the result, it meant that literal comprehension is abasiclevel of comprehension which needs little thinking because the questions only need the answer which directly stated in the text by the author. Besides that, the

students should guess the meaning of the words to answer the question. However, from the result, it showed that the students were able to know the meaning of the text given. The data indicated that the students' mean score in term literal comprehension had good improvement by using LRD (Listen-Read-Discuss) strategy.

The indication above was proved by the statement of Fanou (2015) that for literal comprehension to be successful, it is important for readers to know or guess the meanings of the words in a written text. Besides that, according to Ko cited in Fanou (2015:3), learners must understand the majority of the vocabulary in any text to be able to guess the meanings of unknown words successfully. Therefore, it could conclude that literal comprehension is basic level and easy for the students if they had the prior knowledge and could guess the meaning of words.

Also, the previous section showed that the students' interpretative comprehension in term conclusion was very low in the pretest. It was obtained from the mean score of students before and after applying the treatment. However, the students' mean score of posttest was better than pretest.

The students' mean score in term interpretative comprehension was improved. It was obtained from the mean score in pretest was 49.16 and posttest were 59.16. Also, it was supported by the students' classification result in pretest and posttest in particular interpretative comprehension. In the pretest, it shows that 8 (26.67%) students were classified as very poor, 17

(56.66%) students were classified as poor, 3 (10%) students were classified as fairly good, 2 (6.67%) students were classified as excellent, and no one of them categorized as fair, good and very good.On the other hand, posttest result shows that 1 (3.3%) student was classified as very poor, 18 (60%) students were classified as poor, 10 (33.34%) students were classified as fairly good, 1 (3,33%) student was classified as excellent, and no one of them categorized as fair, good, and very good. It meant that, most of students were classified as poor in pretest and also in posttest. However, the students with fairly good classification in posttest were higher than pretest.

It meant that the students' posttest mean score in interpretative comprehension was higher than pretest. Also, the result showed that after getting the treatment, the students could identify the important information in the text, so then they were able to know what the author tells about the text explicitly. Furthermore, the increasing score of students in pretest and posttest proved that there was an effect of using Listen-Read-Discuss strategy. However, the literal comprehension was better improved because the students only understand the information stated directly in the text.

Moreover, the result of students' reading comprehension combining literal and interpretative comprehension showed that using Listen-Read-Discuss strategy had a good effect. That effect showed that using effective strategies could improve students' reading comprehension. Hans and Emmanuel Hans supported it (2015), they said that the use of effective comprehension strategies that provide specific instructions for developing and

retaining comprehension skills, with intermittent feedback, has been found to improve reading comprehension across all ages, one of them is Listen-read-discuss strategy.

3. Hypothesis Testing

After calculating and comparing the t-test value and t-table value, it was found that t-test value was higher than t-table value. In other words, t-test=20.372and t-table = 2.045 (20.372>2.045). It indicated that the null hypothesis (H_0) was rejected, while the alternative hypothesis (H_1) was accepted. It meant that there was a significant difference between students' reading comprehension before and after teaching and learning processed by using LRD strategy. It happened because the students were practiced to comprehend the short explanation, read the whole text and discuss in a small group while helping each other to know the meaning of the text. It could help to increase students' comprehension before, while, and after reading. They were practiced to identify the main idea stated in the text, supporting detail and conclude the text through LRD strategy which could expand their knowledge, comprehension and experience.

Based on the result of data analysis and testing, the researcher concluded that using LRD (Listen-Read-Discuss) strategy at the eleventh grade of SMAN 3 Bulukumba was improved the students' reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion, the researcher gets the conclusion that:

1. LRD (Listen-Read-Discuss) strategy could improve the students' reading comprehension, and the mean score in pre-test supported it was 66.78, and it was improved to be 80.95 in post-test. It also improves the students' literal reading comprehension. It was proved by the mean score of pre-test (69.72) compared to the mean score of post-test (84.58).
2. LRD (Listen-Read-Discuss) strategy could improve the students' interpretative comprehension. It was proved by the mean score in pretest was 49.16 and posttest were 59.16. Besides that, the result of the statistical analysis by using SPSS 20 showed that t-test value was 20.372 and the t-table value was 2.045. It indicated that t-test value was higher than t-table value or 20.372>2.045. Thus, this strategy can improve students' prior knowledge before reading the whole text and make them enthusiastic in learning. Therefore, the researcher assumed that LRD (Listen-Read-Discuss) strategy could improve students' reading comprehension.

B. Suggestion

After carrying out the research, the researcher concluded that using LRD (Listen-Read-Discuss) strategy could improve students' reading comprehension. Nevertheless, there was still the weakness of this research. In fact that the LRD strategy could improve the students' literal comprehension better, but the students' improvement in interpretative comprehension was still less. Based on the experimental research, the researcher suggested that the teacher should use various techniques and be more creative in choosing the technique that will be used in the classroom because it could motivate students and make them be attracted in learning.

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APPENDICES

APPENDIX A

Students' Score Pretest in Each Question

Code of Student	Number of Question							Total	Score
	1	2	3	4	5	6	7		
N-1	1	2	3	4	3	4	3	20	71.43
N-2	1	1	2	4	2	4	2	16	57.14
N-3	1	1	4	3	1	3	2	15	53.57
N-4	1	1	4	4	2	4	1	17	60.71
N-5	1	2	1	3	3	3	2	15	53.57
N-6	2	1	2	4	3	4	2	18	64.28
N-7	3	1	4	2	3	4	1	18	64.28
N-8	2	1	2	3	3	4	2	17	60.71
N-9	1	1	4	1	3	4	2	16	57.14
N-10	1	1	4	3	3	4	1	17	60.71
N-11	3	1	3	3	3	4	2	19	67.86
N-12	1	3	3	4	3	4	4	22	78.57
N-13	3	2	3	4	2	4	3	21	75.00
N-14	3	1	4	4	4	3	2	21	75.00
N-15	2	1	4	4	4	4	1	20	71.43
N-16	1	2	4	3	3	4	2	19	67.86
N-17	3	1	4	3	3	4	2	20	71.43
N-18	3	1	1	4	2	4	1	16	57.14
N-19	3	1	3	3	1	3	2	16	57.14
N-20	3	2	1	4	2	4	2	18	64.28
N-21	3	1	4	4	3	4	2	21	75.00
N-22	2	3	1	4	4	4	4	22	78.57
N-23	1	2	3	3	3	4	3	19	67.86
N-24	3	1	4	4	2	4	2	20	71.43
N-25	3	1	4	4	1	4	2	19	67.86
N-26	1	4	3	4	3	4	1	20	71.43
N-27	1	4	4	4	3	4	1	21	75.00
N-28	3	1	4	1	3	4	2	18	64.28
N-29	3	2	3	4	2	4	1	19	67.86
N-30	2	3	4	4	3	3	2	21	75.00
Total									**2003.54**

Students' Score Posttest in Each Question

Code of Student	Number of Question							Total	Score
	1	2	3	4	5	6	7		
N-1	3	3	4	3	4	3	3	23	82.14
N-2	1	2	4	2	4	4	2	19	67.86
N-3	1	4	4	3	3	3	1	19	67.86
N-4	2	3	4	2	3	4	2	20	71.43
N-5	1	3	4	4	1	4	2	19	67.86
N-6	2	3	4	3	4	3	3	22	78.57
N-7	3	3	4	4	3	4	2	23	82.14
N-8	4	2	4	3	4	4	2	23	82.14
N-9	2	2	4	4	3	4	2	21	75.00
N-10	3	3	4	4	4	1	2	21	75.00
N-11	3	2	4	4	4	4	3	24	85.71
N-12	4	3	4	4	4	3	4	26	92.86
N-13	3	4	4	3	4	4	3	25	89.28
N-14	4	3	4	4	4	4	2	25	89.28
N-15	3	3	4	4	4	3	3	24	85.71
N-16	3	2	4	4	4	3	2	22	78.57
N-17	3	3	4	4	4	2	2	22	78.57
N-18	4	2	4	4	3	3	2	22	78.57
N-19	3	4	4	2	3	3	2	21	75.00
N-20	2	4	4	3	3	3	3	22	78.57
N-21	3	2	4	4	4	4	2	23	82.14
N-22	4	3	4	4	4	4	3	26	92.86
N-23	4	2	4	3	4	4	2	23	82.14
N-24	4	3	4	2	4	4	2	23	82.14
N-25	4	3	4	4	3	4	2	24	85.71
N-26	1	4	4	4	3	4	3	23	82.14
N-27	3	3	4	4	3	4	2	23	82.14
N-28	4	3	4	2	3	4	3	23	82.14
N-29	2	4	4	3	4	4	2	23	82.14
N-30	3	4	4	4	4	4	3	26	92.86
Total Score									**2428.53**

APPENDIX B

Students' Classification of Pre-test and Post-test

Code of Students	Pretest	Classification	Posttest	Classification
N-1	71.43	Fairly good	82.14	Good
N-2	57.14	Fair	67.86	Fairly good
N-3	53.57	Poor	67.86	Fairly good
N-4	60.71	Fair	71.43	Fairly good
N-5	53.57	Poor	67.86	Fairly good
N-6	64.28	Fair	78.57	Good
N-7	64.28	Fair	82.14	Good
N-8	60.71	Fair	82.14	Good
N-9	57.14	Fair	75.00	Fairly good
N-10	60.71	Fair	75.00	Fairly good
N-11	67.86	Fairly good	85.71	Very good
N-12	78.57	Good	92.86	Very good
N-13	75.00	Fairly good	89.28	Very good
N-14	75.00	Fairly good	89.28	Very good
N-15	71.43	Fairly good	85.71	Very good
N-16	67.86	Fairly good	78.57	Good
N-17	71.43	Fairly good	78.57	Good
N-18	57.14	Fair	78.57	Good
N-19	57.14	Fair	75.00	Fairly good
N-20	64.28	Fair	78.57	Good
N-21	75.00	Fairly good	82.14	Good
N-22	78.57	Good	92.86	Very Good
N-23	67.86	Fairly good	82.14	Good
N-24	71.43	Fairly good	82.14	Good
N-25	67.86	Fairly good	85.71	Very good
N-26	71.43	Fairly good	82.14	Good
N-27	75.00	Fairly good	82.14	Good
N-28	64.28	Fair	82.14	Good
N-29	67.86	Fairly good	82.14	Good
N-30	75.00	Fairly good	92.86	Very good

