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**THE USE OF LISTEN READ DISCUSS (LRD) STRATEGY  
TOWARD THE STUDENTS' READING COMPREHENSION  
OF THE TENTH GRADE AT SENIOR HIGH SCHOOL 1**

**KANDIS**



**UIN SUSKA RIAU**

**BY**

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**FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU**

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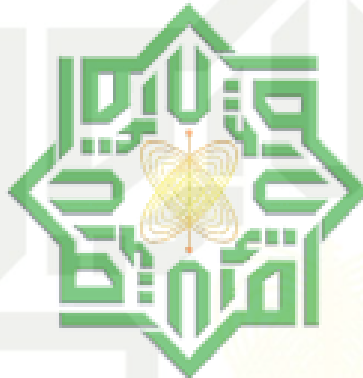
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**YUAN DIRA**  
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**Thesis**

Submitted as partial fulfillment of the requirements  
For Bachelor Degree of English Education  
(S. Pd)

**DEPARTMENT OF ENGLISH EDUCATION**

**FACULTY OF EDUCATION AND TEACHER TRAINING**

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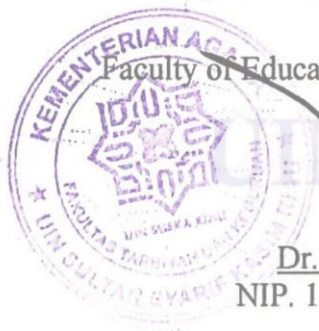
  
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Finally, the researcher realizes that there are many shortcomings in this thesis. Therefore, constructive critiques and suggestion are needed in order to improve this thesis. May Allah Almighty, the Lord of universe bless you all. Aameen.

Pekanbaru, June 20<sup>th</sup> 2023  
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## ABSTRACT

**Yuan Dira (2023) : “The Use of Listen Read Discuss (LRD) Strategy toward the Students Reading Comprehension of the Tenth Grade at Senior High School 1 Kandis”.**

This research was conducted based on students' problems in reading, such as have a low ability in reading comprehension, have a lack of vocabulary that makes them difficulties in reading comprehension the text, and still have difficulties with the pronunciation. Therefore, this research aimed to investigate the students reading comprehension taught without and by using Listen Read Discuss (LRD) Strategy, to investigate whether there is significant difference on students' reading comprehension taught by using and without using Listen Read Discuss (LRD) Strategy of the tenth grade at SMAN 1 Kandis. In this quasi-experimental research, the researcher applied purposive sampling. The total population were 213 students. Where the class X 4 as the experimental class consisted of 36 students, and class X6 as the control class consisted of 36 students. Thus, the total sample were 72. To collect the data, the researcher used a test, it consists of multiple choice. In analyzing the data, the researcher used Independent sample T-test formula by using SPSS 23 version. The result of data analysis showed there was a significant different on students' reading comprehension taught by using and without using Listen Read Discuss (LRD) Strategy, in which Sig (2-tailed) 0.009 had less value than 0.05, then  $H_a$  is accepted and  $H_o$  is rejected.

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## ABSTRAK

### **Yuan Dira (2023) : Penggunaan Strategi *Listen Read Discuss (LRD)* dalam membangun pemahaman membaca kelas sepuluh di Sekolah Menengah Atas 1 Kandis**

Penelitian ini dilaksanakan berdasarkan permasalahan yang dihadapi siswa dalam membaca, seperti memiliki kemampuan rendah dalam pemahaman membaca, kekurangan dalam kosa kata yang membuat mereka kesulitan dalam memahami teks, dan juga kesulitan dalam pengucapannya. Oleh karena itu, penelitian ini bertujuan untuk mengetahui pemahaman membaca siswa yang diajarkan dan dengan tanpa menggunakan Strategi *Listen Read Discuss (LRD)*, untuk mengetahui apakah ada perbedaan yang signifikan pada pemahaman siswa yang diajarkan dengan dan tanpa menggunakan Strategi *Listen Read Discuss (LRD)* kelas sepuluh SMAN 1 kandis. Dalam penelitian *quasi experimental* ini, penulis menggunakan purposive sampling sebagai teknik pengambilan sampel. Total keseluruhan populasi sebanyak 2013 siswa. Dimana kelas X4 sebagai kelas eksperimen dengan jumlah 36 siswa, dan kelas X6 sebagai kelas kontrol dengan jumlah 36 siswa. Untuk mengumpulkan data, peneliti menggunakan test yang terdiri dari pilihan ganda. Hasil analisis data menunjukkan adanya perbedaan yang jelas terhadap pemahaman membaca siswa yang diajarkan dan tidak diajarkan dengan menggunakan strategi *Listen Read Discuss (LRD)*, dimana, *sig (2-tailed)* memiliki nilai 0.009 lebih rendah dari 0.05, maka  $H_a$  diterima dan  $H_o$  ditolak.

## ملخص

يوان ديرا، (٢٠٢٣): استخدام استراتيجية الاستماع والقراءة للمناقشة (LRD) في بناء فهم المقروء الصف العاشر بالمدرسة الثانوية الحكومية ١ كانديس

تم إجراء هذا البحث بناء على المشكلات التي يواجهها الطلاب في القراءة، مثل ضعف مهارات فهم المقروء، ونقص المفردات الذي جعل من الصعب عليهم فهم النصوص، وكذلك صعوبات النطق. لذلك، يهدف هذا البحث إلى معرفة فهم المقروء لدى الطلاب الذين تم تعليمهم باستخدام استراتيجية الاستماع والقراءة للمناقشة والذين لا يتم تعليمهم باستخدامها، ومعرفة ما إذا كان هناك فرق هام في فهم المقروء بين الطلاب الذين تم تعليمهم باستخدام استراتيجية الاستماع والقراءة للمناقشة والذين لا يتم تعليمهم باستخدامها. وفي هذا البحث شبه التجريبي، استخدمت الباحثة تقنية أخذ العينات الهادف كأسلوب لأخذ العينات. وعدد مجتمع البحث ٢٠١٣ طالب. حيث يكون الصف العاشر "٤" كالفصل التجريبي بإجمالي ٣٦ طالباً، والصف العاشر "٦" كالفصل الضبطي بإجمالي ٣٦ طالباً. وجمع البيانات استخدمت الباحثة اختبار الاختيار من متعدد. ونتيجة تحليل البيانات دلت على أن هناك فرقاً هاماً في فهم المقروء بين الطلاب الذين تم تعليمهم باستخدام استراتيجية الاستماع والقراءة للمناقشة والذين لا يتم تعليمهم باستخدامها، فقيمة سيج (٢-ذيل) ٠.٠٠٩. وهي أصغر من ٠.٠٥، فالفرضية البديلة مقبولة والفرضية المبدئية مردودة.

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**REFERENCE**

**CURRICULUM VITAE**

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## CHAPTER I INTRODUCTION

### A. Background of the Research

Reading has a significant impact on one's communicative activities. According to Harmer (1991) stated that the basic skills in the English language are divided into two types, which are receptive and productive skills. Both of these skills are considered integrated as they complete each other to establish a successful learning process. Reading is one of the important skills among four major skills that students need to master in learning English. Reading is an activity that requires acceptance in order to obtain a good and thorough comprehension; not only does reading require understanding, but also the processing of the reading text enables the reader to think critically and creatively. By reading, the readers can improve their understanding of the text or what they have read by reading, as well as expand their vocabulary and knowledge. Furthermore, it can help people easily connect their reading ideas to what they already know.

