THE USE OF LISTEN - READ - DISCUSS METHOD TO IMPROVE STUDENTS' READING COMPREHENSION AT THE NINTH GRADE OF SMPN 34 MAKASSAR

SKRIPSI

By
SUMIYANTI ARSYAD
4513101029

ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS BOSOWA MAKASSAR
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Submitted by

SUMIYANTI ARSYAD
NIM 4513101029

Had been defended in front of Skripsi Examination Commitee
August , 2017

Approved by:

Supervisor I	Supervisor II
Rampeng, S.Pd., M.Pd	**Ulfah Syam, S.S., M.Pd.**
NIDN.0916047806	**NIDN.0914127804**

Under the Cognizance of

Dean	Head
Faculty of Teacher Training and Education,	English of Education Department
Dr. H, Mas'ud Muhammadiah, M.Si	**Hj. Restu Januarty, S.Pd.I, M.Pd**
NIDN.	**NIDN. :0905018503**

PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul "*The Use of Listen-Read-Discuss Method to Improve Students' Reading Comprehension at the Ninth Grade of SMPN 34 Makassar"* beserta seluruh isinya adalah benar-benar karya saya sendiri bukan karya hasil plagiat. Saya siap menanggung risiko, sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, August 2017

Yang membuat pernyataan

Sumiyanti Arsyad

ABSTRAK

Sumiyanti Arsyad. 2017. *Penggunaan Metode Listen-Read-Discuss dalam meningkatkan kemampuan membaca siswa kelas IX SMPN 34 Makassar. (Dibimbing oleh Rampeng dan Ulfah Syam).*

Penelitian ini bertujuan untuk mengetahui apakah penggunaan metode Listen-Read-Discuss dapat meningkatkan kemampuan membaca siswa dalam memahami isi bacaan dan mampu menentukan main idea dalam bacaan.

Penelitian ini menggunakan metode penelitian tindakan kelas. Subjek penelitian ini adalah siswa kelas 9 SMPN 34 Makassar tahun ajaran 2017/2018. Total jumlah siswa yang ada pada kelas tersebut adalah 25 siswa. Analisis data kuantitatif dalam penelitian ini menggunakan observasi sebelum melakukan penelitian tindakan kelas.

Setelah melakukan penelitian tindakan kelas pada siswa kelas 9 SMPN 34 Makassar dan berdasarkan berbagai tes yang telah dilakukan dapat disimpulkan bahwa ada peningkatan yang signifikan yang terjadi sebelum dan sesudah menggunakan Metode Listen-Read-Discuss dalam pengajaran teks narasi. Hasil tes awal diperoleh nilai rata-rata 58.25 atau dapat dikatakan 15% siswa dapat melewati nilai KKM. Pada test berikutnya nilai rata-rata yang diperoleh siswa adalah 65.25. Hal ini menunjukkan bahwa 35% siswa telah melewati KKM. Pada test terakhir diperoleh nilai rata-rata 76.02. Pada hasil tersebut diperoleh nilai KKM siswa mencapai persentase 90%. Berdasarkan hasil tersebut dapat disimpulkan bahwa mengajar menggunakan metode Listen-Read-Discuss meningkat.

Keyword: Mendengarkan-Membaca-Diskusi, pemahaman membaca,

ABSTRACT

Sumiyanti Arsyad. **2017**. *The Use of Listen-Read-Discuss Method to Improve Student's Reading Comprehension at Ninth Grade of SMPN 34 Makassar. Supervised by Rampeng and Ulfah Syam.*

The purpose of this research is to find out wether the used of Listen-Read-Discuss method can increasing students ability in comprehending the reading text.

The researcher applied Classroom Action Research (CAR). The subject of this research was ninth grade students of SMPN 34 Makassar in 2017/2018 academic year. The number of students consisted of 25 as the population. Sample the analysis quantitative data used in this research was the observation of students' activities during teaching learning process before and after Classroom Action Research (CAR).

After implementing Classroom Action Research at the ninth grade students of SMPN 34 Makassar and according to the result of any tests, could be summarized that there was a significant difference before and after implementing Listen-Read-Discuss Method in teaching narrative text. It means that using Listen-Read-Discuss Method in teaching is helpful. The result of Diagnostic test showed the significant improvement. The average score of Diagnostic Test was 54. It means there were only 15% of the whole students could pass the KKM. The average score of cycle 1 was 65.25. It proved that 35% students passed KKM. The average score of cycle 2 was 76.02. Then, it was obtained that the percentage of students who could got the score above the KKM in cycle 2 was 90%. It can be concluded that the teaching using Listen-Read-Discuss Method, the students' reading comprehension of narrative text improved.

Keywords: Listen-Read-Discuss Method, reading comprehension

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Makassar, August 2017

Sumiyanti Arsyad

TABLE OF CONTENT

COVER PAGE	Page
APPROVAL SHEET	iii
ACKNOWLEDGEMENT	v
SURAT PERNYATAAN	v
ABSTRACT	vi
ABSTRAK	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	ix
LIST OF FIGURES	x
LIST OF APPENDICES	xi
CHAPTER I : INTRODUCTION	1
A. Background	1
B. Problem Statement	3
C. Objective of the Research	4
D. Significance of the Research	4
E. Scope of the Research	4
CHAPTER II : REVIEW OF RELATED LITERATURE	5
A. Some Previous Related Research Finding	6
B. Some Theories of Reading	6
C. Reading Comprehension	10
D. Listen-Read-Discuss Method	15
E. Conceptual Framework	18
F. Hypothesis	19
CHAPTER III : RESEARCH METHOD	20
A. Location of the Research	20
B. Research Design	20

C. Variable of the Research 20
D. Subject of the Research 20
E. Research Instrument 21
F. The Procedure of Collecting Data 21
G. Technique of Data Analysis 25
CHAPTER IV : FINDINGS AND DISCUSSION 28
A. Findings 28
B. Discussion 35
CHAPTER V : CONCLUSION AND SUGGESTION 43
A. Conclusion 43
B. Suggestion 44
BIBLIOGRAPHY 45
APPENDICES

LIST OF TABLES

Number		Page
4.1	Students' Reading Comprehension of Diagnostic Test, Cycle 1, and Cycle 2	36

LIST OF APPENDICES

Number		Page
1.	Lesson Plan	45
2.	Instrument Reading Test	59
3.	Photo of Documentations	67
4.	Recommendation Letter from SMPN 34 Makassar	70
5.	Biography	71

CHAPTER I

INTRODUCTION

This chapter consists of background, problem statement, the objective of the research, scope of the research, and significance of the research.

A. Background

English language as means of international communication and it becomes more important now days. Therefore the government of Indonesia places this language. In the curriculum not only the secondary schools, senior high school but also at in universities or institutes.

English as a foreign language involve four skills in language learning, they are: reading, listening, speaking, and writing. Beside the four language skills above.

Reading is an exercise dominated by eye and brain, eye look at the message in the print pages then send it to the brain, and then the brain process the significance of the message. We can know any information that we need through reading. Besides that, reading can improve our vocabulary, knowledge, information and any others to increase our knowledge with reading. Reading is also something crucial and indispensable for the students because the success of their study depend on the greater part of their ability to read.

Reading is a flexible for the students, because they can got

information from the text they have read. Reading also is an active process identifying important ideas comparing.

Reading comprehension is an essential skill for learners of English. For most of learners it is the most important skill to master in order to ensure success in learning.

Problem mostly occurs to the students when reading book. Sometimes students are facing a book but do not read at all. They just can mention symbol word without getting any idea from the book. The writer herself experience when reading a book without any comprehension tends to feel sleepy.

Based on the explanation above the observation result when the writer conducted teaching practice in class IX–E of SMPN 34 Makassar, the student reading comprehension skill still poor. Only a few of student can comprehend or can understand what they have read especially English text. It because many factors such as the student consider that English is a subject that very difficult, bored and scare because meaning and letters are different. The other factor is the teacher always use the same method to teach English subject like the direct method. It is also make the students more bored to study English.