The Percentage of the Students' Score in Reading Comprehension

1. Pretest
   a. Poor

      F=2. N=30 $P = \frac{F}{N} \times 100\%$

      $P = \frac{2}{30} \times 100\% = 6.67\%$

   b. Fair

      F=11 . N=30 $P = \frac{F}{N} \times 100\%$

      $P = \frac{11}{30} \times 100\% = 36.66\%$

   c. Fairly good

      F=15. N=30 $P = \frac{F}{N} \times 100\%$

      $P = \frac{15}{30} \times 100\% = 50\%$

   d. Good

      F=2. N=30 $P = \frac{F}{N} \times 100\%$

      $P = \frac{2}{30} \times 100\% = 6.67\%$

2. Posttest
   a. Fairly good

      F=7. N=30 $P = \frac{F}{N} \times 100\%$

      $P = \frac{7}{30} \times 100\% = 23.33\%$

   b. Good

      F=15. N=30 $P = \frac{F}{N} \times 100\%$

      $P = \frac{15}{30} \times 100\% = 50\%$

   c. Very good

      F=8. N=30 $P = \frac{F}{N} \times 100\%$

      $P = \frac{8}{30} \times 100\% = 26.67\%$

APPENDIX C

Students' Score in Main Idea, Supporting Detail and Conclusion

Code of Students	Pretest (X_1)			Posttest (X_2)		
	Main Idea	Supporting Detail	Conclusion	Main Idea	Supporting Detail	Conclusion
N-1	37.50	87.50	75.00	75.00	87.50	75.00
N-2	25.00	75.00	50.00	37.50	87.50	50.00
N-3	25.00	68.75	50.00	62.50	81.25	25.00
N-4	25.00	87.50	25.00	62.50	81.25	50.00
N-5	37.50	62.50	50.00	50.00	81.25	50.00
N-6	37.50	81.25	50.00	62.50	87.50	75.00
N-7	50.00	81.25	25.00	75.00	93.75	50.00
N-8	37.50	75.00	50.00	75.00	93.75	50.00
N-9	25.00	75.00	50.00	50.00	93.75	50.00
N-10	25.00	87.50	25.00	75.00	81.25	50.00
N-11	50.00	81.25	50.00	62.50	100.00	75.00
N-12	50.00	87.50	100.00	87.50	93.75	100.00
N-13	62.50	81.25	75.00	87.50	93.75	75.00
N-14	50.00	93.75	50.00	87.50	100.00	50.00
N-15	37.50	100.00	25.00	75.00	93.75	75.00
N-16	37.50	87.50	50.00	62.50	93.75	50.00
N-17	50.00	87.50	50.00	75.00	87.50	50.00
N-18	50.00	68.75	25.00	75.00	87.50	50.00
N-19	50.00	62.50	50.00	87.50	75.00	50.00
N-20	62.50	68.75	50.00	75.00	81.25	75.00
N-21	50.00	93.75	50.00	62.50	100.00	50.00
N-22	62.50	81.25	100.00	87.50	100.00	75.00
N-23	37.50	81.25	75.00	75.00	93.75	50.00
N-24	50.00	87.50	50.00	87.50	87.50	50.00
N-25	50.00	81.25	50.00	87.50	93.75	50.00
N-26	62.50	87.50	25.00	62.50	93.75	75.00
N-27	62.50	93.75	25.00	75.00	93.75	50.00
N-28	50.00	75.00	50.00	87.50	81.25	75.00
N-29	62.50	81.25	25.00	75.00	93.75	50.00
N-30	62.50	87.50	50.00	87.50	100.00	75.00
Total Score	**1375**	**2450**	**1475**	**2187,5**	**2712,5**	**1775**

APPENDIX D

The Students' Classification of the Pretest and Posttest in Main Idea

Code of Students	Pretest			Posttest		
	Score	Final Score	Classification	Score	Final Score	Classification
N-1	3	37.50	Very poor	6	75.00	Fairly good
N-2	2	25.00	Very poor	3	37.50	Very poor
N-3	2	25.00	Very poor	5	62.50	Fair
N-4	2	25.00	Very poor	5	62.50	Fair
N-5	3	37.50	Very poor	4	50.00	Poor
N-6	3	37.50	Very poor	5	62.50	Fair
N-7	4	50.00	Poor	6	75.00	Fairly good
N-8	3	37.50	Very poor	6	75.00	Fairly good
N-9	2	25.00	Very poor	4	50.00	Poor
N-10	2	25.00	Very poor	6	75.00	Fairly good
N-11	4	50.00	Poor	5	62.50	Fair
N-12	4	50.00	Poor	7	87.50	Very good
N-13	5	62.50	Fair	7	87.50	Very good
N-14	4	50.00	Poor	7	87.50	Very good
N-15	3	37.50	Very poor	6	75.00	Fairly good
N-16	3	37.50	Very poor	5	62.50	Fair
N-17	4	50.00	Poor	6	75.00	Fairly good
N-18	4	50.00	Poor	6	75.00	Fairly good
N-19	4	50.00	Poor	7	87.50	Very good
N-20	5	62.50	Fair	6	75.00	Fairly good
N-21	4	50.00	Poor	5	62.50	Fair
N-22	5	62.50	Fair	7	87.50	Very good
N-23	3	37.50	Very poor	6	75.00	Fairly good
N-24	4	50.00	Poor	7	87.50	Very good
N-25	4	50.00	Poor	7	87.50	Very good
N-26	5	62.50	Fair	5	62.50	Fair
N-27	5	62.50	Fair	6	75.00	Fairly good
N-28	4	50.00	Poor	7	87.50	Very good
N-29	5	62.50	Fair	6	75.00	Fairly good
N-30	5	62.50	Fair	7	87.50	Very good

The Students' Classification of the Pretest and Posttest in Supporting Detail

Code of Students	Pretest			Posttest		
	Score	Final Score	Classification	Score	Final Score	Classification
N-1	14	87.50	Very good	14	87.50	Very good
N-2	12	75.00	Fairly good	14	87.50	Very good
N-3	11	68.75	Fairly good	13	81.25	Good
N-4	14	87.50	Very good	13	81.25	Good
N-5	10	62.50	Fair	13	81.25	Good
N-6	13	81.25	Good	14	87.50	Very good
N-7	13	81.25	Good	15	93.75	Very good
N-8	12	75.00	Fairly good	15	93.75	Very good
N-9	12	75.00	Fairly good	15	93.75	Very good
N-10	14	87.50	Very good	13	81.25	Good
N-11	13	81.25	Good	16	100.00	Excellent
N-12	14	87.50	Very good	15	93.75	Very good
N-13	13	81.25	Good	15	93.75	Very good
N-14	15	93.75	Very good	16	100.00	Excellent
N-15	16	100.00	Excellent	15	93.75	Very good
N-16	14	87.50	Very good	15	93.75	Very good
N-17	14	87.50	Very good	14	87.50	Very good
N-18	11	68.75	Fairly good	14	87.50	Very good
N-19	10	62.50	Fair	12	75.00	Very good
N-20	11	68.75	Fairly good	13	81.25	Good
N-21	15	93.75	Very good	16	100.00	Excellent
N-22	13	81.25	Good	16	100.00	Excellent
N-23	13	81.25	Good	15	93.75	Very good
N-24	14	87.50	Very good	14	87.50	Very good
N-25	13	81.25	Good	15	93.75	Very good
N-26	14	87.50	Very good	15	93.75	Very good
N-27	15	93.75	Very good	15	93.75	Very good
N-28	12	75.00	Fairly good	13	81.25	Very good
N-29	13	81.25	Good	15	93.75	Very good
N-30	14	87.50	Very good	16	100.00	Excellent

The Students' Classification of the Pretest and Posttest in Conclusion

Code of Students	Pretest			Posttest		
	Score	Final Score	Classification	Score	Final Score	Classification
N-1	3	75.00	Fairly good	3	75.00	Fairly good
N-2	2	50.00	Poor	2	50.00	Poor
N-3	2	50.00	Poor	1	25.00	Very poor
N-4	1	25.00	Very poor	2	50.00	Poor
N-5	2	50.00	Poor	2	50.00	Poor
N-6	2	50.00	Poor	3	75.00	Fairly good
N-7	1	25.00	Very poor	2	50.00	Poor
N-8	2	50.00	Poor	2	50.00	Poor
N-9	2	50.00	Poor	2	50.00	Poor
N-10	1	25.00	Very poor	2	50.00	Poor
N-11	2	50.00	Poor	3	75.00	Fairly good
N-12	4	100.00	Excellent	4	100.00	Excellent
N-13	3	75.00	Fairly good	3	75.00	Fairly good
N-14	2	50.00	Poor	2	50.00	Poor
N-15	1	25.00	Very poor	3	75.00	Fairly good
N-16	2	50.00	Poor	2	50.00	Poor
N-17	2	50.00	Poor	2	50.00	Poor
N-18	1	25.00	Very poor	2	50.00	Poor
N-19	2	50.00	Poor	2	50.00	Poor
N-20	2	50.00	Poor	3	75.00	Fairly good
N-21	2	50.00	Poor	2	50.00	Poor
N-22	4	100.00	Excellent	3	75.00	Fairly good
N-23	3	75.00	Fairly good	2	50.00	Poor
N-24	2	50.00	Poor	2	50.00	Poor
N-25	2	50.00	Poor	2	50.00	Poor
N-26	1	25.00	Very poor	3	75.00	Fairly good
N-27	1	25.00	Very poor	2	50.00	Poor
N-28	2	50.00	Poor	3	75.00	Fairly good
N-29	1	25.00	Very poor	2	50.00	Poor
N-30	2	50.00	Poor	3	75.00	Fairly good

The Percentage of The Students' Score in Main Idea

1. Pretest
   a. Very poor
      F=12. N=30 $P = \frac{F}{N} \times 100\%$
      $P = \frac{12}{30} \times 100\% = 40\%$

   b. Poor
      F=11. N=30 $P = \frac{F}{N} \times 100\%$
      $P = \frac{11}{30} \times 100\% = 36.67\%$

   c. Fair
      F=7. N=30 $P = \frac{F}{N} \times 100\%$
      $P = \frac{7}{30} \times 100\% = 23.33\%$

2. Posttest
   a. Very poor
      F=1. N=30 $P = \frac{F}{N} \times 100\%$
      $P = \frac{1}{30} \times 100\% = 3.33\%$

   b. Poor
      F=2. N=30 $P = \frac{F}{N} \times 100\%$
      $P = \frac{2}{30} \times 100\% = 6.67\%$

   c. Fair
      F=7. N=30 $P = \frac{F}{N} \times 100\%$
      $P = \frac{7}{30} \times 100\% = 23.33\%$

   d. Fairly good
      F=11. N=30 $P = \frac{F}{N} \times 100\%$
      $P = \frac{11}{30} \times 100\% = 36.67\%$

   e. Very good
      F=9. N=30 $P = \frac{F}{N} \times 100\%$
      $P = \frac{9}{30} \times 100\% = 30\%$

The Percentage of The Students' Score in Supporting Detail

1. Pretest
   a. Fair

      F=2. N=30 $P = \frac{F}{N} \times 100\%$

      $P = \frac{2}{30} \times 100\% = 6.67\%$

   b. Fairly good

      F=7. N=30 $P = \frac{F}{N} \times 100\%$

      $P = \frac{7}{30} \times 100\% = 23.33\%$

   c. Good

      F=8. N=30 $P = \frac{F}{N} \times 100\%$

      $P = \frac{8}{30} \times 100\% = 26.67\%$

   d. Very good

      F=12. N=30 $P = \frac{F}{N} \times 100\%$

      $P = \frac{12}{30} \times 100\% = 40\%$

   e. Excellent

      F=1. N=30 $P = \frac{F}{N} \times 100\%$

      $P = \frac{1}{30} \times 100\% = 3.33\%$

The Percentage of The Students' Score in Conclusion

1. Pretest
   a. Very poor

      F=8. N=30 $P = \frac{F}{N} \times 100\%$

      $P = \frac{8}{30} \times 100\% = 26.67\%$

   b. Poor

      F=17. N=30 $P = \frac{F}{N} \times 100\%$

      $P = \frac{17}{30} \times 100\% = 56.66\%$

   c. Fairly good

      F=3. N=30 $P = \frac{F}{N} \times 100\%$

      $P = \frac{3}{30} \times 100\% = 10\%$

   d. Excellent

      F=2. N=30 $P = \frac{F}{N} \times 100\%$

      $P = \frac{2}{30} \times 100\% = 6.67\%$

2. Posttest
   a. Very poor

      F=1. N=30 $P = \frac{F}{N} \times 100\%$

      $P = \frac{1}{30} \times 100\% = 3.33\%$

   b. Poor

      F=18. N=30 $P = \frac{F}{N} \times 100\%$

      $P = \frac{18}{30} \times 100\% = 60\%$

   c. Fairly good

      F=10. N=30 $P = \frac{F}{N} \times 100\%$

      $P = \frac{10}{30} \times 100\% = 33.34\%$

   d. Excellent

      F=1. N=30 $P = \frac{F}{N} \times 100\%$

      $P = \frac{1}{30} \times 100\% = 3.33\%$

APPENDIX E

Students' Score in Term Literal and Interpretative Pretest

Code of Students	Literal Comprehension	Classification	Interpretative Comprehension	Classification
N-1	70.83	Fairly good	75.00	Fairly good
N-2	58.33	Fair	50.00	Poor
N-3	54.17	Poor	50.00	Poor
N-4	66.67	Fairly good	25.00	Very poor
N-5	54.17	Poor	50.00	Poor
N-6	66.67	Fairly good	50.00	Poor
N-7	70.83	Fairly good	25.00	Very poor
N-8	62.50	Fair	50.00	Poor
N-9	58.33	Fair	50.00	Poor
N-10	66.67	Fairly good	25.00	Very poor
N-11	70.83	Fairly good	50.00	Poor
N-12	75	Fairly good	100.00	Excellent
N-13	75	Fairly good	75.00	Fairly good
N-14	79.17	Good	50.00	Poor
N-15	79.17	Good	25.00	Very poor
N-16	70.83	Fairly good	50.00	Poor
N-17	75	Fairly good	50.00	Poor
N-18	62.50	Fair	25.00	Very poor
N-19	58.33	Fair	50.00	Poor
N-20	66.67	Fairly good	50.00	Poor
N-21	79.17	Good	50.00	Poor
N-22	75	Fairly good	100.00	Excellent
N-23	66.67	Fairly good	75.00	Fairly good
N-24	75	Fairly good	50.00	Poor
N-25	70.83	Fairly good	50.00	Poor
N-26	79.17	Good	25.00	Very poor
N-27	83.33	Good	25.00	Very poor
N-28	66.67	Fairly good	50.00	Poor
N-29	75	Fairly good	25.00	Very poor
N-30	79.17	Good	50.00	Poor
Total	**2091.68**		**1475**	