Reading strategy is one of the strategies that a teacher must apply when teaching. According to Wallace (1992:57), reading strategy is a process that can't be divided into parts. Brown (2004: 185), reading is similarly a skill that teachers simply expect learners to acquire in foreign language learning. Through reading, learners get new ideas, get the information they need, explore for concepts to back up their claims, and

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widen their interests by reading. Understanding the passages requires not only reading the book loudly but also understanding the meaning of each word, each sentence, the relationship between the paragraphs, the point of the ideas in each paragraph, and mastery of the vocabulary, which can be challenging for students.

According to Hasibuan (2017), reading is the activity of pronouncing the materials or following the printed lines of a text as it combined various and mixed activities. In other words, reading is a method for students to enhance ability and knowledge because reading is a process of understanding meaning. It can be concluded that reading can be defined as an interaction between the author and the writer to explain the information that the writer wanted to convey in the text.

Reading comprehension appears to be a critical skill that students must develop. Students' can receive in-depth information from passages if they achieve reading comprehension. In other words, if they don't understand the point of the material, it will lose a lot of its meaning. A student's reading activity will be considerably easier if they can interpret effectively. According to Boardman (2007:8), reading comprehension is a complicated process that involves a lot of interaction between readers and their background knowledge or the use of strategy, also variations related to the passage. Reading comprehension is more than simply the ability of the reader to answer questions; it also includes the reader's background

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knowledge, which is crucial in helping them comprehend important information in the written material.

State Senior High School 1Kandis is one of the senior high schools in Indonesia that applies the Merdeka curriculum as its guidance in the teaching and learning process. Implementing the merdeka curriculum in school requires the supported skilled, qualified, and competent human resources from principals, teachers, and other education personnel. In Indonesia, EFL learners are required to learn English from elementary school until the university level as the government of Indonesia declared English as a compulsory subject in the curriculum (Nuh, 2013). As the compulsory the educational policy, English is one of the subjects that will be compulsory, meaning it will be taught once a week for 3 x 40 minutes for each meeting. As the compulsory subject, English should be mastered by the students with the four main skills in English. Namely: listening, reading, speaking, and writing. Since there are four main skills in English, reading comprehension seems to be a very important issue for students to master.

Based on the minimum learning achievement (KKM) in the passing grade for the English subject in this school is 80, in which, students are able to find out main idea of narrative text, students are able to find specific information from narrative text, students are able to guess a particular vocabulary, students are able to find reference, students are able to make inference, and also are able to identify the generic structure of

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narrative text. However, there still students who have not achieved, thus the researcher need to be proven to give new teaching innovation for English Language Classroom by applied Listen Read Discuss (LRD) strategy.

Based on previous paragraph, narrative text is appropriate for curriculum. Narrative text is a story to tells about something that has purpose to amuse, entertain or the readers. Therefore, students are able to find out main idea in the paragraph, and also students are able to retell the story by their own.

Based on the researcher's preliminary study of the tenth grade students at state Senior High School 1 Kandis by doing pre-observation to the students, the researcher interviewed the English teacher and found that: First, in general, students ability in reading comprehension were text still low such as finding main idea, factual information, inferences and references. Second, some students have lack of vocabulary that makes them difficulties in reading comprehension the text. Third, some students still have difficulty with the pronunciation.

There have been many kinds of previous study dealing with Listen Read Discuss strategy in learning English especially in reading. First, Purwanti (2017) finding that the LRD strategy significantly improves the students' reading comprehension. Furthermore, research entitled, "The Use of Listen Read Discuss strategy and reading motivation toward the students' Reading Comprehension" that conducted by (Ibrahim, 2017).

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This research used an experimental research. The result showed that the Listen Read Discuss can be used as a teaching strategy in teaching reading comprehension of descriptive text. Then, Tawali (2021) conducted the study entitled “Improving Students’ Reading Comprehension through Listen-Read-Discuss (LRD) Strategy”. This research used quantitative and qualitative method. The result showed that the strategy Listen-Read-Discuss improve the students’ reading comprehension in descriptive text.

Based on the facts above, the researcher expected to know the effect of using Listen Read Discuss strategy toward the students reading comprehension. Listen Read Discuss (LRD) is developed by Manzo&Casale (1985), Listen-Read-Discuss (LRD) is a comprehension strategy that builds students’ prior knowledge before they read a text. LRD strategy applied by the teacher can make students aware that by discussion activity, then they can express their opinions constructively. It means that students build their skill in reading comprehension together, improve arguments and this activity will stimulate student creativity in forming ideas together. By using of Listen Read Discuss (LRD) strategy is considered can toward the students’ reading comprehension.

Therefore, based on the above explanation the researcher was interested in conducting the research entitled **“The Use of Listen Read Discuss (LRD) Strategy toward the Students Reading Comprehension of the Tenth Grade of SMAN 1 Kandis”**

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## B. Problem

### 1. Identification of the Problem

Based on the background above, the researcher identified the problem as follow:

- a. Some students have a low ability in reading comprehension such as finding main idea, factual information, inferences and references.
- b. Some students have lack of vocabulary that makes them difficulties in reading comprehension the text.
- c. Some students still have difficulty with the pronunciation.

### 2. Limitation of the Problems

After identifying the problems stated above which have indicated the phenomenon. Thus, the researcher limits the problem into the use of Listen Read Discuss (LRD) strategy toward the students reading comprehension in narrative text.

### 3. Formulation of the Problems

Based on the problem depicted in the background of the problem, the researcher will identify:

- a. How is students' reading comprehension who are taught by using Listen Read Discuss (LRD) strategy at SMAN 1Kandis?
- b. How is students' reading comprehension who are taught without using Listen Read Discuss (LRD) strategy at SMAN 1Kandis?

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- c. Is there a significant difference between students who are taught by using Listen Read Discuss (LRD) strategy and without using Listen Read Discuss (LRD) strategy towards their reading comprehension at SMAN 1 Kandis?

### C. Objective and Significance of the Research

#### 1. Objective of the Research

- a. To know students' reading comprehension who are taught by using Listen Read Discuss (LRD) strategy at SMAN 1Kandis.
- b. To know students' reading comprehension who are taught without using Listen Read Discuss (LRD) strategy at SMAN 1Kandis.
- c. To find out whether there is a significant difference between students' who are taught by using Listen Read Discuss (LRD) strategy and without using Listen Read Discuss (LRD) strategy towards their reading comprehension at SMAN 1 Kandis.

#### 2. Significance of the Research

- a. To the Teachers of English

The results of this study are hopefully can give some new innovation, creation and information to the English teachers about the effect of using LRD (Listen, Read, Discuss) strategy toward students' reading comprehension in narrative text.

- b. To the Students

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For the students, the results of this research are hopefully can give some assistance contribution to students in order to improve their reading comprehension in narrative text.

c. To other Researchers

The results of this research are hopefully can give additional information for the researchers who want to conduct further research on the related field.