What a teacher has to consider as a prime important task how to design the reading course with strategies and techniques to facilitate the student to comprehend to concept from the write mind in the text. There have been a lot of techniques and strategies discussed by many expert

dealing with reading comprehension. One of the technique to be offer here is discovery learning method in which students are learning how to interact with the text they read.

According to Hildreth in Mawar (2015: 2) stated that reading can give some advantage to the students. Firstly, it can improve the student's knowledge and information that will support their study and will be useful for them. Second, ideas on the reading source can be easy to be connect by students with their knowledge. Third, reading will make the future can be seen easily by the students because reading make them to be somebody who has wide knowledge.

Based on explanation above, the writer was interesting in conducting entitle "The Use of Listen-Read-Discuss Method to Improve students 'reading comprehension research At the Ninth Grade of SMPN 34 Makassar.

B. Research Question

Based on the background above, the writer formulates research questions as follow "Does the students' reading comprehension improve through Listen-Read-Discuss Method?"

C. Objective of the Research

The objective of the research is to find out the improving reading comprehension through Listen-Read-Discuss Method

D. Significance of the Research

The result of this research is expected to be meaningful information for the English teachers, especially in teaching reading comprehension for Junior High School Students and to be contribution for further writer who were interest in carrying out research on similar matter.

E. Scope of the Research

This research focus on the students' achievement in learning reading comprehension by using Listen-Read-Discuss Method to the ninth grade students of SMPN 34 Makassar. The scope of this study is restrict Does the discuss strategy can improve the students' reading comprehension especially to find out the main idea of the paragraph narrative text.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter consist of some section namely the concept of reading, reading comprehension, the concept of Listen-Read-Discuss Method, conceptual framework, and hypothesis.

A. Some Previous Related Research Findings

According to Handayani in Krismayani (2015) in her research Improving students' Reading Comprehension By using Listen-Read-Discuss Method at The SMPN 34 Makassar. Students were not bored and more learn reading comprehension more easily. The students look active and concentrate in the classroom during the lesson. Besides, they are also motivate in comprehending the text.

Qamariah, (2010) in her research using Listen-Read-Discuss Method to improve students' reading comprehension at the Eighth grade students of SMP Negeri 3 Porwodadi. This thesis is aim at identifying whether L-R-D can improve students' reading comprehension or not and describe what happen with the class when L-R-D Method in reading class. The preliminary research show that the students have problem on main idea, specific information or details, word meaning, generic structure, and communicative purpose.

Satriana (2011) conducted a research about motivating Students' to read English. Text by applying Pre-Reading activities. She find that

applying pre-reading activities. She also find that the most motivating pre-reading activities is the use of visual aids.

Based on the finding above, it can be stated that the students' reading comprehension can be improved by some reading method in reading class. The researcher will applied strategy to improve students' reading comprehension namely Listen-Read-Discuss Method. It can motivated students and more effective, so that they can understand the material easily especially concept and characteristic of narrative text.

B. Some Theories of Reading

1. Definition of Reading

According to Kustaryo in Hasan (2015: 5), reading comprehension is understanding what have been read. It is an active. Thinking process that depend not only on comprehension skill but also the students experience and prior knowledge.

According to Nuttal in Dewi (2015:5), reading as the meaningful interpretation of print or written verbal symbol. It means that reading was result of interaction between the perception of graphic symbol that represent language and the reader language skill, cognitive skill, and knowledge of the world.

2. Technique of Reading

There are some techniques of reading.

a. Survey Reading

Survey reading was very important. It was to determine weather

someone success of fails in his study. Someone's background knowledge influence reading survey.

b. Skimming

Skimming is helpful when you want to find out quickly about the writer. You may want to find out what the writer thinks about some idea.

Skimming is read text superficially a rapidly in order obtain the gist or main idea it is a skill that requires concentration. There are three basic aims in skimming, namely:

1. To get impression from a book of articles or short stories
2. To find specific cases from a reading material
3. To look for material that we need in library

Skimming the preface and table contents, and reading snatches through the book can gave the reader and aid of the contents quickly.

c. Scanning

The scanning can be done to find name, date, static, or fact in writing. The eyes start quickly at the lives of writing.

Scanning is a strategy is used by all reader to find relevant information in a text. Assessment of scanning is carried out by presenting test-takers with a text (prose a something in a chart or paragraph format) and requiring rapid identification of relevant bits of information.

3. Types of Reading

There were three kinds of reading; they were silent reading, reading aloud, and speed reading as follows:

a. Silent reading

Silent reading reinforce the reader to find out the meaning of the words. This kind of reading lead the readers to the comprehension. This reading is skill to criticize what is written, to discuss written meaning, and to drew inference and conciliation as well as to tall new ideas on thesis of what is read.

Silent reading means reading the text by heart where there are no voice is express when reading. This kind of reading require the reader to find out the meaning of words or sentence and find out the ideas written in the text, not to practice the practice by a reader who want to comprehend the text in reading comprehension process.

b. Reading aloud

In reading aloud, the students will get experience in producing the sound, which should be practice as many as possible. Reading aloud is divide in two kinds. They are unison is done with whole group. It is done to check pronunciation, intonation, the students ability to read and helps teacher to find out who among his students has difficulty in reading.

Reading aloud is a completely different activity. Its purpose are not only to understand a text, but also to convey the information someone. Reading aloud is very useful. Reading aloud is important thing to do in reading process where the students who know as the reader were require to read.

c. Speed Reading

Speed reading is the reading fast or read the text speedily to get the ideas or comprehend it at one. Speed reading has to run side by side with reading comprehension. The reader is require not only to read fast but also to understand the ideas. However, the rate of reading speed of course depend on the kind of reading material itself. The rate of speed of reading a story or narration will be different from the reading scientific materials. Reading scientific materials need creative thinking, but reading story or narrative only need feeling and mind.

4. Levels of Reading Skills

There are three levels of reading skills. They are literal reading, interpretive reading, and creative reading

a. Literal reading

Literal reading refers to the ideas and fact that directly state on the print page. Literal reading is the skill of getting the primary direct literal meaning of a word, ideas, or sentence in context. The basic of literal comprehension is recognizing stated main ideas, details, cause and effect and sequence. This level of comprehension is fundamental to all reading skill at any levels because a reader must first understand what the author said before he can draw an interference of make on evaluation.

b. Interpretative Reading

Interpretative reading involves reading between the line or making inference. It is the process of deriving ideas are that are implied rather

that directly stated. This level demand higher level of thinking ability because the question in the category of interpretation are concern with answer that are not directly stated in the text but are suggest or implied. In interpretation the readers read between the lines, make connection among individuals stated ideas, make inferences, draw conclusion, read between the lines to get inferences, or implied meaning from the text

c. Creative Reading

Creative reading involves going beyond the material present by the author. Creative reading require the readers to think as they read just a critical reading does, and it also require the reader to use their imagination. In creative reading, the readers try to propose new or alternate solutions to those by the researcher.

C. Reading Comprehension

1. Definition of Reading comprehension

Smith and Robinson in Yanti (2014: 10) define that reading comprehension means the understanding utilizing of information and gain through an interaction between reader and author and reader in which the written language becomes the medium.

Reading comprehension is not just to read with loudly voice, but read with aims to understand the meaning of the words, sentences, and paragraph sense relation among the ideas. If the student just read and can not understand the content of the text means that he fails in comprehension.

Reading comprehension is thus much more than decoding. Reading comprehension result when the readers know which skill and strategies are appropriate for the type of the text, and understand how to apply them to accomplish the reading process. So by mastery of reading, it can improve other language skill.

Based on the definition of some expert above can be conclude that reading comprehension means the understanding, evaluating and utilize of information and ideas gained through and interaction between the reader and the author, comprehension also is not just reading with aloud voice but reading also establish and understanding the meaning of words, sentence and paragraph sentence and relation between ideas.

2. The Process of Reading Comprehension

Davies and Whitney in Ningsih (2015:13), state there are three vital process involved in reading comprehension as follows:

a) Previewing

Scanning, searching, reading bits (body, illustration, paragraph openers) and setting some expectation.

b) Predicting

Making guesses which were inform these expectation, knowledge of the subject, the writer, the type or time, the concept, content or conversation.

c) Checking

Confirming, exchanging or extending, prediction or pre knowledge

by using feature within the text or resource outside it.