Students' Score in Term Literal and Interpretative Posttest

Code of Students	Literal Comprehension	Classification	Interpretative Comprehension	Classification
N-1	83.33	Good	75.00	Fairly good
N-2	70.83	Fairly good	50.00	Poor
N-3	75	Fairly good	25.00	Very poor
N-4	75	Fairly good	50.00	Poor
N-5	70.83	Fairly good	50.00	Poor
N-6	79.17	Good	75.00	Fairly good
N-7	87.50	Very good	50.00	Poor
N-8	87.50	Very good	50.00	Poor
N-9	79.17	Good	50.00	Poor
N-10	79.17	Good	50.00	Poor
N-11	87.50	Very good	75.00	Fairly good
N-12	91.67	Very good	100.00	Excellent
N-13	91.67	Very good	75.00	Fairly good
N-14	95.83	Very good	50.00	Poor
N-15	87.50	Very good	75.00	Fairly good
N-16	83.33	Good	50.00	Poor
N-17	83.33	Good	50.00	Poor
N-18	83.33	Good	50.00	Poor
N-19	79.17	Good	50.00	Poor
N-20	79.17	Good	75.00	Fairly good
N-21	87.50	Very good	50.00	Poor
N-22	95.83	Very good	75.00	Fairly good
N-23	87.50	Very good	50.00	Poor
N-24	87.50	Very good	50.00	Poor
N-25	91.67	Very good	50.00	Poor
N-26	83.33	Good	75.00	Fairly good
N-27	87.50	Very good	50.00	Poor
N-28	83.33	Good	75.00	Fairly good
N-29	87.50	Very good	50.00	Poor
N-30	95.83	Very good	75.00	Fairly good
Total	**2537.49**		**1775**	

The Percentage of the Students' Score in Literal Comprehension

1. Pretest
   a. Poor

      F=2. N=30 $P = \frac{F}{N} \times 100\%$

      $P = \frac{2}{30} \times 100\% = 6.67\%$

   b. Fair

      F=5. N=30 $P = \frac{F}{N} \times 100\%$

      $P = \frac{5}{30} \times 100\% = 16.67\%$

   c. Fairly good

      F=17. N=30 $P = \frac{F}{N} \times 100\%$

      $P = \frac{17}{30} \times 100\% = 56.67\%$

   d. Good

      F=6. N=30 $P = \frac{F}{N} \times 100\%$

      $P = \frac{6}{30} \times 100\% = 20\%$

2. Posttest
   a. Fairly good

      F=4. N=30 $P = \frac{F}{N} \times 100\%$

      $P = \frac{4}{30} \times 100\% = 13.33\%$

   b. Good

      F=11. N=30 $P = \frac{F}{N} \times 100\%$

      $P = \frac{11}{30} \times 100\% = 36.67\%$

   c. Very good

      F=15. N=30 $P = \frac{F}{N} \times 100\%$

      $P = \frac{15}{30} \times 100\% = 50\%$

The Percentage of The Students' Score in Interpretative Comprehension

1. Pretest
   a. Very poor

      F=8. N=30 $P = \frac{F}{N} \times 100\%$

      $P = \frac{8}{30} \times 100\% = 26.67\%$

   b. Poor

      F=17. N=30 $P = \frac{F}{N} \times 100\%$

      $P = \frac{17}{30} \times 100\% = 56.66\%$

   c. Fairly good

      F=3. N=30 $P = \frac{F}{N} \times 100\%$

      $P = \frac{3}{30} \times 100\% = 10\%$

   d. Excellent

      F=2. N=30 $P = \frac{F}{N} \times 100\%$

      $P = \frac{2}{30} \times 100\% = 6.67\%$

2. Posttest
   a. Very poor

      F=1. N=30 $P = \frac{F}{N} \times 100\%$

      $P = \frac{1}{30} \times 100\% = 3.33\%$

   b. Poor

      F=18. N=30 $P = \frac{F}{N} \times 100\%$

      $P = \frac{18}{30} \times 100\% = 60\%$

   c. Fairly good

      F=10. N=30 $P = \frac{F}{N} \times 100\%$

      $P = \frac{10}{30} \times 100\% = 33.34\%$

   d. Excellent

      F=1. N=30 $P = \frac{F}{N} \times 100\%$

      $P = \frac{1}{30} \times 100\% = 3.33\%$

APPENDIX F

Test of Normality of Pretest and Posttest Using SPSS 20

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	,135	30	,171	,944	30	,119
Posttest	,168	30	,030	,937	30	,078

a. Lilliefors Significance Correction

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pretest	30	53,57	78,57	2003,54	66,7847	1,35020	7,39537
Posttest	30	67,86	92,86	2428,53	80,9510	1,26203	6,91241
Valid N (listwise)	30						

Frequencies

Statistics

		Pretest	Posttest
N	Valid	30	30
	Missing	0	0
Mean		66,7847	80,9510
Std. Error of Mean		1,35020	1,26203
Median		67,8600	82,1400
Mode		67,86[a]	82,14
Std. Deviation		7,39537	6,91241
Variance		54,692	47,781
Range		25,00	25,00
Minimum		53,57	67,86
Maximum		78,57	92,86
Sum		2003,54	2428,53

a. Multiple modes exist. The smallest value is shown

Frequency Table

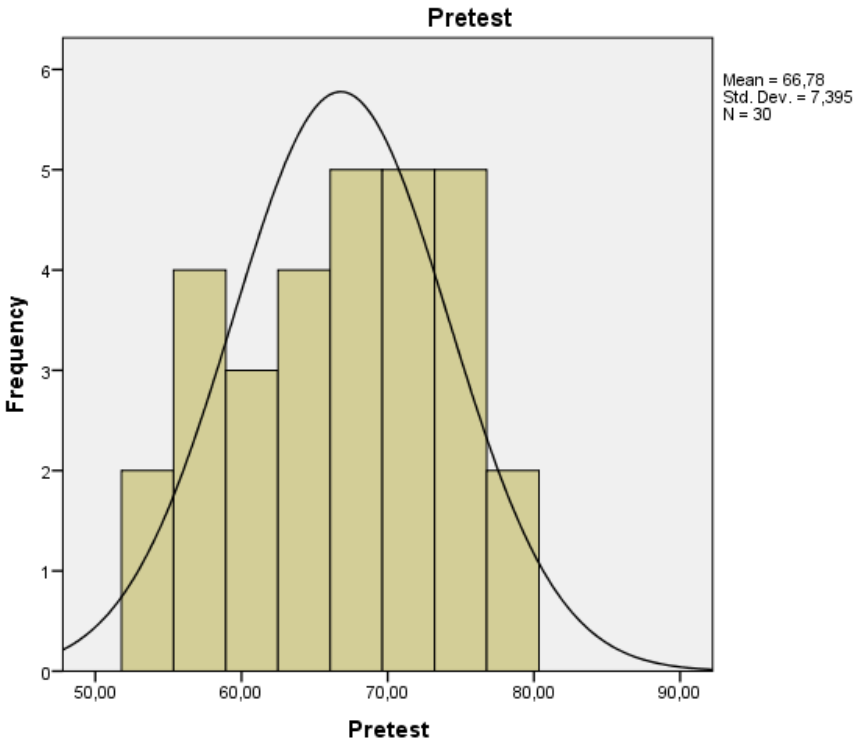
Pretest

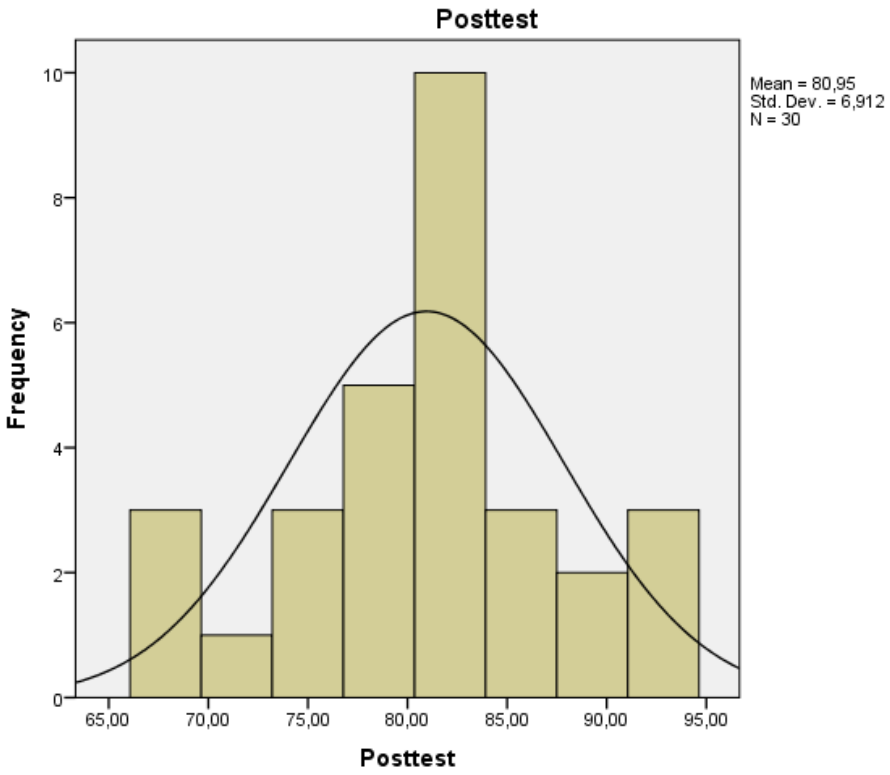
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	53,57	2	6,7	6,7	6,7
	57,14	4	13,3	13,3	20,0
	60,71	3	10,0	10,0	30,0
	64,28	4	13,3	13,3	43,3
	67,86	5	16,7	16,7	60,0
	71,43	5	16,7	16,7	76,7
	75,00	5	16,7	16,7	93,3
	78,57	2	6,7	6,7	100,0
	Total	30	100,0	100,0	

Posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	67,86	3	10,0	10,0	10,0
	71,43	1	3,3	3,3	13,3
	75,00	3	10,0	10,0	23,3
	78,57	5	16,7	16,7	40,0
	82,14	10	33,3	33,3	73,3
	85,71	3	10,0	10,0	83,3
	89,28	2	6,7	6,7	90,0
	92,86	3	10,0	10,0	100,0
	Total	30	100,0	100,0	

Histogram


Pretest
Mean = 66,78
Std. Dev. = 7,395
N = 30
Frequency
0
1
2
3
4
5
6
50,00
60,00
70,00
80,00
90,00
Pretest