**D. The Reasons of Choosing the Tittle**

There are numerous reasons why the writer is interested to conduct this research. The reasons are as follows:

1. The researcher feels interested and wants to obtain depth knowledge with the topic.
2. The researcher feels the title of the research need to be proven to give new teaching innovation for English language classroom.
3. The title of the research is relevant to the writer's major as a student of English Education Department.
4. The title of the research has conducted as a research by some experts so this is easier for the writer to find the related literature and relevant previous research with the same title.
5. The location of the research facilitates the researcher in conducting the research.



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## E. Definition of the Terms

Related to the title of this research, there are many terms involved. Thus each term is necessary to be defined in purpose to avoid misunderstanding and misperception towards the terms. The definitions are as follows:

### 1. Listen Read Discuss (LRD) strategy

According to Manzo and Casale (1982), Listen Read Discuss (LRD) 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, often paired with a graphic organizer. Next, students are read the text compare what they learn during the teacher to their understanding of reading the text on their own.

In this research, the terms of Listen Read Discuss (LRD) strategy refers to the strategy used to create students' understanding consent of narrative text.

### 2. Reading Comprehension

Reading comprehension is the ability is something that is owned by someone, someone's ability can be developed if the person learns well. According to Van den Broek & Espin (2012), Reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text.

In this research, reading comprehension refers to process of read the text to find mind idea, specific information from the text, guess a particular vocabulary, finding reference and inference.



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## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Framework

##### 1. The Nature of Reading Comprehension

###### a. Definitions of Reading Comprehension

According to Brown (2003), reading comprehension is the construction of the meaning of a written the thought of a reciprocal interchange of ideas between the reader and the message in the particular text. It is about the process to understanding the meaning.

Furthermore, Harries *et al.* (2007:2) stated that reading comprehension is the process of constructing meaning by coordinating number of complex process that include word reading and word knowledge and fluency. Sudibyo, Wibowo, Hatam (2018) comment that reading comprehension is useful to help the students for gaining the information about the text that they read. It can be concluded that reading comprehension is a process of students in understanding a text. How the students can recite word by word, sentence, understand the meaning, purpose, and the main idea of the text.

Thus, based on the definition above, reading comprehension requires a process of creating understanding the

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meaning from the text. Reading is a process of interaction between reader and the written in comprehending the reading text. In reading, the reader should make a good interaction in order to gain the information from the text. It can make the students more easily get information from the text.

Those various definitions have indicated that there will be parameter for students whether they have understood about the learning and be able to convey the main idea by reading comprehension.

#### b. Purpose for Reading Comprehension

According to Grabe and Stoller (2002) stated that some of the reading purpose are reading to search for simple information, reading to learn from texts, reading to integrate information, write, and critique texts, and reading for general comprehension. Here are the classified the reading as follow:

##### 1. Reading to search for simple information

Reading to search for simple information is a common reading ability, though some researches see it as a relatively independent cognitive process. It is used to often in reading tasks that is probably best seen as type of reading ability.

##### 2. Reading to learn skim quickly

Reading to skim quickly is a common part of many reading task and a useful skill in its own right. It involves, in

essence, a combination of strategies for guessing where important might be in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

### 3. Reading to learn from text

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text, it requires abilities to remember main ideas, recognize and build rhetorical frames and link the text to the reader base.

### 4. Reading to integrate information

Reading to integrate information requires additional decision about the relative importance of complementary, mutually supporting or conflicting information and likely restructuring of a rhetorical frame to accommodate information from multiple sources.

### 5. Reading to write and reading to critique texts

Reading to write and reading to critique text may be task variants of reading to integrate information. Both requires abilities to compose, select, and critique information from a text.

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## 6. Reading for general comprehension

Reading for general comprehension when accomplished by a skilled fluent reader, require very rapid and automatic processing of word, strong skills in forming a general meaning representation of main idea, and efficient coordination of ,any processes under very limited time constraint.

The purpose of reading are not only for students, but also the people in general. They must read extensively to get information and knowledge for social living. It can help a person to keep information, political, and economical problems of his country.

**c. Component of Reading Comprehension**

There are five components of reading comprehension in general. The components of reading comprehension are main idea, factual or details information, vocabulary, referent and inference. According to King and Stanley (1989:330), here are the components of reading comprehension:

## 1. Finding main idea

Main idea is the main topic that is being discussed in paragraph. Finding main idea is not always in the first sentence.

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#### 2. Finding factual information

Factual information requires students to gain the details of the text.

#### 3. Guessing vocabulary in context

Students can develop his/her guessing ability to the word which is not familiar with him/her by relating the meaning of the unfamiliar words in the text that is read.

#### 4. Reference

Reference word is repeating the same word or phrase several times, after it has been used, students can usually refer to it rather than repeat it. Reference word usually are short and very frequently pronouns, such as *she, he, he, it, they, this, her/him*, and many others.

#### 5. Inference

Understanding is the most important in reading comprehension whether it is explicit or implicit message from the text. Therefore, the students are expected to make accurate prediction.

There are many skills that can contribute to overall comprehension performance. McNamara (2007, pp.48- 50) writes three components of skills related to the meaning.

1. Inference-making Making inference is very important to ensure a good understanding of the text.

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2. Comprehension monitoring Comprehension monitoring is essential to construct meaning
3. Understanding text structure Instructions in the text structure can help someone reading comprehension.

Meanwhile, Pang, *at. al* (2003) state that there are five components of reading.

1. Phonological and phonemic awareness

Phonological awareness is an ability where the students are able to find language sounds that are different from their meaning. Phonemic awareness is very influential because it can map each letter of the alphabet into phonemes.

2. Fluency

Fluency is one of the most component in reading. Someone that is include category fluent in reading is they are that able to read quickly, accurately and with full expression.

3. Vocabulary Good readers are readers who are able to master vocabulary knowledge well.

4. Prior knowledge

Reading comprehension can be developed from the students' prior knowledge.

5. Comprehension

Comprehension is the activities by which someone gets or knows the meaning of the text they is reading.



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Based on those explanation, there are many component of reading comprehension, each of component have different characteristic. In this research, the researcher focus on King and Stanly (1989:330), which is suitable with the condition of sample this research.

**d. The procedures in Teaching Reading Comprehension**

In reading learning, the teacher should encourage students to be able to understand various reading materials. According to Dewi (2009), there are there parts in process of reading comprehension, they are:

## 1. Pre-Reading Activity

The researcher asks some question to the student in order to guide and active their prior knowledge related to the reading material. The students are requires to give their responses or ideas that they have already known about the topic.

## 2. While-Reading Activity

After doing pre-reading activities, the next stage is the stage at reading (during reading). This phase is accompanying students in comprehending a text by ordering the students to answer the question based on the text. We can ask the students to read the text aloud. It is useful to improve the students'

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pronunciation and to know how well the students understand the reading text.

### 3. Post-Reading Activity

The teacher can review the students' prior knowledge after they read the text. They can revise the student's information, opinion, and ideas and give the correct statement. It is effective way to know whether students understand or not about the reading text. Some questions that follow a text can be used to test student understanding.

## 2. Concept Genre of Text

Genre is integrated and as part of the text, which consists of several types. Genre is the main core material based on the latest curriculum that is taught in the middle and upper school. They are many type of text that can be used such as narrative, descriptive, explanation, recount, information, report, exposition, and argumentation. These variations are known as genre. They are very useful for the teacher to achieve the instructional goals of teaching learning process and can also be interesting for the students. However, Gerot and Wignel (1994), classify the genre into thirteen types. They are:

### a. Spoof

Spoof is a text to retell an event with a humorous twist.