The process above must be done underlying since it aim to made the students' better guessers. The work is direct as setting up situation where students work closely as in individuals or together in teaching or meaning by guessing intermediate context, part of speech or part of words.

3. Levels of Reading Comprehension

There were several levels of comprehension. Higher level of comprehension would obviously include higher level thinking.

According to Burn in Dewi (2015:14), divides reading comprehension skill into four levels, as gives bellows:

a. Literal Comprehension

Literal comprehension represent the ability of understanding with information that is explicitly stated in the print and illustration. The students can recall, identify, classify, and sequence detail, fact and stated main ideas from a variety of written materials, and can interpret directions this level of comprehension involves surface meaning.

b. Interpretive or Inferential Comprehension

Higher level of comprehension involves reading beyond or between the lines. The reader bring knowledge and experience to the act of reading and draw the difference.

At this level teacher can asked more challenging question such as asking students to do the following task:

1. Rearrange the ideas or topic discuss in the text
2. Summarize the main idea when this is not explicitly stated in the text.
3. Select conclusion which can be deduced from the text they have read.

c. Critical Reading

Critical reading is a form of language analysis that does not take the given text at face value, but involves a deeper examination of the claim put forth as well as the supporting points and possible counterargument. The ability to reinterpret and reconstruct for improve clarity and readability is also a component of critical reading.

d. Creative reading

Creative Reading involve going beyond the material present by the author, creative reading require the reader to think as the read just as critical reading done, and it also require the readers to use their imagination. In creative reading the reader try to purpose new alternative solution or response those by the writer. It require readers feeling for the text and subject. The answers are not found in the text; they come strictly from the readers. While no personal response are incorrect, they can not be unfound; they must relate to the content of the text and reflect a literal understand of the material.

When you read and respond what you have read in this ways, you turn the work of reading into creative, self-direct process that help you develop new ways of thinking about, responding to, and understanding the world.

There were some characteristic of creative reading comprehension:

1) Characterization

Characterization is the depicting of clear image of a person. It really doesn't matter who or what the characters were, so long we identify ourselves with them. We may read of the behavior of a pair of mice: how they live, what they ate, how they go about finding their food, such writing may be interesting and informative from a scientific point of view, but it was not be literature. There were two method of characterization: the dramatic and analytic.

2) Making imagination and conclusion

Means that imagine if you live at the same time of the story, what problem might you have? How would your life change? If you have a chance to spend that day with one of the character, which one would it be? What you want to happen that day. And conclude of all the act in the story.

3) Analysis

Means that do the characters have anything in common, does it talking of yourself, was the character good or bad, what do you think of all the character.

4) Comparing and contrasting

Means that if you have three wishes, what do you think you would wish for? Do they differ from what the character in the story wish for.

5) Creative thinking divergent

Means that write something about a person who important to you, write down many good things about yourself and choose one character from the story, write a new story about him/her.

D. Listen-Read Discuss Method

Listen-Read-Discuss (LRD) (Manzo & Casale, 1985) is a comprehension strategy that builds students' prior knowledge before they read a text. During the first stage, students listen as you present the content of their reading through a lecture, often pair with a graphic organizer.

The Listen- Read Discuss Method help students comprehend text. Before reading, students listen to a short lecture deliver by the teacher. The students then read a text selection about the topic.

1. The Definition of Listen-Read Discuss Method?

- Listen: Present information to students about the text they will be reading. This can be in the form of a short lecture on the topic, using a graphic organizer to guide the lecture.
- Read: Ask students to read a text selection. The content should be similar to the material presented during the "listen" portion of the lesson.
- Discuss: Lead a classroom discussion of the material. Encourage students to reflect on any differences between their reading of the content and your presentation.

According to Anuradha in Krismayani (2015: 28) Listen-Read-Discuss method is the grouping and pairing of students for the purpose of achieving an academic goal, has been widely research and avocat through out the professional literature.

Listen-Read-Discuss is a strategy that help students comprehend text by building their prior knowledge of the topic in advance to reading the text. Students begin using this strategy by listening to a presentation of the content they are going to read. Students then read the text selection and once finish they participate in a discussion that has them compare and contrast the information their learn while reading to the information present to them at the beginning.

The L-R-D is a heuristic, or hands-on, activity designed to induce self-discovery about effective teaching by teachers about effective learning by students.

2. Steps In The Listen-Read Discuss Method

Listen-Read-Discuss is a strategy that help students understand text. The teacher gives a short lecture to the students. The students then read a selection about the topic that the teacher speak about, so that the teachers need step on The Listen-Read-Discuss Method, those are:

a. Presentation

Before reading student's listen to the information about the content of a story by the teacher. A guide or graphic organizer can be use to help students follow the information (Manzo & Casale in Ashadi, 2015:44) A

well-written portion of the content material is present in a favored form (usually lecture) for approximately fifteen minute.

b. Reading

The class then read the pages upon which the presentation was based. In conjunction with the reading, Manzo and Casale suggest that they might locate words, ideas, or facts that were difficult to comprehend, inconsistent with the prior presentation, or like to be uncertain (Robert J, Tierney in Ashadi, 2015:32).

c. Discussion

After reading, there is a large group discussion or students engage in a small group discussion about topic. Question should be encourage. Students may and be ask to complete an information sheet or writing activity to further develop understanding. Manzo and Casale suggest that the discussion be direct at the first reducing uncertainties, then move on to raising uncertainties (Robert J, Tierney in Ashadi, 2015:67).

3. Benefit of Listen-Read-Discuss Method

There are some advantages of Listen-Read-Discuss Method in language teaching according to Richard in Muhammad (2013: 19), namely:

a. To provide opportunities for naturalistic second language acquisition through the use of interactive pair and the group activities.
b. To provide teacher with methodology to enable them to achieve

learning goal that they want and can be apply in a variety of curriculum setting.

c. To enable focused attention to particular lexical items, language, structures, and communicative function through the use of interactive task.

d. To enhance learner motivation and reduce learner stress and create a positive effective classroom climate.

E. Conceptual Framework

The conceptual framework underlying this research is present in the following diagram:

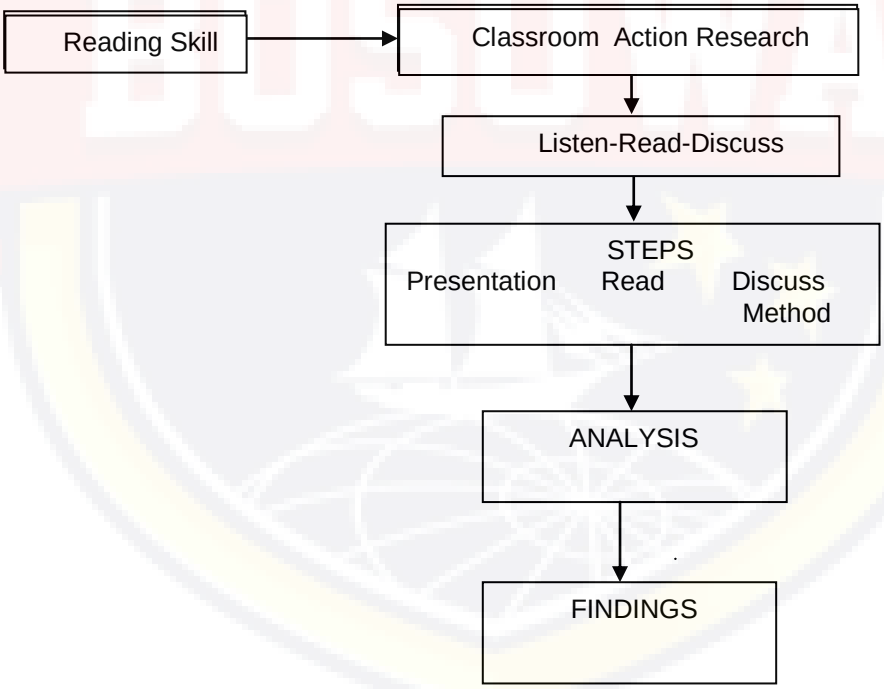

Figure 2.1 Conceptual Framework

The conceptual framework above show the process of the research to increase the students' reading comprehension.. The teacher using classroom action research in applying method and its advantage to the students' after that students' listen to a short lecture deliver by the teacher and instruct to read and discuss. In the end of cycle I the teacher will conducted and evaluation weather the use of Listen-Read-Discuss Method to increase the students' literal comprehension success or not. The aim of this research is the increase of students' reading comprehension.