Posttest
Mean = 80,95
Std. Dev. = 6,912
N = 30
Frequency
0
2
4
6
8
10
65,00
70,00
75,00
80,00
85,00
90,00
95,00
Posttest

Students' Pretest and Posttest in term Literal and Interpretative Comprehension

Descriptive

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
LiteralPretest	30	54,17	83,33	2091,68	69,7227	1,45351	7,96122
LiteralPosttest	30	70,83	95,83	2537,49	84,5830	1,23392	6,75845
InterpretativePretest	30	25,00	100,00	1475,00	49,1667	3,69127	20,21792
InterpretativePosttest	30	25,00	100,00	1775,00	59,1667	2,80684	15,37370
Valid N (listwise)	30						

Frequencies

Statistics

		LiteralPretest	LiteralPosttest	InterpretativePretest	InterpretativePosttest
N	Valid	30	30	30	30
	Missing	0	0	0	0
Mean		69,7227	84,5830	49,1667	59,1667
Std. Error of Mean		1,45351	1,23392	3,69127	2,80684
Median		70,8300	85,4150	50,0000	50,0000
Mode		66,67[a]	87,50	50,00	50,00
Std. Deviation		7,96122	6,75845	20,21792	15,37370
Variance		63,381	45,677	408,764	236,351
Range		29,16	25,00	75,00	75,00
Minimum		54,17	70,83	25,00	25,00
Maximum		83,33	95,83	100,00	100,00
Sum		2091,68	2537,49	1475,00	1775,00

a. Multiple modes exist. The smallest value is shown

Frequency Table

LiteralPretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	54,17	2	6,7	6,7	6,7
	58,33	3	10,0	10,0	16,7
	62,50	2	6,7	6,7	23,3
	66,67	6	20,0	20,0	43,3
	70,83	5	16,7	16,7	60,0
	75,00	6	20,0	20,0	80,0
	79,17	5	16,7	16,7	96,7
	83,33	1	3,3	3,3	100,0
	Total	30	100,0	100,0	

LiteralPosttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70,83	2	6,7	6,7	6,7
	75,00	2	6,7	6,7	13,3
	79,17	5	16,7	16,7	30,0
	83,33	6	20,0	20,0	50,0
	87,50	9	30,0	30,0	80,0
	91,67	3	10,0	10,0	90,0
	95,83	3	10,0	10,0	100,0
	Total	30	100,0	100,0	

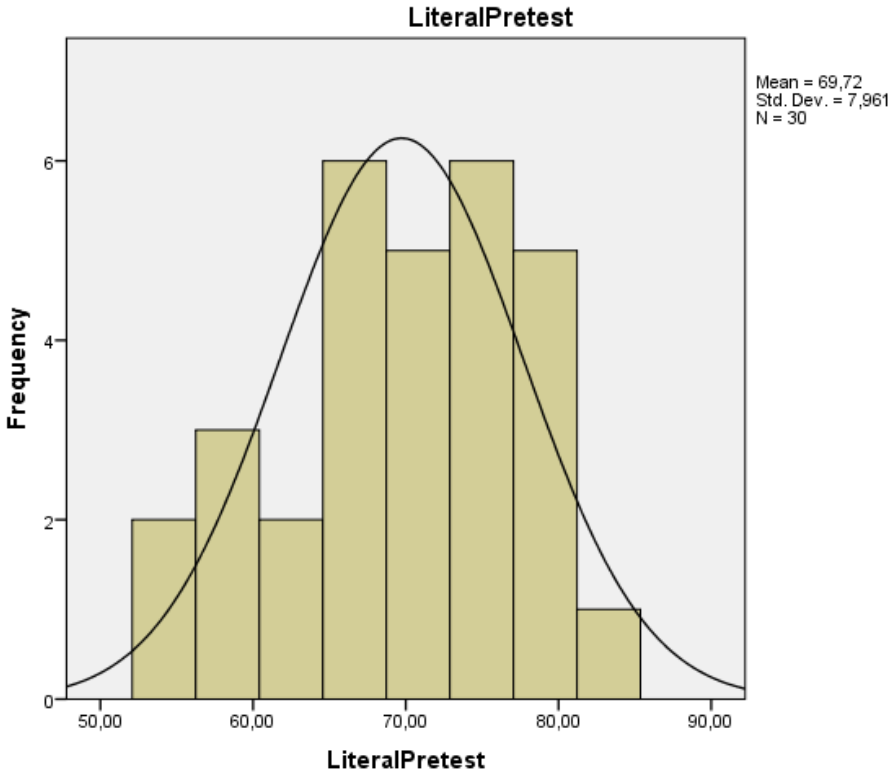
InterpretativePretest

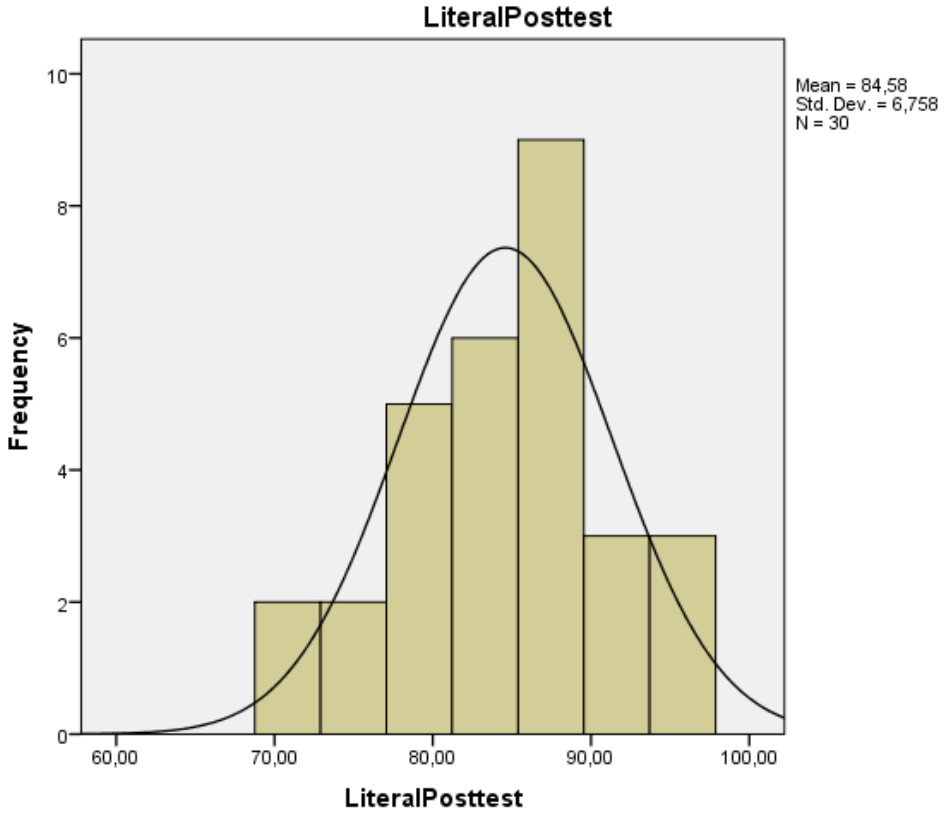
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25,00	8	26,7	26,7	26,7
	50,00	17	56,7	56,7	83,3
	75,00	3	10,0	10,0	93,3
	100,00	2	6,7	6,7	100,0
	Total	30	100,0	100,0	

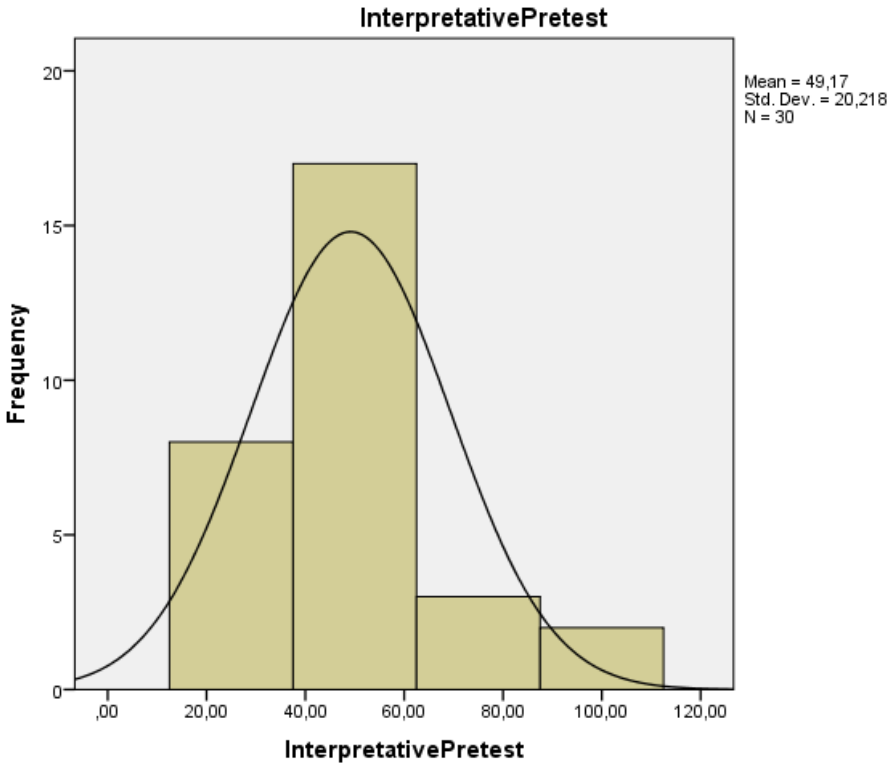
InterpretativePosttest

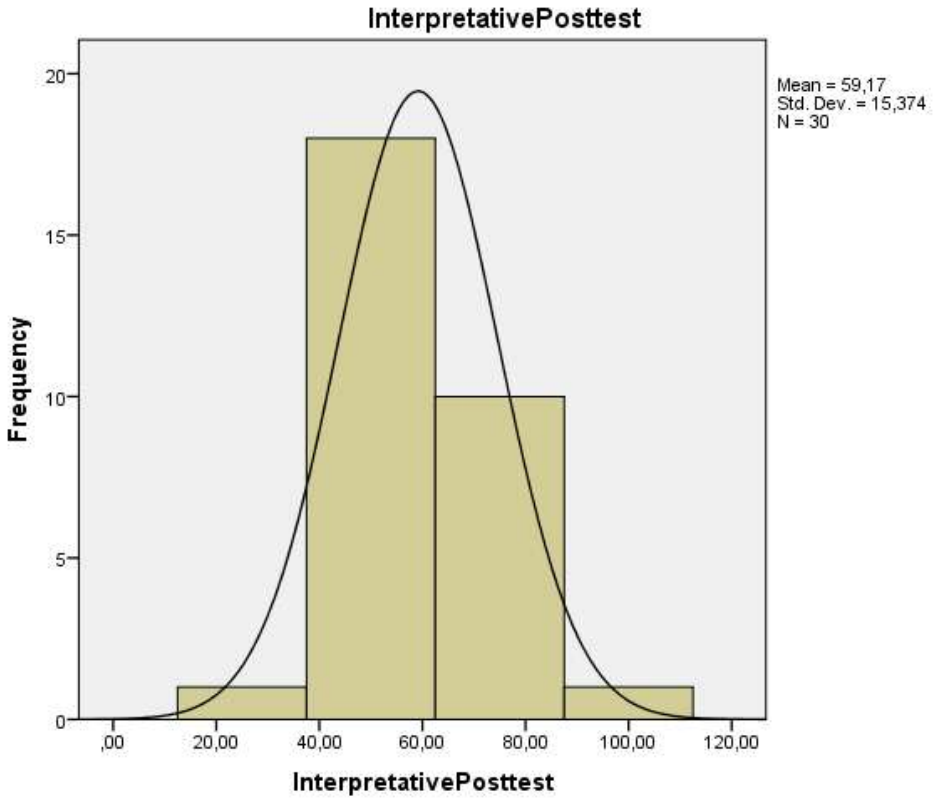
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25,00	1	3,3	3,3	3,3
	50,00	18	60,0	60,0	63,3
	75,00	10	33,3	33,3	96,7
	100,00	1	3,3	3,3	100,0
	Total	30	100,0	100,0	

Histogram




LiteralPosttest
Mean = 84,58
Std. Dev. = 6,758
N = 30
Frequency
0
2
4
6
8
10
60,00
70,00
80,00
90,00
100,00
LiteralPosttest


InterpretativePretest
Mean = 49,17
Std. Dev. = 20,218
N = 30
Frequency
0
5
10
15
20
,00
20,00
40,00
60,00
80,00
100,00
120,00
InterpretativePretest



T-Test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Posttest - Pretest	14,16633	3,80877	,69538	12,74411	15,58855	20,372	29	,000

APPENDIX G

CRITICAL VALUE OF T-TABLE

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
df	**0.50**	**0.20**	**0.10**	**0.050**	**0.02**	**0.010**	**0.002**
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	**2.04523**	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563

APPENDIX H

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama satuan pendidikan	**: SMA Negeri 3 Bulukumba**
Mata Pelajaran	**: Bahasa Inggris**
Kelas/semester	**: XI/1**
Materi pokok	**: Report Text (Animals)**
Alokasi waktu	**: 2 x 45 menit**
Pertemuan Ke-	**: 1**

A. Standar Kompetensi

Membaca

5. Memahami makna teks fungsional pendek dan esei berbentuk *report, narrative dan analytical exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

B. Kompetensi Dasar

5.1 Merespon makna dalam teks fungsional pendek (misalnya *banner, poster, pamphlet,* dll) resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat dan berterima dalam konteks kehidupan sehari-hari.