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#### b. Recount

Recount is a text to retell events for the purpose of informing or entertaining.

#### c. Report

Report is a text to describe the way things are, with reference to a range of natural, manmade and social phenomena in our environment.

#### d. Analytical Exposition

Analytical exposition is a text to persuade the reader or listener that something is the case.

#### e. News Item

New item is a text to inform readers, listener or viewers about events of the day which are considered newsworthy or important.

#### f. Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

#### g. Narrative

Narrative is a text to amuse, entertain and to deal with actual or vicarious experience in different way. Narrative deal with problematic events which lead to a crisis or turning point if some kind, which in turn finds a resolution.

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## h. Procedure

Procedure text is a text to describe how something is accomplished through a sequence of action or steps.

## i. Description

Description text is a text to describe a particular person, place or thing.

## j. Hortatory exposition

Hortatory exposition text is a text to persuade the reader or listener that something should or should not be case.

## k. Explanation

Explanation text is a text to explain the process involved in the formation or workings of natural or sociocultural phenomena.

## l. Discussion

Discussion text is a text to present (at least) two points of view about an issue.

## m. Reviews

Reviews text is a text to critique an art work or events for a public audience.

Based on those explanation, the researcher concluded, there are many kinds of texts with different characteristic and purpose. And the researcher focus on one text genre that is a narrative text. Narrative text is a piece of a text which tell a story and entertains the readers or listener. Furthermore, narrative text is appropriate for curriculum. In

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this research, the researcher will use Listen Read Discuss strategy in teaching narrative text at Senior High School 1 Kandis.

#### a. Definition of Narrative Text

Narrative is a story. According to Anderson (1997), a narrative text is a piece of text which tell a story and, in doing so, entertains or informs the reader or listener. Bruner (1986), narrative is popular in everyday life since through narrative people construct social reality and make sense of their past experience. It means that narrative text is a kind of text that telling about event or something action the real in life to someone. Meanwhile, Setiawan (2007) stated that narrative text is kinds of text about story of legend and resolution to amuse and to give entertain to readers. On the other hand, according to Paradiyono (2007), narrative is a story talk the past activities or events which order to problematic and to give lesson to readers.

From the definition above, it is conclude that narrative text is a story to tells about something that has purpose to amuse, entertain or the readers. Therefore, narrative text is a kind of text which makes enjoy the reader and interest with the story.

#### b. The Genre of Narrative Text

Here are the genres that fit the narrative text structure, they are:

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1. Folktales is a very old traditional story from a particular place that was originally passed on top people in spoken form, such as Abu Nawas Story.
2. Wonder tales is a story tells about something amazing, human's imaginations, such as Harry Potter.
3. Fables are traditional short stories that teach a moral lesson, especially one with animals as characters. These stories are considered as one group of animal stories, such as Winnie the Pooh.
4. Legend is a story from ancient times people and events that may or may not be true.
5. Myth is a story from ancient times, especially one that was told to explain natural events or to describe the early history of a place or people, such as Tangkuban Perahu.
6. Mystery is a story about something that is difficult to understand or to explain which crimes and strange events are only explained at the end.
7. Science fiction is a story that science-oriented. It is not really happened in real life, such as Time Machine.
8. Fantasy is a story about a pleasant situation that people imagine but it is unlikely to happen, such as Alice in Wonderland.
9. Historical fiction is a story about people and events that is in or connected to the past, such as Bumi Manusia.

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**c. Social Function of Narrative Text**

The social function of a narrative text is to amuse, entertain and to deal with actual or vicarious experience. It means the social function of narrative text from the writer is to tell story and entertain the readers. According to Anderson (1977), the purpose of narrative text is to present a view of the world that entertains or informs the readers or listener.

Based on those explanations, there are two social function of narrative text. First, for the writer, he or she can tell or create the narrative text story and entertain the reader. Second, for the readers, after reading the text, the story can entertain them and give an experience.

**d. Language Features of Narrative Text**

According to Anderson (1997), there are five language features of narrative text, they are:

1. Using Past Tense (S+V2+O), example: Riko went to Paris last year.
2. Specific Character, example: the king, the queen.
3. Time words that connect events to tell when they occur, example: then, before, after, soon.
4. Verb to show the actions that occur in the story, example: climbed, turned, brought.

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5. Descriptive words to portray the character and setting, example: long hair/black.

**e. Generic Structure of Narrative Text**

According to Anderson (1997) stated that the generic structure of a narrative text are an orientation, a complication, a sequence of events, a resolution, and a coda. The generic structure of narrative text, these are:

1. Orientation

The reader are introduced to the main characters and possible some minor character. Some indication is generally given of where the action is located and when it is taking place.

2. Complication

The complication is pushed along by a serious of events, during which we usually expect some short of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve than main characters and oven serves to (temporally) towards them from reaching their goal.

3. Sequence of events/climax

This is where the narrator tells hoe the character reacts to the complication. It includes their feeling and what they do. The event can be told in chronological order (the order in



which they happen) or with flashback. The audience is given the narrator's point of view.

#### 4. Resolution

In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative which leaves us wondering "How did it end"?).

#### 5. Coda

Coda is an optional structure in a narrative. In this part, the narrator includes a coda is there is to be moral or message to be learned from the story.

Based on the descriptions that in making a narrative text, we have to know the generic structure of the text. The generic structure is used in making narrative text to guide and make a good text. Here is the example of narrative text:

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## The Rabbit and the Turtle

### Orientation

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow.

### Complication

Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit ran away ahead of the turtle, just like everyone thought.

The rabbit got to the halfway point and could not see the turtle anywhere. He felt hot and tired and decided to stop and take a short nap. All this time the turtle kept walking step by step. He never quit no matter how hot or tired he got. He just kept going.

### Resolution

However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He ran at full-speed to the finish line but found the turtle there waiting for him

### Coda

Do not be arrogant to others and never underestimate your opponent

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### 3. Listen Read Discuss (LRD) Strategy

#### a. Definition of Listen Read Discuss (LRD) Strategy

Strategy is a plan, method or way for obtaining a specific goal or result. They are many strategies that can be used in teaching and learning reading, one of them is Listen-Read-Discuss strategy. According to Manzo & Casale (1982) stated that Listen-Read-Discuss (LRD) strategy is a comprehension strategy that builds students' prior knowledge before they read a text. Furthermore, McKenna (2002) states that Listen Read Discuss is strategy especially designed for struggling reader. It is good strategy for engaging struggling readers in classroom discussion. This strategy helps students to exchange ideas with other friends.

According to Manzo (1985) Listen Read Discuss (LRD) is one strategy for teacher and learning strategy for students more active in comprehending material. It is suitable for understanding a reading because Listen Read Discuss strategy consist of innovative steps that help students better understand the purpose of reading. Listen Read Discuss strategy is relatively easy to create because they can enhance a student's understanding about many lessons. There are procedures of Listen Read Discuss (LRD) to follow:

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

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2. Read: students read the selection, guided by idea that the reading may provide another understanding or interpretation or the content.
3. Discuss: discussion of material. Encourage students to reflect the differences between their reading of the content and presentation.