F. Hypothesis

H0: There is no significant effect of the implementation of skimming technique to students' reading skill.

H1: There is a significant effect of the implementation of skimming technique to students' reading skill.

CHAPTER III

RESEARCH METHOD

This chapter present of the method of the research design, research variable and indicators, time and subject of the research, research instrument, procedure of collecting data, and technique of data analysis.

A. Location of the Research

The Location of the research was conducted at SMP Negeri 34 Makassar.

B. Research Design

This research used classroom action research which was conducted through two cycles, Each cycle consist of planning, observation, action, and reflection.

The cycle of Classroom Action Research (Hopkins, 1993:48)

C. Variable of the Research

There are two variables in this research, the use of Listen-Read-Discuss as independent variable and the students' comprehension in reading a text based on literal and inferential comprehension as dependent variable.

D. Subject of the Research

The subject in this research was class IX E Junior High School for 2015-2016 academic year with the total of students are 25 students'.

E. Research Instrument

The instrument of the research was read test, the students answer the question based on the reading text as the instrument of collecting data, which given twice. The first test is in the end of first cycle and the second test in the end of second cycle to know the students improvement in reading narrative text using Listen-Read-Discuss Method.

Scoring students' answer for reading comprehension as follows:

Point	Criteria
2	Grammar and information are correct
1	Grammar correct and information incorrect
0	Grammar and information incorrect

Source (SMPN 34 Makassar)

Besides, observation used to get data about the students' participation and activeness in teaching learning process and to got data about the implementation Listen-Read-Discuss Method in reading a text**.**

F. The Procedure of Collecting Data

Technique of the data collection was used in this research as follows:

1. Data Source

This research used classroom action research which was conducted through two cycles, Each cycle consist of planning, observation, action, and reflection.

They are first and second cycle and each cycle is the series of activity which have close relation, where, the realization of the second cycle is continue and repaired from the first cycle. The second cycle is continue and repair from the first cycle.

1. Cycle 1

a. Planning

Before doing the classroom action research, the writer used 15 minutes in learning teaching process as follows:

1) The writer will gave the students pre-test to know the students comprehension in reading before using Listen-Read-Discuss Method.
2) The writer made lesson planning of reading comprehension using Listen-Read-Discuss Method.
3) Preparing the media or teaching aids.
4) Made an instrument evaluation was used in classroom action research cycle.
5) Preparing observation form for observer.

b. Action

The writer applied Listen-Read-Discuss Method in increasing the students reading comprehension. The implementation of Listen-Read-Discuss Method the class as follows:

1) The writer explain about how to apply Listen-Read-Discuss method in reading. Beside that, the writer will gave prior knowledge about reading comprehension in text to the students.
2) Students listen to a short lecture that was deliver by the writer. A guide or graphic organizer use to help students follow the information.
3) Students read the text and compare what they learn during the lecture to their understanding of reading the text on their own.
4) Students discussions their understanding of the text with other students in their small group or large group.

c. Observation and Evaluation

In this phase, the writer observed the students' activity in teaching learning process using observation sheet and in the end of the first cycle, the writer taught the students by using Listen-Read-Discuss Method.

d. Reflection

Reflection intend to see the wholes first cycle action process. Reflection means as analyzing, understanding, evaluating, and making conclusion activity. The research analysis the first action cycle as reconciliation for the second cycle.

2. Cycle II

The second cycle in this classroom action research mostly same with the procedure in the first cycle and the stage in the second cycle is the revision from the first cycle.

a. Planning

The procedure of planning in the second cycle as follows:

1) The writer make lesson planning of reading comprehension using Listen-Read-Discuss Method.
2) Preparing the media or teaching aids.
3) Making instrument evaluation was used in classroom action research cycle.
4) Prepare observation form for observed.

b. Action

The writer applied Listen-Read-Discuss Method in increasing the students reading comprehension. The implementation of Listen-Read-Discuss Method as follows:

1) The writer explain about how to applied Listen-Read-Discuss Method in reading. Beside that, the writer will gave prior knowledge about reading comprehension to the students.
2) Students listen to a short lecture deliver by the writer. A guide or graphic organizer was used to help students follow the information.
3) Students read the text and compare what they have learn during the lecture to their understanding of reading the text on their own.
4) Students discuss their understanding of the text with other students in

their small group or large group.

5) While the students were discussing about the text, the writer take some note and give feedback at the end of teaching process.

c. Observation and Evaluation

In this phase, the writer observed the students' activity in teaching learning process using observation sheet and in the end of the first cycle, the writer taught the students by using Listen-Read-Discuss Method.

d. Reflection

Reflection intend to see the whole the second cycle action process. The writer analyzed the students' test value in the second cycle to see the improvement of the students' reading comprehension achievement after implementing Listen-Read-Discuss Method.

2. Kinds of Data

Kinds of data in this research is quantitative data, which consist of the students' achievement in reading, students' participation and activeness in teaching reading.

3. Procedure

1) Observation sheet is aim to find out the students' data about their presence and activeness in teaching learning process.
2) Test was used in the end of every cycle using criteria of reading to measured students' reading achievement.

G. Technique of Data Analysis

The data got from cycle I and cycle II were analyze quantitatively through the following steps:

1. Calculating The Students' Score

Calculating the students' score of reading test by applying the formula:

$$\text{Score} = \frac{Student\ s'answer}{Maksimun\ \ Score}\ x\ 100$$

(Sudjana in Ashadi 2015:30).

2. Calculating the Means Score

Calculating the means score by applying the formula

$$\bar{X} = \frac{\sum \times}{n}$$

Where :

$\bar{X}$ = Mean score

$\sum \times$ = Total score of students' response

n = The number of students/ sample (Ashadi 2015 : 32)

3. Tabulating the Students' Score

Tabulating the students' score into the following classification:

No	Rate of Score	Categories
1	90 – 100	Excellent
2	80 – 89	Very good
3	70 – 79	Good
4	60 – 69	Fairly good

5	50 – 59	Fair
6	40 – 49	Poor
7	0 - 40	Very poor

(Depdikdub in Dewi 2015:39)

4. Calculating the Percentage of The Students' Activity in Learning Process

Calculating the percentage of the students' activity in learning process using formula:

$$\% = \frac{f}{N} \text{ X } 100\%$$

Where :

(%) P = the class percentage

F = Total percentage score

N = Number of Student

(Sudjana in Ashadi 2015:36)

5. Improvement of The Students' Reading Comprehension

To know the improvement of the students' reading comprehension, the writer used percentage formula as follows:

$$P = \frac{X_2 - X_1}{X_1} X100$$

Where:

P : Percentage of the students

X_1 : the first mean score

X_2 : the second mean score,

(Gay in Ashadi 2015:37)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the result of research. In this case, it discusses the way to develop students' reading comprehension of narrative text by using Listen-Read-Discuss Method at IX of SMPN 34 Makassar academic year 2017/2018. Related to the discussion of the result, it is devided into three parts. Those are before implementating the action, the implementation of the action, and discussion of all data after implementating the action.

A. Findings

1. The Result of Pre Observation

Pre observation was conducted to observe the process of teaching learning in reading activity before implementing the action. It was held on at IX class of SMPN 34 Makassar academic year 2017/2018. There consisted of 25 students in the class. In general, during the teaching learning process in the classroom, the teacher liked to dominate the class. Hence, there was less opportunity for students to be active in the class. Next, the teacher merely asked the students to read orally the text then they had to translate at into Bahasa Indonesia. After that, the students perforemed their works in front of the class to read that translation had been made. When the teacher asked students to perform in front of the class, they seemed not to have motivation moreover most of them were

hardly to finish the task. In other words, they could not finish the work on time and the teacher often ignored that behavior. Instead, he asked students to continue the task at home. Furthermore, as the teacher was explaining the generic structure and language features of the narrative text most of students did not care of the teacher. Consequently, the students could not analyze the schematic structure of the story because of their difficulties in comprehending the text.