5.2 Merespon makna dan langkah retorika dalam esai yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *report, narrative,* dan *analytical exposition.*

C. Indikator

1. Mengidentifikasi main idea dan supporting detail dalam report text yang dibaca.
2. Mengidentifikasi makna teks dan membuat kesimpulan tentang report text yang dibaca.

D. Tujuan Pembelajaran

1. Mampu mengidentifikasi main idea dan supporting detail dalam teks yang dibaca.

2. Mampu mengidentifikasi makna teks dan membuat kesimpulan tentang teks yang dibaca.

E. Materi Pembelajaran

1. Fungsi social
   - Mengamati alam
   - Menulis paparan ilmiah mengenai benda, binatang, dan gejala/peristiwa alam
2. Struktur teks
   - Klasifikasi umum tentang binatang/ benda yang ditulis,
   - Penggambaran mengenai bagian, sifat dan tingkah lakunya

Report text is a text which present information about something, as it is. It is as a result of systemic observation and analyses.

The purpose is presenting information about something. They generally describe an entire class of things, whether natural or made.

Example of report text:

Generic Structure	Text
General classification	Many people call platypus duckbill because this animal has a bill like duckbill. Platypus is a native Tasmania and southern and eastern Australia
Description	Platypus has a flat tail and webbed feet. Its body length is 30 to 45 cm and covered with a thick and woolly layer of fur. Its bill is detecting prey and stirring up mud. Platypus' eyes and head are small. It has no ears but has ability to sense sound and light. Platypus lives in streams, rivers, and lakes. Female platypus usually digs burrows in the streams or river banks. The burrows are blocked with soil to protect it from intruders and flooding. In the other hand, male platypus does not need any burrow to stay.

3. Language feature in report text
   - General nouns
   - Relating verbs/Linking Verbs (To be : is, am, are) seem, look, etc
   - Timeless present tense : often, usually, always etc
   - Technical terms

F. Metode Pembelajaran

Listen-Read-Discuss (LRD) strategy

G. Kegiatan Pembelajaran

Kegiatan	Langkah Pembelajaran	Alokasi Waktu
Pendahuluan	1. Guru memberi salam (greetings) 2. Guru mengecek kehadiran siswa 3. Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis 4. Guru menanyakan pengalaman siswa dalam berbahasa inggris (social chat) 5. Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai. 6. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang metode yang akan digunakan selama proses dan kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.	15 menit
Inti	1. Siswa membaca berbagai macam teks ilmiah faktual tentang binatang.	60 menit

	2. Siswa berlatih menentukan gagasan utama, informasi rinci dan informasi tertentu. 3. Siswa kembali mendengakan / menyimak penjelasan singkat tentang sebuah topik dipandu oleh guru. *(Listen)* 4. Siswa secara individu membaca teks report. *(Read)* 5. Siswa kemudian dibagi dalam kelompok kecil dan membandingkan apa yang telah didengar dan dari teks yang dibaca. *(Discuss)* 6. Perwakilan setiap kelompok diminta untuk menyampaikan hasil diskusi mereka. 7. Siswa kemudian diminta untuk menjawab pertanyaan berkaitan dengan teks yang telah diberikan.	
Penutup	1. Guru melakukan penilaian/refleksi terhadap kegiatan yang sudah dilaksanakan. 2. Guru dan siswa membuat rangkuman/simpulan pelajaran. 3. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.	15 enit

H. Sumber Belajar/Alat/Bahan

1. Buku, internet
2. Teks report, whiteboard, and marker.

I. Penilaian

1. Indikator, Teknik, Bentuk dan Contoh Instrumen

Indikator	Teknik	Bentuk	Contoh
1. Mengidentifikasi main idea dan supporting detail dalam report text yang dibaca.	Tes tertulis	Essay test	*Answer the following questions!*
2. Mengidentifikasi makna teks dan membuat kesimpulan tentang report text yang dibaca			

2. Instrumen Penilaian

a. Read the text below!

Elephant

An elephant is the largest and strongest animals which live in land. It is a strange looking animal which has thick legs, huge sides and backs, large hanging ears, a small tail, little pair of eyes, long white tusks and above all, elephant has a long nose called the trunk. An elephant is commonly seen in a zoo because it is hard to find them in their natural habitat.

The trunk is the elephant's peculiar feature and it has various usages. The elephant's trunk can also lift leaves and put them into its mouth. In other word, their trunks serve the elephant as long arm and hand. An elephant looks very clumsy and heavy but an elephant can move very quickly.

The elephant is considered to be an intelligent animal. Its intelligence combined with its great strength make an elephant a very useful servant to man. Elephant can be trained to serve in various ways such as carrying heavy loads, hunting for tigers and even fighting.

b. Answer the following questions based on the text above!

1. What does the author mainly discuss in the first paragraph?
2. What does the author mainly discuss in the last paragraph?
3. Write down the characteristics of the elephant!

4. What can the elephant do with its trunk?
5. Why does an elephant commonly see in the zoo?
6. What can the elephant do as an intelligent animal?
7. Make the conclusion of the text by your own words!

3. Pedoman Penilaian

a. Criteria Score of Main Ideas

Criteria	Score
Clearly identified the main idea by providing strong evidence, details relating to the main idea.	4
Identified main idea and provided adequate evidence , details relating to the main idea.	3
Limited main idea identification and limited evidence, details relating to the main idea.	2
Did not identify the main idea of the story or provide any evidence, details relating to the main idea.	1

b. Criteria score of supporting details

Criteria	Score
The level of detail in each question is excellent. Textual details are relevant and student has connected fully with the literature.	4
The level of detail in each question is good. The student could add a bit more textual detail to further enhance answers.	3
Level of detail in each question is emerging. Attempts to engage the text are made.	2
The level of detail in each question is poor and makes no attempt to include textually relevant information.	1

c. Criteria score of Conclusion

Criteria	Score
Conclusion reflects resources readings in development of idea it is excellent.	4
Conclusion reflects readings in development of idea it is good.	3
Conclusion reflects only reading in development of idea it is poor.	2
Conclusion does not reflect any reading of resources in development idea.	1

Jumlah skor maksimal untuk essay test = 28

Jadi, skor maksimum = 100

To score the students' answer of test, the researcher will use the following formula.

Score $= \frac{X}{N}$ x 100

Where: X = students' correct answer

N = maximum score

Bulukumba, Oktober 2017

Mahasiswa

NELLY MUSDALIFA

Nim. 10535540413

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama satuan pendidikan	**: SMA Negeri 3 Bulukumba**
Mata Pelajaran	**: Bahasa Inggris**
Kelas/semester	**: XI/1**
Materi pokok	**: Report Text (Technology)**
Alokasi waktu	**: 2 x 45 menit**
Pertemuan Ke-	**: 2**

A. Standar Kompetensi

Membaca

5. Memahami makna teks fungsional pendek dan esei berbentuk *report, narrative dan analytical exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

B. Kompetensi Dasar

5.1 Merespon makna dalam teks fungsional pendek (misalnya *banner, poster, pamphlet,* dll) resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat dan berterima dalam konteks kehidupan sehari-hari.

5.2 Merespon makna dan langkah retorika dalam esai yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *report, narrative,* dan *analytical exposition.*

C. Indikator

1. Mengidentifikasi main idea dan supporting detail dalam report text yang dibaca.
2. Mengidentifikasi makna teks dan membuat kesimpulan tentang report text yang dibaca.

D. Tujuan Pembelajaran

1. Mampu mengidentifikasi main idea dan supporting detail dalam teks yang dibaca.
2. Mampu mengidentifikasi makna teks dan membuat kesimpulan tentang teks yang dibaca.

E. Materi Pembelajaran

1. Fungsi social
   - Menulis paparan ilmiah mengenai benda, binatang, dan gejala/peristiwa alam
2. Struktur teks
   - Klasifikasi umum tentang benda yang ditulis,
   - Penggambaran mengenai bagian dan fungsi benda.

Report text is a text which presents information about something, as it is. It is as a result of systemic observation and analyses.

The purpose is presenting information about something. They generally describe an entire class of things, whether natural or made.

Example of report text (technology) : Mobile Phone

Generic Structure	Text
General classification	A mobile phone (also known as a wireless phone, or cellular telephone) is a very small portable radio telephone.
Description	The mobile phone can be used to communicate over long distances without wires. It works by communicating with a nearby base station (also called a "cell site") which connects it to the main phone network. As the mobile phone moves around, if the mobile phone gets too far away from the cell it is connected to, that cell sends a message to another cell to tell the new cell to take over the call. This is call a "hand off", and the call continues with the new cell the phone is connected to. The hand-off is done so well and carefully that the user will usually never even know that the call was transferred to another cell. As mobile phone became more popular, they began to cost less money, and more people could afford

	them. Monthly plans became available for rate as low as US$30 or US$40 a month. Cell phones have become so cheap to own that they have mostly replaced pay phones and phone booths except for urban areas with many people.