Based on the explanation above, using LRD strategy can help students in reading text because the entire process of teaching reading by using LRD strategy will help active students in reading. They will interact with each other to discuss about the text. In this strategy students will be motivated to gain the meaning of the text.

**b. The Procedure of Listen Read Discuss (LRD) Strategy**

According to Manzo (2005), the teacher should do in class:

1. The teacher review the reading selection and prepare a brief, organized overview that points out the basic structure of the materials, relevant background information and important information.
2. The teacher present the summary orally to students.
3. The teacher instructed the students read text book version of the same material, student will then be empowered to read material with which they have some familiarity.

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4. The teacher instructed students to discuss the material students have heard and read.
5. The teacher begin the discussion with the information and ideas students were directed to look for.

Manzo explanations give us understanding about the teacher do in the class to apply the Listen Read Discuss (LRD) Strategy. Firstly, the teacher prepares the material. The teacher also prepare about how to deliver the material through ask about background knowledge of the students about the material. Then, the teacher present or show the summary of the text to the students by using graphic organizer. The students listen explanation of the teacher. After that, the students read the text. And the last, the teacher and the students discuss about the material, it meets about teacher explanation and students' comprehension. In discussion group, the students also discuss about their difficulties that they found in the text.

**c. Procedure Teaching Reading Comprehension of Narrative Text Using Listen Read Discuss (LRD) Strategy**

According to Manzo and Casale (1985), there are some steps of teaching reading comprehension using Listen Read Discuss strategy, are follow us:

- a. The teacher prepares the material about narrative text.

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- b. The teacher also prepares about how to deliver material through ask about background knowledge of the students about the material.
- c. The teacher shows the summary of the text to the students by using graphic organizer.
- d. The students listen explanation of the teacher about narrative text the form a story.
- e. After that, the students read a narrative text which is also read by the teacher.
- f. The teacher divides the students into a small group. Each group consists of 4-5 students.
- g. The teacher and the students discuss about the material.
- h. Then, meets about the teacher explanation and the students' comprehension about narrative text they have read.
- i. The last, in discussion groups the students also discuss about their difficulties that they found in narrative text the form a story.

Based on those explanation, the researcher conclude that Listen Read Discuss strategy is simple strategy, to help students for comprehend the material about reading text into small group. In discussion students are not difficulties for understand the content, and meaning of the reading text.

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**d. The advantages of Listen Read Discuss (LRD) Strategy**

Manzo and casale (1995, p. 10) explain the benefits of using LRD strategy are:

1. It help students to comprehend the material presented orally.
2. It builds students' prior knowledge before they read a text.
3. It engages struggling readers in classroom discussion.

McKenna (2002, p. 94) adds about the advantages of using Listen Read Discuss (LRD) strategy has been found to be powerful means of improving reading comprehension and content learning in both weak and proficient readers. Furthermore, Lynne (2004, p. 1350) adds the advantages of Listen Read Discuss is effective with low-ability readers. So the researcher concludes that advantages of Listen Read Discuss strategy is can builds students prior knowledge. It can improve students' reading comprehension and content learning in both weak and proficient value. It also engages struggling reader in classroom discussion.

**B. Relevant Research**

There are some researchers who had conducted the researches by finding out the Listen Read Discuss strategy toward reading comprehension. First, research from Ibrahim (2017) about the using of Listen Read Discuss strategy and reading motivation toward the students' reading comprehension. This research use quantitative study which conduct a quasi-experimental design. The subject of this research is the

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tenth grade students of SMK Muhammadiyah 2 Pekanbaru. The results of this research are, first, the students who were taught by using Listen Read Discuss had better result on reading comprehension of descriptive text than the students who were taught by using small group discussion. Second, the students with higher reading motivation who were taught by Listen Read Discuss had better reading comprehension of descriptive text than those who are taught by using small group discussion. Third, students with lower reading motivation who are taught by Listen Read Discuss had better reading comprehension of descriptive text than those who are taught by using small group discussion. Fourth, there was no interaction between both techniques and students' reading motivation on students' reading comprehension of descriptive text.

Second, a research from research from Putri (2017) did the research about the use of LRD (Listen Read Discuss) strategy to improve students reading comprehension. This is use an experimental design. The subject of this research is students of SMPN 2 Tembilahan. There were two classes taken by the researcher, experimental group, and control group. The treatment was given to the experimental group for eight meetings. The materials were Recount text and Descriptive Text. The instrument used was multiple choices test consisting of 30 questions. By the end of the meeting, the researcher gave them post-test. The result of this research LRD strategy significantly improves the students' reading comprehension.



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Third, a research from Tawali (2021), who did the improving students reading comprehension through Listen Read Discuss (LRD) strategy. The use LRD strategy can improve the students' reading comprehension especially in class VIII-8 of SMP N 2 Lingsar. It is proved by result of the students' mean score pre-test and post-test I improve from 64.46 to 78.75. And it improves again in cycle II between pre-test I and pre-test II improve from 78.75 to 85.17.

Based on the all previous research it can be seem that there is no research that only focuses on the use of Listen Read Discuss strategy toward students' reading comprehension. However, this research discover the similarities of previous studies, that the similarities there was a significant difference of the use of Listen Read Discuss strategy toward reading comprehension. Furthermore, there are differences with the previous studies such as the location research, the problem of the research, the population of the research, the material that will be used in this research, and the instruments that are used. So, this study will be different from the previous studies, which in this study the researcher will examine the Listen Read Discuss strategy toward students reading comprehension of the tenth grade at SMAN 1 Kandis.

### C. Operational Concept

The operational concept is the concept used to explain the theoretical framework and avoid misunderstanding in this research.

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### 1. The Indicators of Variables X (Listen Read Discuss Strategy)

According to Manzo (1985), the teacher applies the strategy as the procedure below:

- a. The teacher select a portion of text to be read. Teacher uses graphic organizer as medium in presenting information or summary of the text. Students should listen a summary of the text presented by their teacher.
- b. Teacher asks the students to read the text and compare what they have listened to their understanding of the text on their own.
- c. Teacher asks the students to discuss their understanding of what they have read and listen to other students in small group. One group consists of three or four students'.
- d. Teacher asks the students to report the result of discussion.

### 2. The Indicator of Variables Y (students' reading comprehension)

According to King and Stanly (1989) and based on English Subject syllabus on merdeka curriculum, the indicator to define students' reading comprehension can be drawn as follow :

- a. Students are able to find main idea in the paragraph
- b. Students are able to find a specific information from the text
- c. Students are able to guess a particular vocabulary
- d. Students are able to find reference
- e. Students are able to make inference

- f. Students are able to identify the generic structure of narrative text

#### D. Assumption

In this study, the researcher assumes that the students who will be taught by using Listen Read Discuss implemented, the better students reading comprehension will be.

#### E. Hypothesis

$H_0$  : There is no significant difference between the students who are taught by using Listen Read Discuss strategy and the students who are taught without using Listen Read Discuss strategy towards their reading comprehension in narrative text at SMAN 1 Kandis.

$H_a$  : There is significant difference between the students who are taught by using Listen Read Discuss strategy and students who are taught without using Listen Read Discuss strategy towards their reading comprehension in narrative text at SMAN 1 Kandis.