2. The Result of Diagnostic Test

The Diagnostic test had done before the Classroom Action Research (CAR). It was conducted on Monday, July 24 2017. It started 12.40 A.M. There were actually 5 question in essay test form in which the students carried out the test during 30 minutes.

Based on the result of the Diagnostic Test, the data showed that the mean score of Diagnostic Test was 54. There was only one student who derived the score above the criterion of minimum completeness (KKM) meanwhile the other 25 students were below. The lowest achievement gained score 40. From that analyzing, it could be seen that almost of the students' class IX reading comprehension was still very low.

B. Discussion

In this session the writer would like to show the Implementation of teaching Narrative text by using Listen-Read-Discuss Method.

a. Cycle 1

1. Planning

In this phase, the writer made a planning for the action based upon the problems faced by students toward reading comprehension. In this case, the writer determined the selected material and exercises into a lesson plan. Therefore, narrative text was chosen as the text to be delivered for students in which it was needed to break down into main idea. In the lesson plan, there were some stories should be identified into Listen-Read-Discuss chart as a medium of students' learning of narrative text. Beside of making lesson plan, the writer also prepared the cycle 1 test to collect data, in order to know whether there are students' improvement scores from Diagnostic Test-posttest in cycle 1. So, in the end of teaching learning process the writer can know whether the technique works or not.

2. Action

The acting of the cycle 1 was done on July 26 2017. The writer implemented the teaching learning process based on he lesson plan had been made. In this step the writer taught the students by using the lesson plan that had been before. In the first meeting of cycle one the writer taught the students by giving deductive explanation of narrative text. The

writer asked the students to write down some notes that the writer wrote on the whiteboard. The writer also gave a chance for students to ask something about the material they do not understand yet. Student were given some example of narrative story in order they can analyze the structures of narrative text by themselves. And the writer also asked some students to read the text aloud to know how good they can pronounce the reading text in English.

3. Observing

In this phase, the observer the students' tried to notice all activities in the physical classroom activity. The researcher believe the performance, class situation, and students' response. Related to the researcher's performance, as a whole, he had accomplished the task in line with the lesson plan had been made. However, in a part of explaining the use of Listen-Read-Discuss, it probably seemed unclear because the researcher's direction was too fast. It could be seen from students' task result which still wrote all sentences into the Listen-Read-Discuss sheet not the key word.

4. Reflecting

The writer analyzed students' achievement and progress based on their test score. In this phase, the writer also discussed the result of the implementation of the modified action and decided whether the action should be continued or not. From the writer's observation, it could be seen that some students still got difficulties in elaborating main idea of the

Listen-Read-Discuss.

However, regarding the first cycle, the writer felt satisfied enough because their efforts to improve students' reading comprehension of narrative text had been developed al tought not all the targets could not accomplish yet. Beside of that, the students seemed to accept the material easily by using Listen-Read-Discuss. Most of them were not too much complicated anymore in determining and analyzing the schematic structures of the story.

Next, the teacher and the writer had to still reflect the improper implementation of using Listen-Read-Discuss Method. Here, the writer gave her perceptions of the teaching learning process related to the last observation phase. First, the teacher still had difficulties in implementing the Listen-Read-Discuss Method in the class. In this case, the writer suggested to the teacher to walk around the class to check students' worksheet to avoid noting all sentences from the text into story map sheet. Second, the writer's explanation toward the lesson was too fast, at times it led students confuse and asked her to repeat the explanation. To solve this problem, the writer suggested giving explanation more clearly and slowly.

From the reflecting phase above, there must be more efforts to develop students' reading comprehension of narrative text by using Listen-Read-Discuss. It needed to be improved again in the next cycle. This effort was done in the next lesson plan of cycle two.

b. Cycle 2

1. Planning

The planning phase of the second cycle was implemented into a lesson plan. I n this case, the writer modified the previous lesson plan based on the result of reflecting phase in the first cycle. The lesson plan which was used still related to Listen-Read-Discuss in learning schematic structures of narrative text. However, there were some modifications in the second cycle, that was the writer needed to give more time to the students in doing exercises of Listen-Read-Discuss Method. It was caused to ensure their reading comprehension concerning schematic structure of a story and to emphasize on the students avoid noting whole sentences into Listen-Read-Discuss worksheet. Beside of that, the writer still also prepared the unstructured observation sheet to note the classroom activities. And the writer also prepared the cycle 2 test to collect the data.

2. Action

The action of the cycle two was done 31 July 2017. After reviewing the previous schematic structure of narrative text to students in order to make them getting better understand. Before the students read the story that given by the researcher, they were given some minutes to identify and to look up the difficult words appeared in the text. And then, the students determined the schematic structures of the text by themselves. Afterwards, the researcher asked students some questions related to that reading

passage. Then the students initiated to do exercises into Listen-Read-Discuss sheet by using their own words. Here, the researcher limited the time, it was about 10 minutes to accomplish the assignment, and hence they were courageous to finish the task on time.

3. Observing

In the second cycle, generally the class condition in learning process was better than the previous cycle. It could be seen from the students who were ready to follow the lesson and when they followed the reading lesson, most of them were enthusiastic to answer some questions given by the researcher. In doing task of Listen-Read-Discuss, they enjoyed doing the group exercises.

In the second action of cycle two, the writer was held on cycle 2 test regarding students' reading comprehension of narrative text. Based on the result of the cycle 2 test, the mean score of the class in reading test gained 79.06 in which there were 23 students who passed the KKM 70 (seventy).

4. Reflecting

The reflection of Classroom Action Research (CAR) was carried out after getting the score result of reading test. The researcher felt satisfied has much their efforts to improve the students' reading comprehension of narrative text had been realized. The students could understand the passage easily. It was proven by their improving scores from the Diagnostic Test 1. Furthermore, they could easily to analyze the schematic

structures concerning orientation, complication, and resolution of the story. Indeed, they seemed more interesting during the teaching learning process.

After achieving the target research of where minimally 70% students who passed the KKM, therefore the researcher decided to stop the Classroom Action Research (CAR) because it had already success.

C. The Discussion of the Data After Classroom Action Research (CAR)

The discussion of the data after implementing the action consisted of two parts. Those were the result of the result of test in every cycle. For further descriptions as following:

Table 4.1 Students' Reading Score of Diagnostic Test, Cycle 1, and Cycle 2

No.	STUDENTS' INITIAL NAME	DIAGNOSTIC TEST	CYCLE 1	CYCLE 2
1	RWH	50	70*	80*
2	NRH	60	70*	80*
3	ASWA	60	70*	80*
4	NRA	50	70*	80*
5	FNR	50	70*	80*
6	NFD	70*	80*	90*
7	NRA	60	60	70*
8	JL	70*	80*	90*
9	NSM	70*	80*	90*

10	RNS	70*	70*	80*
11	DF	60	70*	90*
12	ABP	60	70*	90*
13	BWA	60	70*	80*
14	NF	50	60	70*
15	RR	70*	70*	90*
16	MFF	40	50	60
17	MSA	40	40	80*
18	BTK	40	50	80*
19	MAR	50	60	80*
20	NF	40	50	70*
21	MAF	40	40	80*
22	IW	60	80*	90*
23	AA	40	70*	80*
24	FD	50	60	70*
25	NIR	40	40	60
	Mean Score	54	64	79.06

(Source SMPN 34 Makassar)

To compare the test result between Diagnostic Test and test of each cycle, the writer using some steps. Those are calculating the students mean score of the test, calculating the class percentage, and calculating the students' improvement score from Diagnostic Test to Cycle 1 test and 2 into percentage. Based on the table above, it is shown that the lowest score of Diagnostic Test is 40 and the highest score of Diagnostic Test is

90.

The diagnostic test was conducted as the preliminary study to know students' ability in reading narrative text.