3. Language feature in report text
   - General nouns
   - Relating verbs/linking verbs (To be : is, am, are) seem, look, etc
   - Timeless present tense : often, usually, always etc
   - Technical terms

F. Metode Pembelajaran

Listen-Read-Discuss (LRD) strategy

G. Kegiatan Pembelajaran

Kegiatan	Langkah Pembelajaran	Alokasi Waktu
Pendahuluan	1. Guru memberi salam (greetings) 2. Guru mengecek kehadiran siswa 3. Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis 4. Guru menanyakan pengalaman siswa dalam berbahasa inggris (social chat) 5. Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai. 6. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang metode yang akan digunakan selama proses dan kegiatan yang akan dilakukan siswa untuk menyelesaikan	15 menit

	latihan-latihan dan tugas dalam pembelajaran.	
Inti	1. Siswa membaca berbagai macam teks ilmiah faktual tentang binatang. 2. Siswa berlatih menentukan gagasan utama, informasi rinci dan informasi tertentu. 3. Siswa kembali mendengakan / menyimak penjelasan singkat tentang sebuah topik dipandu oleh guru. *(Listen)* 4. Siswa secara individu membaca teks report. *(Read)* 5. Siswa kemudian dibagi dalam kelompok kecil dan membandingkan apa yang telah didengar dan dari teks yang dibaca. *(Discuss)* 6. Perwakilan setiap kelompok diminta untuk menyampaikan hasil diskusi mereka. 7. Siswa kemudian diminta untuk menjawab pertanyaan berkaitan dengan teks yang telah diberikan.	60 menit
Penutup	1. Guru melakukan penilaian/refleksi terhadap kegiatan yang sudah dilaksanakan. 2. Guru dan siswa membuat rangkuman/simpulan pelajaran 3. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.	15 menit

H. Sumber Belajar/Alat/Bahan

1. Buku, internet
2. Teks report, whiteboard, and marker.

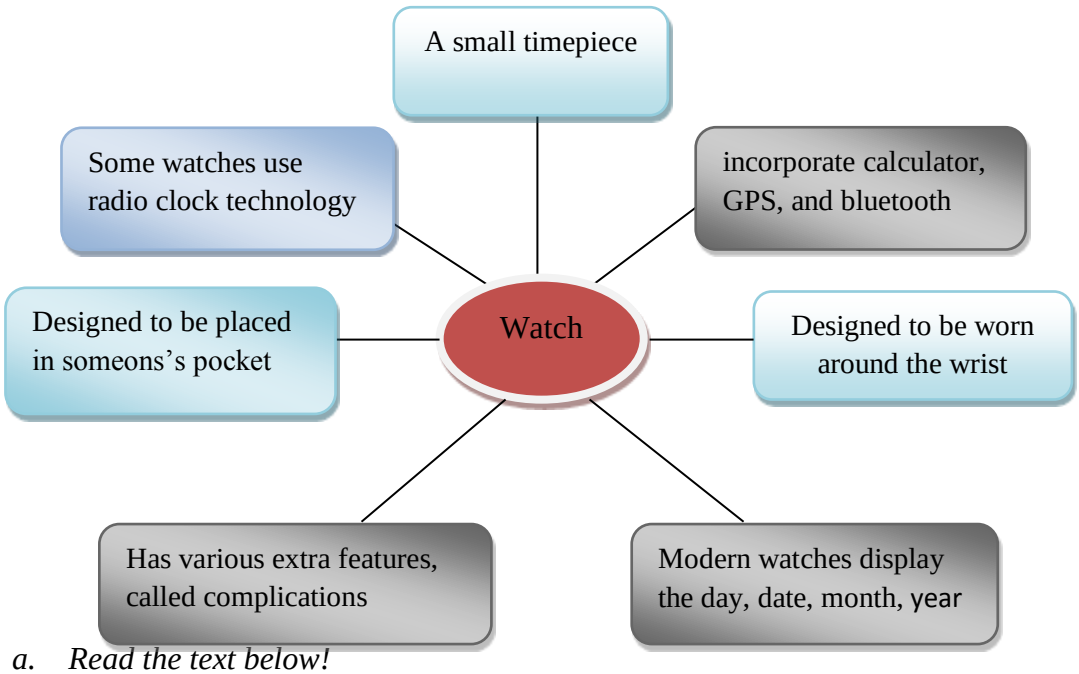
I. Penilaian

1. Indikator, Teknik, Bentuk dan Contoh Instrumen

Indikator	Teknik	Bentuk	Contoh
1. Mengidentifikasi main idea dan supporting detail dalam report text yang dibaca.	Tes tertulis	Essay test	*Answer the following questions!*
2. Mengidentifikasi makna teks dan membuat kesimpulan tentang report text yang dibaca			

2. Instrumen Penilaian

Graphic organizer



a. *Read the text below!*

Watch

A watch is a small timepiece intended to be worn by a person and it is designed to keep working despite the motions caused by the person's activities. Some watches are designed to be worn around the wrist,

attached by a watch strap or other type of bracelet. Other watches are designed to be placed in someone's pocket.

A watch has various extra features, called "complications", such as moon-phase displays and the different types of tourbillon. Modern watches usually display the day, date, month and year. Time-related features such a timers, chronograph are also equipped the watches. Some other modern designs incorporate calculators, GPS and Bluetooth technology or have heart-rate monitoring capabilities. In order to correct the time automatically, some watches use radio clock technology.

b. Listen for the graphic organizer and read the text then answer the questions!

1. What is main idea of the first paragraph?
2. What are the purposes of the watch's design?
3. Mention the features of modern watch!
4. What is the main idea of the last paragraph?
5. What is the advantage of modern watches?
6. What is the purpose of using radio clock technology?
7. Make the conclusion of the text by your own words!

3. Pedoman Penilaian

a. Criteria Score of Main Ideas

Criteria	**Score**
Clearly identified the main idea by providing strong evidence, details relating to the main idea.	4
Identified main idea and provided adequate evidence , details relating to the main idea.	3
Limited main idea identification and limited evidence, details relating to the main idea.	2
Did not identify the main idea of the story or provide any evidence, details relating to the main idea.	1

b. Criteria score of supporting details

Criteria	Score
The level of detail in each question is excellent. Textual details are relevant and student has connected fully with the literature.	4
The level of detail in each question is good. The student could add a bit more textual detail to further enhance answers.	3
Level of detail in each question is emerging. Attempts to engage the text are made.	2
The level of detail in each question is poor and makes no attempt to include textually relevant information.	1

c. Criteria score of Conclusion

Criteria	Score
Conclusion reflects resources readings in development of idea it is excellent.	4
Conclusion reflects readings in development of idea it is good.	3
Conclusion reflects only reading in development of idea it is poor.	2
Conclusion does not reflect any reading of resources in development idea.	1

Jumlah skor maksimal untuk essay test = 28

Jadi, skor maksimum = 100

To score the students' answer of test, the researcher will use the following formula.

Score $= \frac{X}{N}$ x 100

Where: X = students' correct answer

N = maximum score

Bulukumba, Oktober 2017

Mahasiswa

NELLY MUSDALIFA
Nim. 10535540413

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama satuan pendidikan : SMA Negeri 3 Bulukumba

Mata Pelajaran : Bahasa Inggris

Kelas/semester : XI/1

Materi pokok : Report Text (Fruits)

Alokasi waktu : 2 x 45 menit

Pertemuan Ke- : 3

A. Standar Kompetensi

Membaca

5. Memahami makna teks fungsional pendek dan esei berbentuk *report, narrative dan analytical exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

B. Kompetensi Dasar

5.1 Merespon makna dalam teks fungsional pendek (misalnya *banner, poster, pamphlet,* dll) resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat dan berterima dalam konteks kehidupan sehari-hari.

5.2 Merespon makna dan langkah retorika dalam esai yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *report, narrative,* dan *analytical exposition.*

C. Indikator

1. Mengidentifikasi main idea dan supporting detail dalam report text yang dibaca.
2. Mengidentifikasi makna teks dan membuat kesimpulan tentang report text yang dibaca.

D. Tujuan Pembelajaran

1. Mampu mengidentifikasi main idea dan supporting detail dalam teks yang dibaca.
2. Mampu mengidentifikasi makna teks dan membuat kesimpulan tentang teks yang dibaca.

E. Materi Pembelajaran

1. Fungsi social
   - Menulis paparan ilmiah mengenai benda, binatang, dan gejala/peristiwa alam
2. Struktur teks
   - Klasifikasi umum tentang buah yang ditulis,
   - Penggambaran mengenai bagian, jenis dan manfaat buah.

Report text is a text which presents information about something, as it is. It is as a result of systemic observation and analyses.

The purpose is presenting information about something. They generally describe an entire class of things, whether natural or made.

Example of report text:

Generic Structure	Text
General classification	The mango is a juicy fruit that belongs to the genus Mangifera, consisting of numerous tropical fruiting trees, cultivated mostly for edible fruit. The majority of these species are found in same areas as wiold mangoes. They belong to the flowering plant family Anacardiaceae. The mango is original plant from South and Southeast Asia, from where it has been distributed worldwide to become one of the most cultivated fruits in the tropical areas. The central diversity of the Mangifera genus is in India.
Description	While other Mangifera species are also grown on a more localized basis, Mangifera indica-the "common mango" or "indian mango"-is the only mango commonly cultivated in many tropical and subtropical places. It originated in India, Pakistan and Burma. It is the national fruit of India, Pakistan, and the Philippines, and the national tree of Bangladesh. In

	several cultures, its fruits and leaves are ritually used as floral decorations at weddings, public celebrations, and religious ceremonies.

3. Language feature in report text
   - General nouns
   - Relating verbs/linking verbs (To be : is, am, are) seem, look, etc
   - Timeless present tense : often, usually, always etc
   - Technical terms

F. Metode Pembelajaran

Listen-Read-Discuss (LRD) strategy

G. Kegiatan Pembelajaran

Kegiatan	Langkah Pembelajaran	Alokasi Waktu
Pendahuluan	1. Guru memberi salam (greetings) 2. Guru mengecek kehadiran siswa 3. Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis 4. Guru menanyakan pengalaman siswa dalam berbahasa inggris (social chat) 5. Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai.	15 menit
Inti	1. Siswa membaca berbagai macam teks ilmiah faktual tentang buah. 2. Siswa berlatih menentukan gagasan utama, informasi rinci dan informasi tertentu. 3. Siswa kembali mendengakan / menyimak penjelasan singkat tentang sebuah topik dipandu oleh guru. *(Listen)* 4. Siswa secara individu membaca teks	60 menit

	report. *(Read)* 5. Siswa kemudian dibagi dalam kelompok kecil dan membandingkan apa yang telah didengar dan dari teks yang dibaca. *(Discuss)* 6. Perwakilan setiap kelompok diminta untuk menyampaikan hasil diskusi mereka. 7. Siswa kemudian diminta untuk menjawab pertanyaan berkaitan dengan teks yang telah diberikan.	
Penutup	1. Guru melakukan penilaian/refleksi terhadap kegiatan yang sudah dilaksanakan. 2. Guru dan siswa membuat rangkuman/simpulan pelajaran 3. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.	15 menit

H. Sumber Belajar/Alat/Bahan

1. Buku, internet
2. Teks report, whiteboard, and marker.

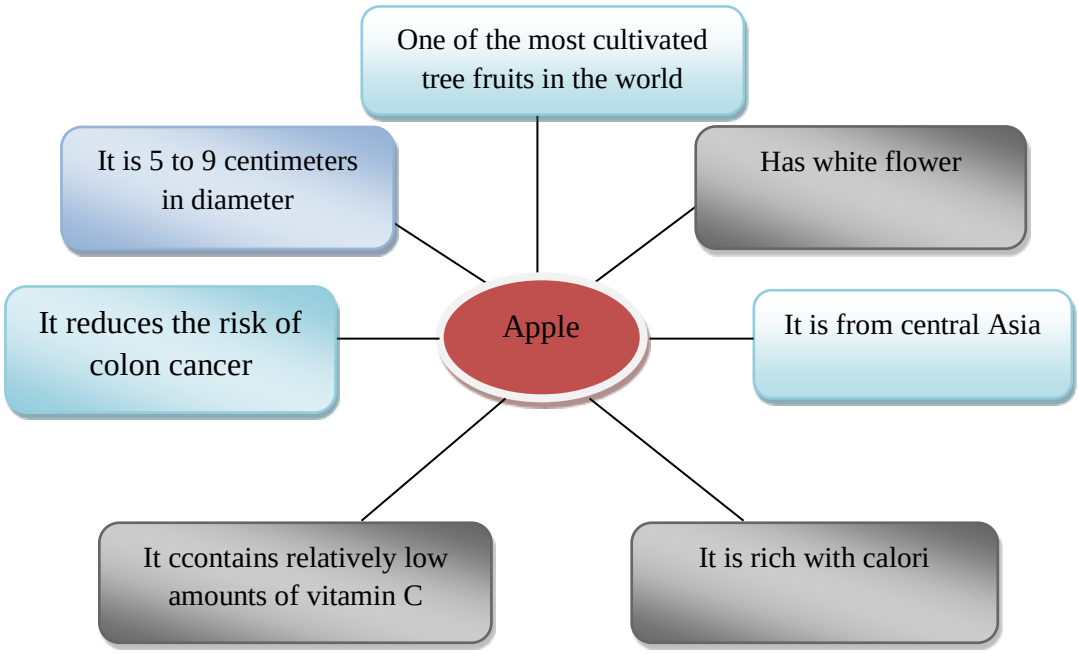
I. Penilaian

1. Indikator, Teknik, Bentuk dan Contoh Instrumen

Indikator	Teknik	Bentuk	Contoh
1. Mengidentifikasi main idea dan supporting detail dalam report text yang dibaca.	Tes tertulis	Essay test	*Answer the following questions!*
2. Mengidentifikasi makna teks dan membuat kesimpulan tentang report text yang dibaca			

2. Instrumen Penilaian

Graphic organizer



a. Read the text "Apple" below!