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## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This research used quantitative research. The type of this research used quasi experimental design. Experimental is a procedure of testing a hypothesis by setting up a situation in which the strength of the relationship between variables can be tasted. The kind of quasi experimental design of this research was nonequivalent control group and control group design. There were two classes in this research; control and experimental classes. According to Creswell (2008), that quasi experimental design are experimental situations in which the writer assigns, but not randomly, participants to classes because the experimenter cannot artificially create groups for experiment. The results of experimental studies showed relationship, effects or differences between variables (Sugiyono, 2016). It can be understood that experimental research is always conducted in the form of treating subjects and seeing the effect of treatment.

Therefore, according to Ary (2010), experimental design is a procedure for carrying out a research with an active independent variable. It is important because it determines the study's internal validity, which is the ability to reach a valid conclusion, therefore can establish a possible cause and effect between independent and dependent variables. It means

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that experimental design that is used to find the influence of one variable to another.

Based on the explanation above, the researcher used experimental research as the design of this research to see the effect of using Listen Read Discuss Strategy toward students' reading comprehension of narrative text. The research concluded that a quasi-experimental research is considered relevant to the present research because involved the data collection for presenting the significance effect of the Listen Read Discuss Strategy toward students' reading comprehension of narrative text.

The quasi-experimental design: the pretest-post-test, non-equivalent group design can be presented as follows (Cohen, 2007:283):

**Table III. 1**  
**Quasi- Experimental Design**

Class	Pre-Test	Treatment	Post-Test
Experimental	O1	X	O2
Control	O1	-	O2

**Where:**

- O1 = Pre-test (experimental and control class)  
 X = Treatment (Experimental class)  
 O2 = Post-test (experimental and control class)

**B. Time and Location of the Research**

This research was conducted on April to May 2023. The research was conducted at SMA N 1 Kandis on Cut Nyak Dien Street, Kabupaten Siak, 28686.

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**C. Subject and Object of the Research****1. Subject of the Research**

The subject of this research was the tenth grade students' of SMAN 1 Kandis.

**2. Object of the Research**

The object of this research was the use of Listen Read Discuss (LRD) Strategy toward the students' reading comprehension of the tenth grade at senior high school 1 Kandis.

**D. Population and Sample of the Research****1. Population**

The population of the research is the tenth-grade students of SMAN 1 Kandis. There are six classes that consist of: X 1, X 2, X 3, X 4, X 5 and X 6.

**Table III. 2**  
**Population of the Research**

No	Classes	Total of Students
1	X 1	35
2	X 2	36
3	X 3	35
4	X 4	36
5	X 5	35
6	X 6	36
Total of Population		213

**2. Sample**

As the brief description above, this research has large population. A sample means selecting the group that will collect data.

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Thus, the researcher needs to take sample from the population. Arikunto (2010), mention that a sample is part of the population to be studied. In this research, the researcher used purposive sample technique.

In purposive sample technique, the writer is selecting the sample from the population tries to make the sample representative or informative, depending on the opinion or purposes of the study. The researcher took the sample by interviewing the English teacher in order to know which class that have the same ability in English lesson.

**Table III. 3**  
**Sample of the Research**

No	Classes	Total of Students
1	X 4	36
2	X 6	36
Total of Sample		72

From the sample above, the researcher used two kinds of classes that consisted of experimental classes that were taught by using Listen Read Discuss Strategy and control class that taught without using Listen Read Discuss (LRD) Strategy

### E. Technique of Collecting Data

In this research, the writer used test as an instrument in collecting the data. To find out the data both pre-test and post-test, the writer used reading test. Before the test was used in pre-test and post-test, the test or instrument was validity and reliability.

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## 1. Test

In this research, the writer used the test to collect the data, the test consist of narrative text. The test was given for getting the objectives data of the students' achievement in reading comprehension by using LRD strategy in the class especially for the tenth grade students at state Senior High School 1 Kandis. The test was applied two test, those are pretest and post-test.

**Table III. 4**  
**The Blue Print of Reading Comprehension Test**

Variable	Indicators	Number Items
Reading comprehension	Determining main idea	2, 12, 16
	Identifying specific information	7, 10, 13, 19
	Identifying the meaning of vocabulary	8, 17
	Identifying inference	3, 15, 18
	Identifying reference	1, 4, 9, 14
	Identifying generic structure	20, 5, 6, 11

### a. Pre-test

Pre-test was given before the treatment. This pre-test is aimed to know the students' scores from both classes before receiving the treatment. In pre-test the students were asked to answer reading comprehension test in form multiple choice questions about narrative text.

### b. Treatment

The treatment was given to the both. But, the experimental group was taught by applying Listen Read Discuss, while the control group was taught without using Listen Read Discus.



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## c. Post-test

Post-test was given to the students in order to know the progress of the students' in learning by using Listen Read Discuss after treatments. The type of the test was objective test. It is multiple choices tests. The items of post -test are related to the material that students' have learned.

In order to identify the category of students' reading comprehension, the following category was used (Suharsimi, 2013: 281):

**Table III. 5**  
**The Classification of Students' Score**

Score	Categories
80-100	Very Good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

## 2. Validity of Instrument

In this research, the researcher used content validity. According to Heaton (1988), the validity of a test refers to appropriateness of a given test or any of its component parts as the measure of what it is purposed to measure. It means the test will be valid to the extent that is measured what is supposed to measure. Referring to Bambang (2006), content validity is if a measurement is a representative of the ideas or the appropriate material that will be measure.

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To find out the validity of instrument, the researcher calculated it by using SPSS 23.0 version. The standard value of validity is  $r_{\text{item}} > r_{\text{table}}$ , it can be shown below:

**Table III. 6**  
**The Item Validity of Try Out**

Item Number	r – item	r – table	Result
1	-0,046	0,361	Invalid
2	0,397	0,361	Valid
3	0,552	0,361	Valid
4	0,477	0,361	Valid
5	0,507	0,361	Valid
6	0,489	0,361	Valid
7	0,157	0,361	Invalid
8	0,366	0,361	Valid
9	0,230	0,361	Invalid
10	0,408	0,361	Valid
11	0,033	0,361	Invalid
12	0,438	0,361	Valid
13	0,521	0,361	Valid
14	0,427	0,361	Valid
15	0,463	0,361	Valid
16	0,438	0,361	Valid
17	0,438	0,361	Valid
18	0,589	0,361	Valid
19	0,396	0,361	Valid
20	0,284	0,361	Invalid
21	0,317	0,361	Invalid
22	0,060	0,361	Invalid
23	0,198	0,361	Invalid
24	0,446	0,361	Valid
25	0,516	0,361	Valid
26	0,083	0,361	Invalid
27	0,392	0,361	Valid
28	0,364	0,361	Valid
29	0,737	0,361	Valid
30	0,271	0,361	Invalid

Based on the table above, it was clear that there were 10 invalid items of 30 items. Thus, the researcher only took 20 valid items to be tested as instrument.

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### 3. Reliability Test

According to Brown (2003), a test would be reliable if it given on two different occasions, the test will yield similar result. It means that the instrument used should be consistent and dependable.