From that calculation, the mean score of the class in diagnostic test is 54. It is showed that the students' reading mean score before Listen-Read-Discuss Method or before implementing Classroom Action Research (CAR) is 54. Then, to know the percentage of students who passed the KKM score (70), the writer used the following formula:

$$P = \frac{\text{f}}{\text{N}} \text{ X } 100\%$$

$$P = \frac{5}{25} \text{ X } 100\%$$

$$P = 20 \longrightarrow (20)\ \%$$

From the calculation above, it is known the students' score percentage in the diagnostic test is 20%. It means that there are 5 students who pass the KKM and there are 20 students are still below the KKM.

Next in the cycle 1 of Classroom Action Research (CAR), the writer calculates the result of cycle 1 test to know the students' score improvement from the diagnostic test to cycle 1 test result. There are three steps to get this improvement. Those are calculating the students' mean score of the class, calculating the students' improvement score into percentage and calculating the class percentage.

The first steps is to calculate the mean score of cycle 1 test. From that calculation, the students mean score of test in cycle 1 is 64. It shows that there are some improvements from the diagnostic test mean score. It

could be seen from the diagnostic test mean score (54) to the mean score of cycle 1 test (64). It improves 10 (64-54).

The second steps is to get the percentage of students' improvement score from diagnostic test to cycle 1 test. It is calculated as following:

$$P = \frac{X_2 - X_1}{X_1} X100\%$$

$$P = \frac{64 - 54}{64} X100\%$$

$$P = 15.62 \longrightarrow (16)\ \%$$

Based on that calculation, the percentage of the students' improvement score from diagnostic test to cycle 1 test is 16%. It shows that the score in the cycle 1 has improved 16% from the diagnostic test score. The third steps is to know the percentage of students who pass the KKM. It is calculated as following:

$$P = \frac{f}{N} X\ 100\%$$

$$P = \frac{15}{25} X\ 100\%$$

$$P = 60 \longrightarrow (60)\%$$

From that calculation, the class percentage which passes the KKM is 60%. It means that in cycle 1 of Classroom Action Research (CAR), there are 15 students who passed the KKM and there are 10 students who got score below the KKM. The class percentage of cycle 1 test shows some

students' improvement of the class percentage in the diagnostic test (20%). The students' improvement which passes the KKM is 40% (60%-20%). The improvement was quite low, so the writer considered continuing the action the second cycle.

After continuing the action to the second cycle, the writer did the test of cycle 2. In the cycle 2 of Classroom Action Research (CAR) the writer also calculates the result of test to know further the score improvement either from the result of diagnostic test or cycle 2 test. The writer utilized the data from the cycle 2 test by using the same formula as the pervious.

First, the writer calculated the data to get the mean score of the cycle 2 test by using manual recount. Fro that calculation, the students' mean score of test is 79.06. It shows that there are some improvements from the diagnostic test mean score. It could be seen from the cycle 1 test mean score (64) to the mean score of cycle 2 test (79.06). It improves 15.06 (79.06 - 64). Then, to know the improvement from the diagnostic test to cycle 2 test into percentage, the writer made a percentage calculation as following:

$$P = \frac{X_2 - X_1}{X_1} X100\%$$

$$P = \frac{79.06 - 54}{54.04} X100\%$$

$$P = 47.40 \longrightarrow 47\%$$

Based on that calculation, it could be seen that the cycle 2 test improves 47% from the diagnostic test. The last step is the writer tries to get the class percentage whose score pass the KKM. It uses the calculation as following:

$$P = \frac{\text{f}}{\text{N}} \text{ X } 100\%$$

$$P = \frac{23}{25} \text{ X } 100 \text{ \%}$$

$$P = 92 \longrightarrow (92) \text{ \%}$$

From that calculation, the class percentage is 92%. It means that in the cycle 2 there are 23 students who pass the KKM and there are 2 students whose score below the KKM. The class percentage of cycle 2 test shows some improvements from the previous test, the improvement is 92% from the diagnostic test (20%) or from the class percentage of cycle 2 test (60%).

D. The Interpretation of Test Result

As a whole, the interpretation of the data results among the diagnostic test, the cycle 1 test and the cycle 2 test are as following:

In the diagnostic test, the mean score of students on writing test before carrying out Classroom Action Research (CAR) is 54. It is the students' writing score before the implementation of four square writing method. Meanwhile, the class percentage which passes the KKM is 20%. It means that there are only 5 students who are able to pass the KKM (70) and there are 20 students who are not able to pass the KKM.

Furthermore, the mean score in the test of cycle 1 is 64. It means that there are some students' score improvement from the previous test (diagnostic test), that is 10 (64-54) or 16% (It is not enough to reach the research target and still need to be developed). Meanwhile, the class percentage which passes the KKM in test of cycle 1 is 60%. It shows there are 15 students who pass the KKM and there are 10 students whose score still under KKM. It means that still needed more improvement because it could not achieve the target of success CAR, which is 70% (or at least 10 students) from the class percentage. That is why the writer and the teacher continue to the second cycle.

Next, the mean score in the posttest of second cycle is 79.06. It shows the improvement students' score 15.06 (79.06-64) from the test of cycle 1 (64) or 60% students' improvement in the score percentage from the diagnostic test or 20% students' improvement from the diagnostic test 1. Meanwhile, the class percentage which passes the KKM is 92%. It means there are 23 students whose score pass the KKM and there are 2 students are still under the target of KKM.

This class percentage shows some improvements 92% from the diagnostic test (20%) from the test of cycle 1 (60%) in the class percentage. The test of cycle 2 has fulfilled the target of Classroom Action Research (CAR) success, that is above 70% students could pass the KKM.

At last, all of calculation above proves that there is a significant improvement of the students' understanding of narrative text. It means that Listen-Read-Discuss Method is effective to be used in improving students understanding of narrative text at the ninth grade students of SMPN 34 Makassar. So, the cycle of CAR does not have to be continued.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion based on the findings and discussion of the data analysis.

A. Conclusion

Based on discussion proposed in previous chapter, the followings:

1. Listen-Read-Discuss Method as one of alternative method in teaching reading comprehension was able and significant in increasing the students' reading comprehension.
2. The students more actively participated in doing reading by applying Listen-Read-Discuss Method.
3. The reading comprehension of the second year of SMPN 34 Makassar in 2016/2017 academic year significantly improved through the use of Listen-Read-Discuss Method. This was proved by the result of the test in D-Test, cycle 1, and cycle 2. The mean score in D-Test was 54, in cycle 1 was 64, while in cycle 2 was 79.6.
4. The students' activeness in learning reading through the application of Listen-Read-Discuss Method at the second year of SMPN 34 Makassar also improved.

B. Suggestion

The writer proposes to give some suggestions both of teachers and students' as follows:

1. In teaching reading, English teacher would be better to use the narrative text before the reading process.
2. The teacher should build the students interest in reading through narrative text reading stage. This happened because the narrative stage build the students background knowledge and experience, which is needed for reading activity.
3. The most motivating narrative text guessing term. It can help students to read English texts so it had better applied in teaching reading.
4. Teacher should be creative to choose kind of narrative text that can be used such as picture.
5. The students' reading comprehension can be do in many ways in English lesson. The writer hopes this study would be continued by English teachers, students, and other who are interested in teaching especially in teaching reading comprehension by applying narrative text.

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APPENDIX

Appendix 1

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan **:** SMPN 34 Makassar

Mata Pelajaran **:** Bahasa Inggris

Kelas/Semester **:** IX (Sembilan)

Aspek/Skill **:** Reading

Alokasi Waktu **:** 2x30 menit

Jenis Teks **:** Narrative Text

Standar Kompetensi **:** Memahami makna dalam teks fungsional dan essai pendek sederhana berbentuk narrative untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : Membaca nyaring bermakna teks fungsional dan essai pendek sederhana berbentuk narrative dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

Indikator :

- Menentukan main idea dari teks bacaan.
- Membuat kesimpulan dari teks bacaan.
- Menjawab pertanyaan berdasarkan teks bacaan yang telah di baca.

Tujuan Pembelajaran **:** Pada akhir pembelajaran siswa dapat menentukan main idea dan memberikan kesimpulan dari teks bacaan.