Apple

The apple is the fruit of the apple tree. It is one of the most widely cultivated tree fruits in the world. Its tree is small and its height range from 3 to 12 meters tall. It has white flowers which have five petals with 2, 5 to 3, 5 centimeters in diameter. Its fruits are 5 to 9 centimeters in diameter. The apple tree comes from central Asia, the land for more than 7.000 known cultivars of apples.

Research reveals that apples may reduce the risk of colon cancer, prostate cancer and lung cancer. Apples contain relatively low amounts of vitamin C as well as several other antioxidant compounds. The fiber content in apples may reduce the risk of colon cancer and they may also help coping with heart disease, weight loss, and controlling cholesterol. They are rich with caloric like most other fruits and vegetables.

b. Listen for the graphic organizer and read the text then answer the questions!

1. What is the main idea of the first paragraph?
2. Where is the apple from?
3. What is the main idea of the last paragraph?
4. What are the contents of fiber in apple?
5. Mention the height of tree apple!
6. What are the benefits of apple?
7. Make the conclusion of the text by your own words!

3. Pedoman Penilaian

a. Criteria Score of Main Ideas

Criteria	Score
Clearly identified the main idea by providing strong evidence, details relating to the main idea.	4
Identified main idea and provided adequate evidence , details relating to the main idea.	3
Limited main idea identification and limited evidence, details relating to the main idea.	2
Did not identify the main idea of the story or provide any evidence, details relating to the main idea.	1

b. Criteria score of supporting details

Criteria	Score
The level of detail in each question is excellent. Textual details are relevant and student has connected fully with the literature.	4
The level of detail in each question is good. The student could add a bit more textual detail to further enhance answers.	3
Level of detail in each question is emerging. Attempts to engage the text are made.	2
The level of detail in each question is poor and makes no attempt to include textually relevant information.	1

c. Criteria score of Conclusion

Criteria	Score
Conclusion reflects resources readings in development of idea it is excellent.	4
Conclusion reflects readings in development of idea it is good.	3
Conclusion reflects only reading in development of idea it is poor.	2
Conclusion does not reflect any reading of resources in development idea.	1

Jumlah skor maksimal untuk essay test = 28

Jadi, skor maksimum = 100

To score the students' answer of test, the researcher will use the following formula.

Score $= \frac{X}{N}$ x 100

Where: X = students' correct answer

N = maximum score

Bulukumba, Oktober 2017

Mahasiswa

NELLY MUSDALIFA

Nim. 10535540413

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama satuan pendidikan	**: SMA Negeri 3 Bulukumba**
Mata Pelajaran	**: Bahasa Inggris**
Kelas/semester	**: XI/1**
Materi pokok	**: Report Text (Natural Disaster)**
Alokasi waktu	**: 2 x 45 menit**
Pertemuan Ke-	**: 4**

A. Standar Kompetensi

Membaca

5. Memahami makna teks fungsional pendek dan esei berbentuk *report, narrative dan analytical exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

B. Kompetensi Dasar

5.1 Merespon makna dalam teks fungsional pendek (misalnya *banner, poster, pamphlet,* dll) resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat dan berterima dalam konteks kehidupan sehari-hari.

5.2 Merespon makna dan langkah retorika dalam esai yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *report, narrative,* dan *analytical exposition.*

C. Indikator

1. Mengidentifikasi main idea dan supporting detail dalam report text yang dibaca.
2. Mengidentifikasi makna teks dan membuat kesimpulan tentang report text yang dibaca.

D. Tujuan Pembelajaran

1. Mampu mengidentifikasi main idea dan supporting detail dalam teks yang dibaca.
2. Mampu mengidentifikasi makna teks dan membuat kesimpulan tentang teks yang dibaca.

E. Materi Pembelajaran

1. Fungsi social
   - Menulis paparan ilmiah mengenai benda, binatang, dan gejala/peristiwa alam
2. Struktur teks
   - Klasifikasi umum tentang peristiwa alam yang ditulis,
   - Penggambaran mengenai jenis-jenis peristiwa alam.

Report text is a text which presents information about something, as it is. It is as a result of systemic observation and analyses.

The purpose is presenting information about something. They generally describe an entire class of things, whether natural or made.

Example of report text (natural disaster) : Types of Volcanic Eruptions

Generic Structure	Text
General classification	Volcanic eruptions have caused some of the worst disasters in the world. They can wipe out entire cities and kill thousands of people. The name of volcano comes from Roman term. It derives from VULCAN which is the name of Roman fire god. Romans believed that Vulcan lived on a volcanic Italian coast. Romans called the island VULCANO.
Description	According to scientist, volcanic eruptions are divided into for basic groups. They are commonly known as Hawaiian, Strombolian, Vulcanian, and Peleean. The term of Hawaiian eruptions are named after the volcanoes in Hawaii. These volcanic eruptions are the least violent type. They produce highly fluid lava which flows quietly. This gradually builds up a shield volcano. Strombolian eruptions are named after stromboli. These result from the constant release of gas from the magma.

	As the gas escapes, it produces tephra that piles up, turning into a cinder cone. Strombolin eruptions happen when sticky magma plugs the central vent. This makes the magmatic gas build up pressure until it blasts. The magma is turned into volcanic dust and bombs. Vulcanian eruption which comes from the ancient Roman belief, are more violent that the strombolin eruption. Vulcanian eruption happens and brings magma which is more viscous. Vulcanian explosions are usually larger and noisier than the Strombolin eruptions. Paleean eruptions are famous as the most violent kind of volcanic eruptions. The name of paleean comes from the eruption of Mount Pelee, Martinique in 1902. It killed almost 38 thousand people. A Peleean eruption occurs when the magmatic gas build up tremendous pressure. This causes violent explosions with glowing clouds of hot ash and dust.

3. Language feature in report text
   - General nouns
   - Relating verbs/linking verbs (To be : is, am, are) seem, look, etc
   - Timeless present tense : often, usually, always etc
   - Technical terms

F. Metode Pembelajaran

Listen-Read-Discuss (LRD) strategy

G. Kegiatan Pembelajaran

Kegiatan	Langkah Pembelajaran	Alokasi Waktu
Pendahuluan	1. Guru memberi salam (greetings) 2. Guru mengecek kehadiran siswa 3. Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis 4. Guru menanyakan pengalaman siswa dalam berbahasa inggris (social chat) 5. Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai.	15 menit
Inti	1. Siswa membaca berbagai macam teks ilmiah faktual tentang buah. 2. Siswa berlatih menentukan gagasan utama, informasi rinci dan informasi tertentu. 3. Siswa kembali mendengakan / menyimak penjelasan singkat tentang sebuah topik dipandu oleh guru. *(Listen)* 4. Siswa secara individu membaca teks report. *(Read)* 5. Siswa kemudian dibagi dalam kelompok kecil dan membandingkan apa yang telah didengar dan dari teks yang dibaca. *(Discuss)* 6. Perwakilan setiap kelompok diminta untuk menyampaikan hasil diskusi mereka. 7. Siswa kemudian diminta untuk menjawab pertanyaan berkaitan dengan teks yang	60 menit

	telah diberikan.	
Penutup	1. Guru melakukan penilaian/refleksi terhadap kegiatan yang sudah dilaksanakan. 2. Guru dan siswa membuat rangkuman/simpulan pelajaran 3. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.	15 menit

H. Sumber Belajar/Alat/Bahan

1. Buku, internet
2. Teks report, whiteboard, and marker.

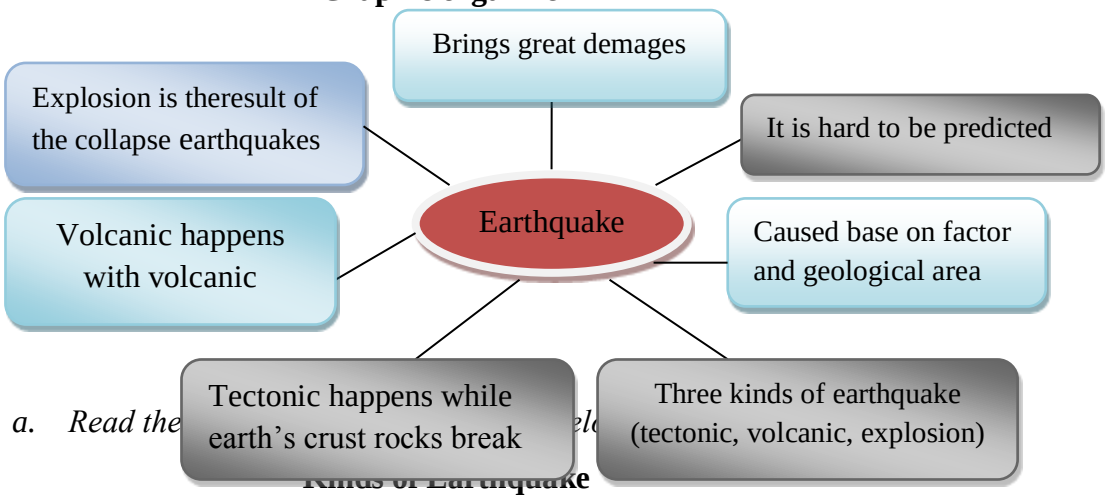
I. Penilaian

1. Indikator, Teknik, Bentuk dan Contoh Instrumen

Indikator	Teknik	Bentuk	Contoh
1. Mengidentifikasi main idea dan supporting detail dalam report text yang dibaca.	Tes tertulis	Essay test	*Answer the following questions!*
2. Mengidentifikasi makna teks dan membuat kesimpulan tentang report text yang dibaca			

2. Instrumen Penilaian

Graphic organizer



a. *Read the* **Kinds of Earthquake**

Earthquake often happens around us. It brings great damages. Earthquake is hard to be predicted and that makes lot victims.

Actually there are three kinds of earthquake. This kinds of earthquake are commonly base on the factor and geological area where the earthquakes hapen. These three kinds of earthquake are tectonic, volcanic, and explosion.

Tectonic earthquake is most common one. This kind of earthquake happens while earth's crust rocks break because of the geological strength created by moving of the earth's plates.

Volcanic earthquakes happen exactly with volcanic activity. Volcanic earthquakes are when the volcano produces acidic lava, which drys quickly, when it drys quickly it blocks the top of the volcano. This make no more magma can escape. Pressure starts to build up and eventually the acidic lava can no longer stand the pressure. So the volcano is free to explode, the pressure is released so fast that an earthquake is caused. A volcanic earthquake is usually kept within 10-20 miles of the volcano.

Explosion earthquake are the result of the collapse earthquakes that are small earthquakes accuring in underground mines and caverns.

b. Listen for the graphic organizer and read the text then answer the questions!

1. What is the main idea of the second paragraph?
2. Mention the kinds of earthquake!
3. Why does tectonic earthquake called the most common one?
4. What is the main idea of the fourth paragraph?
5. What does cause the earthquake?
6. What is volcanic earthquakes?
7. Make the conclusion of the text by your own words!