To find out the reliability of this research, the researcher used SPSS 23.0 version. Furthermore, to know which the reliability level of this research, the researcher used the table of reliability level from Cohen at al. (2007) as below:

**Table III. 7  
Level of Reliability**

No	Reliability	Category
1	>0.90	Very highly
2	0.80 – 0.90	Highly
3	0.70 – 0.79	Reliable
4	0.60 – 0.69	Marginally/Minimally
5	<0.60	Unacceptably low

The result of reliability is as follows:

**Table III. 8  
Reliability Statistic**

Cronbach's Alpha	N of Items
.829	20

### F. Technique of Data analysis

After collecting the data, the researcher analyzed by using descriptive analysis. The researcher used score of pre-test and post-test of experimental as well as and control design. Specifically, to analyze the

data, the researcher compared the results scores of the pre-test and post-test using independent t-test by using SPSS 23.0 version.

The independent sample t-test was probably by the single widely used test in statistics. According to Pallant (2010), the independent sample t-test is used to compare the mean score of two different groups of people or conditions. It means, it used to determine whether or not there is significant difference at a selected group.

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## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This research was conducted in purpose to find out the students' reading comprehension taught by using Listen Read Discuss (LRD) strategy in experimental class, the students' reading comprehension taught without using Listen Read Discuss (LRD) strategy in control class, and the significant difference of students' reading comprehension taught by using and without using Listen Read Discuss (LRD) Strategy of students' reading comprehension at SMAN 1 Kandis. Referring to data analysis and data presentation in chapter IV, finally the researcher provided the conclusion as follows:

1. The students' reading comprehension taught using Listen Read Discuss (LRD) strategy of the tenth grade students at SMAN 1 Kandis was categorize into "very good" level at mean score 81.81
2. The students' reading comprehension taught without using Listen Read Discuss (LRD) strategy of the tenth grade students at SMAN 1 Kandis was categorize into "good" level at mean score 76.11
3. There was significant difference of using Listen Read Discuss (LRD) strategy toward the students reading comprehension at SMAN 1 Kandis.

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**B. Suggestion**

Based on the research conclusion above, it is known that teaching reading comprehension by using Listen Read Discuss (LRD) strategy was better than students were taught without using Listen Read Discuss (LRD) strategy at tenth grade SMAN 1 Kandis.

1. Suggestion for teacher:
  - a. This strategy is one of the alternative to be implemented by the teachers in teaching and learning process, especially in teaching reading.
  - b. That building up of active in sharing their thinking of the text to others.
  - c. The teachers should support their teaching strategies by using interesting and representative strategy.
2. Suggestion for students:
  - a. The students should have a higher motivation in learning English, especially in reading.
  - b. The students have to improve their reading comprehension either at school or at home to understand the content of the text.
3. Suggestion for the other researchers:
  - a. The researchers are expected to find the new strategy, method, and approach in purpose to make students are easy and joyful in learning English especially in reading.
  - b. The students are enforced to be agents of change in education.



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## Appendix 1

### Modul

UIN SUSKA RIAU

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State Islamic University of Sultan Syarif Kasim Riau

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## MODUL AJAR BAHASA INGGRIS

### INFORMASI UMUM

#### A. Identitas Sekolah

Nama Penyusun	Yuan Dira
Tahun Pelajaran	2022/2023
Jenjang Sekolah	Sekolah Menengah Atas
Jenjang Kelas	X
Fase	E
Materi Pembelajaran	Narrative Text
Alokasi Waktu	3x40 menit (1 x pertemuan)
Elemen Capaian	A. Membaca-Memirsa B. Menyimak-berbicara

#### B. Kompetensi Awal

Peserta didik mampu menemukan informasi dan ide utama teks naratif terkait cerita lokal

Peserta didik mampu menceritakan cerita rakyat lokal menggunakan kalimat sendiri.

#### C. Profil Pelajar Pancasila

Beriman , Bertaqwa Kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia	Mengutamakan persamaan dengan orang lain dan menghargai perbedaan, serta berempati kepada orang lain
Mandiri	Mengidentifikasi perbedaan emosi dan situasi yang dihadapi, serta mengekspresikan secara wajar.
Gotong Royong	Melakukan kerjasama yang

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	baim dalam penugasan kolaborasi
Berfikir Kritis	Mengekspresikan pikiran dan menghasilkan suatu ide untuk dikembangkan, serta mengapresiasi atau mengkritisnya.
<b>D. Strategi Pembelajaran</b>	
Model Pembelajaran	Problem Based Learning
Metode Pembelajaran	Listen Read Discuss (LRD)
Media	PPT
Sarana Pembelajaran	Laptop, Proyektor
<b>E. Target Peserta Didik</b>	
Jumlah :	Peserta didik
<b>Capaian Pembelajaran</b>	
<b>A. Tujuan Pembelajaran</b>	
	<ol style="list-style-type: none"> <li>1. Mengidentifikasi main idea dalam sebuah teks naratif.</li> <li>2. Mengidentifikasi specific information pada teks naratif.</li> <li>3. Mengidentifikasi particular vocabulary dari teks naratif.</li> <li>4. Mengidentifikasi reference dari sebuah teks naratif.</li> <li>5. Mengidentifikasi inference dari sebuah teks naratif.</li> <li>6. Mengklasifikasikan generic structure pada sebuah teks naratif.</li> <li>7. Menunjukkan penggunaan bentuk kata kerja dalam sebuah teks naratif. (simple past tense, specific character, dll).</li> </ol>
<b>B. Pemahaman Bermakna</b>	
	“Narrative Text” adalah teks yang menggambarkan keadaan suatu cerita yang terjadi pada masa lampau.
<b>C. Pertanyaan Pemantik</b>	
	1. Apakah kalian pernah membaca atau mendengar dongeng?

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	<ol style="list-style-type: none"> <li>2. Cerita dongeng apa yang pernah kalian baca atau dengar?</li> <li>3. Mengapa cerita dongeng tersebut masih bertahan sampai sekarang?</li> </ol>
<b>D. Persiapan Pembelajaran</b>	
Guru menyusun instrument penilaian yang akan digunakan	
<b>E. Kegiatan Pembelajaran</b>	
<p>Pendahuluan (5 menit)</p>	<ol style="list-style-type: none"> <li>1. Greetings dan mengabsen siswa.</li> <li>2. Brain Storming, dengan cara guru mengajukan pertanyaan kepada siswa tentang :           <ul style="list-style-type: none"> <li>- Apakah murid suka membaca cerita.</li> <li>- Cerita apa yang sering mereka baca.</li> <li>- Apakah mereka suka membaca cerita rakyat atau dogeng.</li> </ul> </li> <li>3. Guru menjelaskan tentang tujuan pembelajaran hari ini.</li> <li>4. Guru memotivasi peserta didik untuk tercapainya kompetensi dan karakter yang sesuai dengan Prifil Pancasila</li> </ol>
<p>Kegiatan Inti (90 menit)</p>	<ol style="list-style-type: none"> <li>1. Guru menjelaskan tata bahasa dan generic structures yang digunakan dalam sebuah teks naratif.</li> <li>2. Guru membimbing siswa untuk menganalisa cerita rakyat apa yang tepat untuk gambar tersebut.</li> <li>3. Guru membagi siswa menjadi beberapa kelompok (terdiri dari 4-5 orang perkelompok)</li> <li>4. Kemudian, guru memberikan lembaran teks naratif dari cerita sura and baya tersebut kepada masingmasing siswa.</li> </ol>