Materi Pokok

The Prince and His Best Friend

Once upon a time the prince and his best friend, there lived a kind young prince named Jonathan. He was loved, and adored by his people. His two close friends were peter piper, the servant of the palace and Franklin greedy, the son of an aristocrat. one day, the prince, peter piper, and Franklin greedy were walking through the forest. Suddenly a group of bandits attacked the three boys near an old house. They entered the old house and blockaded the gate and doors. the three boys were trapped inside the house.

Franklin was very terrified and asked the prince to surrender immediately, but peter was nit afraid. prince decided not to surrender because he realised ask for ransom to his father, but Franklin was scared and wanted to make a deal, it made peter suspicious plan for him and the prince to escape. Early at dawn, Franklin opened the front gate and unlocked the doors. the bandits entered the house in search of the prince.

When they came to the room where the prince was supposed to be sleeping, no one was there. suddenly they heard a horse running outside the house and saw over the window that peter piper and the prince were riding away on one of the bandit's horses. it turns out, peter piper sneaked out of the house and waited in the yard, while the prince was hiding behind the house. the bandits were very angry at Franklin

and took him with them while the prince and peter went safely going back to the capital.

Metode Pembelajaran : Listen-Read-Discuss Method

Langkah-Langkah Kegiatan

a. Kegiatan Awal

- Greeting (memberi salam dan tegur sapa)
- Mengabsen siswa.
- Memberi motivasi kepada siswa.

b. Kegiatan Inti

- Guru akan memilih text bacaan yang sesuai dengan level siswa.

  Pada pertemuan pertama guru menggunakan teks narrative " The Prince and His Best Friend".
- Menjelaskan metode L-R-D
- Memberikan materi berupa teks bacaan
- Mengaplikasikan metode L-R-D Memberikan bacaan sesuai tingkat kecerdasan siswa
- Memberikan waktu selama 15-20 menit
- Pada 20-25 menit berikutnya, kegiatan diatur oleh guru sebagai tindak lanjut. Sebagai tindak lanjutnya:

1. Guru mendiskusikan isi bacaan bersama siswa
2. Memberikan penjelasan yang memadai dan mengajukan beberapa pertanyaan yang berhubungan dengan bacaan.
3. Siswa diminta menjawab pertanyaan yang berkaitan dengan Text.

c. Kegiatan Penutup

- Menyimpulkan materi pembelajaran.

- Menanyakan kesulitan yang dihadapi siswa.

Sumber Belajar :Teks bacaan

Penilaian

- Untuk tiap aspek diberi skor 2
- Nilai maksimal = 100
- Nilai siswa= $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$

Rubrik penilaian

No.	Uraian	Skor
1	Grammar benar dan informasi benar	2
2	Grammar benar informasi salah	1
3	Grammar dan informasi salah	0

RENCANA PELAKSANAAN PEMBELAJARAN
(Cycle 1 of CAR)

IDENTITAS

Satuan Pendidikan	:	SMPN 34 Makassar
Mata Pelajaran	:	B. Inggris
Kelas/Semester	:	IX (Sembilan)
Tema	:	Kancil and Tiger
Aspek/Skill	:	Reading
Alokasi Waktu	:	2x30 menit
Jenis Teks	:	Narrative Text
Tahun Pelajaran	:	2017/2018
Standar Kompetensi	**:**	Memahami makna dalam teks fungsional dan essai pendek sederhana berbentuk narrative untuk berinteraksi dengan lingkungan sekitar.
Kompetensi Dasar	**:**	Membaca nyaring bermakna teks fungsional dan essai pendek sederhana berbentuk narrative dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

Indikator

- Menentukan main idea dari teks bacaan.
- Membuat kesimpulan dari teks bacaan.
- Menjawab pertanyaan berdasarkan teks bacaan yang telah di baca.

Tujuan Pembelajaran **:** Pada akhir pembelajaran siswa dapat menentukan main idea dan memberikan kesimpulan dari teks bacaan.

Materi Pokok

KANCIL AND TIGER

One day, Tiger saw Kancil playing with a stick in the forest. Tiger wanted to know what Kancil was doing. ‘

‘What are you doing, Kancil?’ asked Tiger. ‘

‘Shh, don’t disturb me, Tiger,’ answered Kancil, ‘I’m thinking of a present from Nabi Sulaiman.’

‘A present?” asked Tiger.

‘Yes, a present,’ said Kancil.

‘What present is it?’ asked Tiger.

‘I don’t know, but it must be very beautiful or expensive. Nabi Sulaiman is very rich, isn’t he?’ answered Kancil.

‘I know it. But, why he give you a present?’ said Tiger.

‘Well, because I help him guard his holy drum.’

‘What drum? Where is it?’ asked Tiger.

‘A holy drum. It is up there in the tree,’ said Kancil.

‘I think it is not a drum. It is a bee hive,’ said Tiger.

‘A bee hive? How dare you compare his holy drum with your words, Tiger.’

‘Ok Kancil, I’m very sorry, May I play the drum, then?

‘Oh, no Tiger. Nabi Sulaiman would be very angry with me.’

‘Please, Kancil, just for one or two minutes,’ begged Tiger.

‘All right. I give you three minutes to play the drum,’ answered

Kancil. ‘But let me go a bit further away from here, because I’m afraid Nabi Sulaiman will be angry with me.’

‘Ok, go quickly, Kancil,’ said Tiger.

When Kancil was far from the drum, Tiger beat the drum with Kancil’s stick. Suddenly, thousands of bees flew out of their home and stung Tiger. Tiger cried loudly for help, but Kancil was not there. Finally, Tiger ran to the river, jumped into it so that the bees left him.

Kancil watched the tiger from a distance. He laughed at the Tiger and sang.

The questions:

1. What is the main idea of the text above?
2. Where was kancil when tiger saw him?
3. Why did Tiger jump into the river?
4. Where is the story take place?
5.What the kancil’s answer when the Tiger ask him?

Metode Pembelajaran : Listen-Read-Discuss

Langkah-Langkah Kegiatan

a. Kegiatan Awal
   - Greeting (memberi salam dan tegur sapa)
   - Mengabsen siswa.
   - Memberi motivasi kepada siswa.

b. Kegiatan Inti
   - Guru akan memilih text bacaan yang sesuai dengan level siswa.

Pada pertemuan pertama guru menggunakan teks narrative " Kancil and Tiger".

- Memberikan materi berupa teks bacaan
- Memberikan waktu selama 60 menit untuk mengerjakan soal yang diberikan

c. Kegiatan Penutup

- Menyimpulkan materi pembelajaran.
- Menanyakan kesulitan yang dihadapi siswa.

Sumber Belajar **:** Teks bacaan

Penilaian

- Untuk tiap aspek diberi skor 2
- Nilai maksimal = 100
- Nilai siswa= $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100$

Rubrik penilaian

No.	Uraian	Skor
1	Grammar benar dan informasi benar	2
2	Grammar benar informasi salah	1
3	Grammar dan informasi salah	0

RENCANA PELAKSANAAN PEMBELAJARAN
(Cycle 2 of CAR)

IDENTITAS

Satuan Pendidikan	:	SMPN 34 Makassar
Mata Pelajaran	:	B. Inggris
Kelas/Semester	:	IX (Sembilan)
Tema	:	Kancil and Tiger
Aspek/Skill	:	Reading
Alokasi Waktu	:	2x30 menit
Jenis Teks	:	Narrative Text
Tahun Pelajaran	:	2017/2018

Standar Kompetensi **:** Memahami makna dalam teks fungsional dan essai pendek sederhana berbentuk narrative untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar **:** Membaca nyaring bermakna teks fungsional dan essai pendek sederhana berbentuk narrative dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

Indikator

- Menentukan main idea dari teks bacaan.
- Membuat kesimpulan dari teks bacaan.
- Menjawab pertanyaan berdasarkan teks bacaan yang telah di baca.

Tujuan Pembelajaran **:** Pada akhir pembelajaran siswa dapat menentukan main idea dan memberikan kesimpulan dari teks bacaan.

Materi Pokok

BEAR AND RABBIT

Once upon time there lived as neighbors, a bear and a rabbit. The rabbit was a good shot and the bear, being very clumsy, could not use an arrow to a good advantage.