3. Pedoman Penilaian

a. Criteria Score of Main Ideas

Criteria	Score
Clearly identified the main idea by providing strong evidence, details relating to the main idea.	4
Identified main idea and provided adequate evidence , details relating to the main idea.	3
Limited main idea identification and limited evidence, details relating to the main idea.	2
Did not identify the main idea of the story or provide any evidence, details relating to the main idea.	1

b. Criteria score of supporting details

Criteria	Score
The level of detail in each question is excellent. Textual details are relevant and student has connected fully with the literature.	4
The level of detail in each question is good. The student could add a bit more textual detail to further enhance answers.	3
Level of detail in each question is emerging. Attempts to engage the text are made.	2
The level of detail in each question is poor and makes no attempt to include textually relevant information.	1

c. Criteria score of Conclusion

Criteria	Score
Conclusion reflects resources readings in development of idea it is excellent.	4
Conclusion reflects readings in development of idea it is good.	3
Conclusion reflects only reading in development of idea it is poor.	2
Conclusion does not reflect any reading of resources in development idea.	1

Jumlah skor maksimal untuk essay test = 28

Jadi, skor maksimum = 100

To score the students' answer of test, the researcher will use the following formula.

Score $= \frac{X}{N}$ x 100

Where: X = students' correct answer

N = maximum score

Bulukumba, Oktober 2017

Mahasiswa

NELLY MUSDALIFA

Nim. 10535540413

APPENDIX I

Pre-test

A. Read the text below!

Cats

Cats also called the domestic cat or house cat (with its scientific name: Felissilvestriscatus or Feliscatus) is a type of carnivorous mammal of the family Felidae. The word "cat" generally refers to a "cat" that has been tamed, but can also refer to the "big cats" such as lions and tigers.

Cats are considered as "perfect carnivore" with teeth and particular digestive tract. The first premolar and molar teeth form a pair of fangs on each side of the mouth that works effectively as a pair of scissors to tear the meat. Although these features also exist in the Canidae or dog, but these traits are better developed in cats. Unlike other carnivores, cats eat almost non vegetable substance. Bears and dogs sometimes eat berries, roots, or honey as a supplement, while cats only eat meat, usually freshly killed prey. In captivity, cats cannot adapt to a vegetarian diet because they cannot synthesize all the amino acids they need from plant material; it is in contrast with domesticated dogs, which commonly are fed a mixture of meat and vegetables and sometimes it can adapt to a completely vegetarian meal.

Cats have mingled with human life since at least 6000 BC, from the skeleton of the cat found on the island of Cyprus. The ancient Egyptians of 3500 BC have used cats to keep away the rats or other rodents from the barn where the crops were saved. Currently; the cat is one of the most popular pet in the world. Cats that his lines are recorded officially as a cat breeds or pure breed are Persian, Siamese, Manx, and the sphinx. These kinds of cat are usually bred in official captivity animal. The number of purebred cat is only 1% of all cats in the world; the rest is a cat with mixed ancestry such as wild cats or domestic cats.

B. Answer the following questions based on the text above!

1. What does the author mainly discuss in the first paragraph?
2. What is the use of cat's teeth?
3. What does the author mainly discuss in the last paragraph?
4. What does cause the cat cannot adapt to a vegetarian diet?
5. What is the cat's feed?
6. What have the ancient Egyptians do with the cat?
7. Make the conclusion of the text by your own words!

Name : Cindy Nur Atika

Age : 16

Sex : Female

1. Cat is a carnivorous mammal of the family Felidae. Cat is the domestic cat and house cat.
2. Cat. From the skeleton of the cat found on the island of cyprus. Cat is the popular pet in the world
3. To tear the meat
4. Because they cannot synthesize all the amino acids. they just need from plant material.
5. ~~Cat's eat meat~~ cat only eat meat.
6. The ancient Egyptians of 3500 BC have used cats to keep away the rats or other rodents from the barn where the crops were saved. cat is the popular animal / pet in the world. The number of purebred cat is only 1% of all cats in the world.
7. Cat is ~~the~~ a carnivorous mammal of the family felidae, and domestic cat. Cat only eat meat, and cannot adapt with vegetarian. Cats is one of the most popular pet in the world.

Name : Febby Prahmasti Cahyani

Age : 15

Sex : Female

1) Cats also called the domestic cat or house cat
2) Cats that his ones are recorded officially as a cat breeds or pure breed are Persian
3) Premolar and molar teeth form a pair of fangs on each side of the mouth that works effectively ~~as a pair of fangs on each side~~ as a pair of scissors to tear the meat.
4) Cats cannot adapt to a vegetarian diet because they cannot synthesize all the amino acids they need from plant material.
5) Cats only eat meat (usually freshly killed prey)
6) The ancient Egyptians of 3500 BC have used cats to keep away the cats or other rodents from the barn where the crops were saved.
7) Cats also called the domestic cat or house cat. Cats are considered as "perfect carnivore" with teeth and particular digestive tract. Cats teeth that works effectively as a pair of scissors to tear the meat Cat's not Vegetarian. Cat's eat meat and killed prey. The ancient Egyptians of 3500 BC have used cats to keep away the rats or other rodents from the barn where the crops were saved.

Name : Nur Alfi Yunita

Age : 14 years old

Sex : Female

1. cats also called the domestic cat or house cat (with its scientific name: Felissilvestriscatus or Felriscatus) is a type of carnivorous mamal of the family Feridae.

2. the rest is a cat with mixed ancestry such as wild cats or domestic cats.

3. The first premolar and molar teeth form a pair of fangs on each side of the mouth that works effectively as a pair of scissors to tear the meat.

4. Because they cannot synthesize all the amino acids they need from plant material.

5. ~~the~~ Because the cat is ~~carnivers~~ carnivore, swoe it only eat meet

6. the ancient egyptians of 3500 BC have used cats to keep away the rats or other rodents from the barn where the crops were saved.

7 cats also called the domestic cat or house cat. cats are considered as "perfect carnivore" with teeth and particular digestive tract. cats have mingled with human life since at least 6000 BC.

Post-test

A. Read the text below!

Cherry Blossoms

Cherry blossoms or sakura are cherry trees and their blossoms. Cherry trees are a symbol of spring for Japanese people. Hanami or flower viewing is a traditional custom in spring to visit some places where sakura are blooming. Japanese people love cherry blossoms, but the origin of this flower is debatable. Some people believe that flower is from Japan but some others believe that they come from either China or South Korea.

There are 400 different types of cherry trees. They mutate easily most of cherry blossom grow in moist low and highland. A place with a little bit moist and protected from sunlight is the best for their natural habitat.

The unique fact of cherry blossom is that their flowers which grow earlier than the leaves. Cherry blossoms have many colors such as white, little pink, and red. Most of the flowers are white or pink with five petals, but there are some flowers with almost a hundred petals.

B. Answer the following questions based on the text above!

1. What does the author mainly discuss in the first paragraph?
2. What does the author mainly discuss in the last paragraph?
3. What is the unique fact of cherry blossom?
4. Mention the colors of cherry blossom!
5. What is the definition of hanami?
6. Describe the best place for cherry blossoms natural habitat!
7. What is the conclusion of the text?

Name : Cindy Nur Atika

Age : 16

Sex : Female

1. About origin of cherry blossoms
2. About ~~unique~~ the unique and colors of cherry blossoms
3. The unique fact of cherry blossoms is that their flower which grow earlier than the leaves.
4. There are three colors is that white, little pink and red.
5. Flower viewing is a traditional custom in spring to visit some places where sakura are blooming.
6. In moist low and highland
7. Cherry Blossoms is an interest flower from Japanese or China or South Korea. Cherry blossoms very interest because this flower is the traditional custom. There are 400 kinds of cherry blossoms. cherry blossoms is the unique flower because they have many flowers than leaves. And the beautiful flower because have many colors. Cherry blossoms grow in moist ~~and~~ low and highland.

Name : Febby Prahmesti Cahyani

Age : 15

Sex : Female

1) Origin of cherry blossoms
2) Unique and colors of cherry blossoms
3) The unique fact of cherry blossoms ~~have many~~ is that their flowers which grow earlier than the leaves
4) There are three colors, that is white, little pink, and red.
5) Flower viewing is a traditional custom in spring to visit some places where sakura are blooming
6) Cherry blossoms grow in moist low and highland
7) Cherry blossoms or sakura is a beautiful flower. It is symbol of spring for Japanese people. Origin is Japanese but other ~~believe~~ trust cherry blossoms ~~also~~ from china or south korea. Cherry blossoms the best habitat in moist low and highland. Cherry blossoms very unique besause the flower which grow earlier than the leaves. They have three colors, like that, white, little pink, and red.

Name : [redacted] Nur Aifi Yunita

Age : 15

Sex : Female

1. cherry blossoms or sakura are cherry trees and their blossoms.
2. Cherry blossoms have many colors such as white, little, Pink, and red
3. The unique fact of cherry blossom is that their flowers which grow earlier that the leaves.
4. colors such as white, little Pink, and red
5. Hanami or flower viewing is a traditional costum in Spring to visit some places where sakura are blooming
6. A place with a little bit moist and protected from sunlight is the best for their natural habitat.
7. cherry blossoms or sakura are cherry trees and their blossoms. there are 400 different types of cherry trees. the unique fact of cherry blossom is that their flowers which grow earlier than the leaves.

Key Answer of Pretest

1. The first paragraph tells about the type of cat.
2. The last paragraph tells about the cat is as the popular pet in the world.
3. The cat's teeth are used to tear the meat.
4. Cat cannot adapt to a vegetarian diet because they cannot synthesize all the amino acids they need from plant material.
5. The feed of cat is meat, usually freshly killed prey.
6. The ancient Egyptians have used cat to keep away the rats or other rodents from the barn where the crops were saved.
7. The conclusion of the text is:
   - The text tells about the type of cat and its name. The cat is as the popular pet in the world, because many people have used it to chase away the rats and others. Besides that, the cat has teeth which used to tear the meat and it only eats meat.
   - The text tells us that cat is the popular pet in the world because it has used to chase away the rats. The cat only eats meat by using its teeth to tear the meat.
   - The text tells us that the cat has teeth which used to tear the meat. And in 3500 BC, the cat becomes one of the most popular pet in the world.

Key Answer of Posttest

1. The first paragraph discusses about
2. The last paragraph discusses about
3. The unique fact of cherry blossom is that their flowers which grow earlier than the leaves.
4. Cherry blossoms have many colors such as white, little pink, and red.
5. Hanami or flower viewing is a traditional custom in spring to visit some places where sakura are blooming.
6. The best place for cherry blossoms natural habitat is a place with a little bit moist and protected from sunlight.
7. The conclusion of the text is cherry blossom is one of a unique flower from japan. It has a beautiful colors and a lot of flowers than the leaves.

APPENDIX J

DOCUMENTATION

Picture 1

The students' were given the pre-test in the first meeting before getting the treatment. The test was reading essay test.

Picture 2

In the next meeting, the researcher gave the treatment by using LRD (Listen-Read-Discuss) strategy for four times. The first stage, the students listened to a short explanation from the researcher about the topic that will be read later.

Picture 3

The second stage, the researcher distributed the text that will be read by the students. They read the whole text individually after listening to a short explanation. They read the text for fifteen minutes.

Picture 4

The last stage, students were divided into small group to discuss about the text that have been heard and read. Then, they share their comprehension to their friends and answered the questions given that related to the topic. The researcher guided them how to identify main idea, supporting detail and make conclusion.

Picture 5

After giving the treatment for four times, the students were doing the post-test to know their improvement in comprehending a text. They were given the same form questions with different topic.

CURRICULUM VITAE

NELLY MUSDALIFA was born in Tarampang, on September 27th, 1995. Her father's name is Mudassir, and her mother's name is Rosmiati. She is the first child of two siblings. She began her Elementary School at SDN 160 Tarampang in 2001 and graduated in 2007. She continued her study at SMPN 1 Bontobahari and graduated in 2010. After finishing her study at junior high school, she continued her study at SMAN 3 Bulukumba and graduated in 2013. As the same year of 2013, she registered as the student of English Education Department, Faculty of Teacher Training and Education, Makassar Muhammadiyah University.