The bear was very unkind to the rabbit. Every morning, the bear would call over to the rabbit and ask the rabbit to take his bow and arrows and come with the bear to the other side of the hill.

The rabbit, fearing to arouse the bear's anger by refusing, consented and went with the bear. The rabbit shot enough buffalo to satisfy the bear's family. Indeed, he shot and killed so many that there was still lots of meat left after the bear and his family had loaded themselves and packed all they could carry home.

However, the bear was so greedy and evil that he didn't allow the rabbit to get any of the meat. The poor rabbit could not even taste the blood from the butchering, as the bear would throw earth on the blood and dry it up. The poor rabbit would have to go home hungry after his hard day's work.

The bear was the father of five children. The youngest boy was very kind to the rabbit. Knowing that the youngest boy was a very hearty eater, the mother bear always gave him an extra large piece of meat. Instead of eating this extra meat, the youngest bear would take the meat outside and prented to play ball with it, kicking it toward the rabbit's house, and when

he got close to the door he would give the meat such a great kick that it would fly into the rabbit's house. In this way the poor rabbit would get his meal unknown to the papa bear.

The questions:

1. What is the main idea of the text above?
2. Who was kind to the rabbit?
3. Where is the story take place?
4. How many children from the bear's father?
5. Who was unkind to the rabbit?

Metode Pembelajaran : Listen-Read-Discuss

Langkah-Langkah Kegiatan

a. Kegiatan Awal

- Greeting (memberi salam dan tegur sapa)
- Mengabsen siswa.
- Memberi motivasi kepada siswa.

b. Kegiatan Inti

- Guru akan memilih text bacaan yang sesuai dengan level siswa. Pada pertemuan pertama guru menggunakan teks narrative " Kancil and Tiger".
- Menjelaskan metode L-R-D
- Memberikan materi berupa teks bacaan
- Mengaplikasikan metode L-R-DMemberikan bacaan sesuai tingkat kecerdasan siswa

c. Kegiatan Penutup

- Menyimpulkan materi pembelajaran.
- Menanyakan kesulitan yang dihadapi siswa.

Sumber Belajar **:** Teks bacaan

Penilaian

- Untuk tiap aspek diberi skor 2
- Nilai maksimal = 100
- Nilai siswa= $\frac{\text{Skor perolehan}}{\text{Skor maksimals}} \times 100$

Rubrik penilaian

No.	Uraian	Skor
1	Grammar benar dan informasi benar	2
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3	Grammar dan informasi salah	0

Appendix 2

The Instrument of Test

Diagnostic test

JUDUL: The use of Listen-Read-Discuss Method to Improve Students' Reading Comprehension at The Ninth Grade of SMPN 34 Makassar

Keterangan:

1. Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi pada program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa Makassar.
2. Peneliti mengharapkan kiranya para siswa menjawab soal ini dengan jujur.
3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih.

Nama :
Kelas :
No. Induk :

Read the text and answer the question to complete

The Prince and His Best Friend

Once upon a time the prince and his best friend, there lived a kind young prince named Jonathan. He was loved, and adored by his people. His two close friends were peter piper, the servant of the palace

and Franklin greedy, the son of an aristocrat. one day, the prince, peter piper, and Franklin greedy were walking through the forest. Suddenly a group of bandits attacked the three boys near an old house. They entered the old house and blockaded the gate and doors. the three boys were trapped inside the house.

Franklin was very terrified and asked the prince to surrender immediately, but peter was nit afraid. prince decided not to surrender because he realised ask for ransom to his father, but Franklin was scared and wanted to make a deal, it made peter suspicious plan for him and the prince to escape. Early at dawn, Franklin opened the front gate and unlocked the doors. the bandits entered the house in search of the prince.

When they came to the room where the prince was supposed to be sleeping, no one was there. suddenly they heard a horse running outside the house and saw over the window that peter piper and the prince were riding away on one of the bandit's horses. it turns out, peter piper sneaked out of the house and waited in the yard, while the prince was hiding behind the house. the bandits were very angry at Franklin and took him with them while the prince and peter went safely going back to the capital.

The question :

1. What is the main idea of the text above?
2. Who were Prince Jonathan's friend?
3. Where is the story take place
4. What kind of person was Prince Jonathan?
5. Who were trapped inside the house?

The Instrument of Test

JUDUL: The use of Listen-Read-Discuss Method to Improve Students' Reading Comprehension at The Ninth Grade of SMPN 34 Makassar

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Nama :
Kelas :
No. Induk :

Cycle 1

Read the text and answer the question to complete

KANCIL AND TIGER

One day, Tiger saw Kancil playing with a stick in the forest. Tiger wanted to know what Kancil was doing. ‘

‘What are you doing, Kancil?’ asked Tiger. ‘

‘Shh, don’t disturb me, Tiger,’ answered Kancil, ‘I’m thinking of a present from Nabi Sulaiman.’

‘A present?” asked Tiger.

‘Yes, a present,’ said Kancil.

‘What present is it?’ asked Tiger.

‘I don’t know, but it must be very beautiful or expensive. Nabi Sulaiman is very rich, isn’t he?’ answered Kancil.

‘I know it. But, why he give you a present?’ said Tiger.

‘Well, because I help him guard his holy drum.’

‘What drum? Where is it?’ asked Tiger.

‘A holy drum. It is up there in the tree,’ said Kancil.

‘I think it is not a drum. It is a bee hive,’ said Tiger.

‘A bee hive? How dare you compare his holy drum with your words, Tiger.’

‘Ok Kancil, I’m very sorry, May I play the drum, then?

‘Oh, no Tiger. Nabi Sulaiman would be very angry with me.’

‘Please, Kancil, just for one or two minutes,’ begged Tiger.

‘All right. I give you three minutes to play the drum,’ answered Kancil. ‘But let me go a bit further away from here, because I’m afraid Nabi Sulaiman will be angry with me.’

‘Ok, go quickly, Kancil,’ said Tiger.

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The Instrument of Test

JUDUL: The use of Listen-Read-Discuss Method to Improve Students' Reading Comprehension at The Ninth Grade of SMPN 34 Makassar

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Nama :
Kelas :
No. Induk :

Cycle 2

Read the text and answer the question to complete

BEAR AND RABBIT

Once upon time there lived as neighbors, a bear and a rabbit. The rabbit was a good shot and the bear, being very clumsy, could not use an arrow to a good advantage.

The bear was very unkind to the rabbit. Every morning, the bear would call over to the rabbit and ask the rabbit to take his bow and arrows and come with the bear to the other side of the hill.

The rabbit, fearing to arouse the bear's anger by refusing, consented and went with the bear. The rabbit shot enough buffalo to satisfy the bear's family. Indeed, he shot and killed so many that there was still lots of meat left after the bear and his family had loaded themselves and packed all they could carry home.

However, the bear was so greedy and evil that he didn't allow the rabbit to get any of the meat. The poor rabbit could not even taste the blood from the butchering, as the bear would throw earth on the blood and dry it up. The poor rabbit would have to go home hungry after his hard day's work.

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prented to play ball with it, kicking it toward the rabbit's house, and when he got close to the door he would give the meat such a great kick that it would fly into the rabbit's house. In this way the poor rabbit would get his meal unknown to the papa bear.

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Appendix 3 Documentation

Picture 1: The Students were answering the question in diagnostic test

Picture 2: The Students were answering the question in cycle 1

Picture 3 : The Students were answering the question in cycle 2

Picture 4 : The Researcher was explaining about the content of the text

BIOGRAPHY

Sumiyanti Arsyad was born on June 9,1994. Kecamatan Mauponggo, Kabupaten Nagekeo, East Nusa Tenggara. She has a brother and a sister from her parents, Arsyad Pata and Saudah Arsyad. In 2000 she started her first education in SDN Mauwaru and graduated in She began her Primary school at SDN Mauwaru and finished in 2006. In 2006 she continhued in MTS.s Nurul Hidayah Mauwaru and graduated in 2009. In the same year, she continued her study to Senior High School at MAN Ende and graduated in 2012. In the same year she was accepted and continued her study in English Language Education Department, Faculty of Teacher Training and Education Universitas Bosowa Makassar and finished in 2017.