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	<ol style="list-style-type: none"> <li>5. Guru membacakan teks naratif dengan suara yang jelas. Lalu, ia menyebutkan main idea (ide utama) dari setiap paragraph.</li> <li>6. Kemudian, guru meminta siswa untuk membaca dan memahami makna dari teks naratif tersebut.</li> <li>7. Lalu, siswa diminta untuk mendiskusikan main idea dari setiap paragraf tersebut, dan membandingkan antara apa yang mereka telah diskusikan dengan apa yang guru bacakan sebelumnya.</li> <li>8. Guru mengetes pemahaman siswa dengan meminta perwakilan dari tiap kelompok untuk menceritakan main idea dari setiap paragraf (teks kelinci dan kura-kura) didepan kelas.</li> <li>9. Lalu, guru menanyakan kepada siswa lain apakah jawabannya (dari perwakilan kelompok) itu sama dengan apa yang telah disampaikan oleh guru tadi.</li> </ol>
<p>menutup (5 menit)</p>	<ol style="list-style-type: none"> <li>1. Guru memberikan feedback kepada siswa.</li> <li>2. Guru menyimpulkan cerita dan pelajaran yang dapat dari cerita kelinci dan kura-kura.</li> <li>3. Siswa diberikan kesempatan untuk bertanya tentang hal yang belum dipahaminya.</li> <li>4. Guru menutup kelas dengan berdoa dan</li> </ol>

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	mengucap salam.
<b>Assessment</b>	
Assessment non kognitif	<ol style="list-style-type: none"> <li>1. Apakah materi yang di diskusikan sudah cukup jelas?</li> <li>2. Bagaimana pendapatmu tentang materi ini?</li> <li>3. Bagaimana mana yang menurut kalian sulit?</li> </ol>
Assessment Kognitif	Instrument Test (Pre-test & Post-Test)
Assessment Formatif	Kelompok
<b>F. Pengayaan dan Remedial</b>	
<p>Pengayaan diberikan kepada peserta didik yang menguasai materi ini dengan baik yaitu dengan cara memberikan ragam soal yang tingkatnya lebih tinggi.</p> <p>Remedial diberikan kepada peserta didik yang belum menguasai materi dengan baik, yaitu dengan cara membrikan pengulaangan materi dasar serta materi spesifik yang kurang dikuasai oleh peserta didik.</p>	
<b>G. Refleksi Peserta Didik dan Guru</b>	
<ol style="list-style-type: none"> <li>1. Apakah ada tahapan pemebelajaran yang harus diulang pad pertemuan selanjutnya?</li> <li>2. Apakah model pembelajaran yang saya gunakan sesuai dengan karakteristik dan kbutuhan peserta didik?</li> <li>3. Bagaimana antusiasme para peserta didik dalam proses pembelajaran?</li> <li>4. Pada bagian mana materi yang sulit untuk dipahami?</li> <li>5. Apakah peserta didik nyaman belajar dengan kelompoknya?</li> <li>6. Apakah peserta didik dapat menjelaskan ‘‘Narrative Tetx’’?</li> </ol>	

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<b>Lampiran</b>	
<b>A. Lembar Kerja Peserta Didik</b>	Terlampir
<b>B. Bahan bacaan</b>	Narrative Teks
<b>C. Glosarium</b>	Narrative text” adalah teks yang menggambarkan keadaan suatu cerita yang terjadi pada masa lampau. Bentuknya dapat bermacam-macam seperti dongeng, legenda, dan lain-lain.
<b>D. Daftar Pustaka</b>	<a href="https://www.moralstories.org/the-rabbit-and-the-turtle/">https://www.moralstories.org/the-rabbit-and-the-turtle/</a> Grace, Eaudia. 2019. Pathway to English. Jakarta: PT GravindoPratama

Guru Pendidikan Bahasa Inggris

YUS DARLINA NASUTION, S.Pd  
NIP. 198311 27 200903 2 005

Kandis, 07 Mei 2023

Mahasiswa Penelitian

YUAN DIRA  
NIM. 11910423136



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## BAHAAN AJAR

### Materi ‘Narrative Text’

#### 1. Definition Narrative text

Narrative text is one type of english text that aims to tell a story that has a series of chronological events that are connected.

Teks naratif adalah salah satu jenis teks bahasa inggris yang bertujuan untuk menceritakan suatu cerita yang memiliki rangkaian peristiwa kronologis yang saling terhubung.

#### 2. Purpose of Narrative text

The purpose of narrative text is to amuse or to entertain the reader with a story.

#### 3. Generic structure Narrative text

- Orientation

Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.

- Complication

Tells the beginning of the problems which leads to the crisis (climax) of the main participants.

- Resolution

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.

- Re-orientation/Coda

This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

#### 4. Language feature of Narrative text

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- Using Past Tense (S+V2+O), example: Riko went to Paris last year.
- Specific Character, example: the king, the queen.
- Time words that connect events to tell when they occur, example: then, before, after, soon.
- Verb to show the actions that occur in the story, example: climbed, turned, brought.
- Descriptive words to portray the character and setting, example: long hair/black.

### The Rabbit and the Turtle

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow.

Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought.

The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. All this time the turtle kept walking step by step by step. He never quit no matter how hot or tired he got. He just kept going.

However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full-speed to the finish line but found the turtle there waiting for him.

Answer the question!

1. What kind of the text above?
2. What is the purpose of the text above?
3. Who was boasting?
4. Who could run fast?

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5. Who wanted to challenge the rabbit to race?
6. What happened at the start of the race?
7. What happened at the half-way point?
8. What did the turtle do?
9. Who won the race?
10. What lesson do we learn from this story?

### **Snow White**

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about leaving Snow White in the Castle because they both wanted to go to town and they didn't have enough money to take Snow White. Snow white did not want her uncle and aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods.

She was very tired and hungry. Then she saw this little Cottage. She knocked out but no one answered so she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "What is your name?" Snow white said, "My name is Snow White." Then Snow White told the dwarfs the whole story and the seven dwarfs lived happily ever after.

### **The Legend of Toba Lake**

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish

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turned into a beautiful princess. He fell in love with her and proposed her to be his wife. She said; “Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster”. The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father’s lunch. Unfortunately, he found out and got furious, and shouted; “You damned daughter of a fish”. The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broke his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

### A Women and the Wolves

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer’s young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said “ it is getting dark. Let my son, Ah Tim go with you though the forest.” So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, “please eat my own son instead.” Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood that this was because the woman was very good and kind. She had offered her own son’s life to save her nephew.

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They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

**ASPEK PENILAIAN**

No	Kinds	Lines	Instrument/Activity
1.	Assignment	Activity	Listening, Reading and Discussing about Narrative Text.
2.	Instrument	Tests : 1. The pre-test 2. The post-test	Multiple Choice. Each of the tests will be provided in the form of multiple choice totaling 20 items

1. Pre-test terdiri dari 20 Soal
2. Post-test terdiri dari 20 Soal
  - Nilai maksimal adalah 100
  - Setiap jawaban siswa yang benar diberi nilai 5
  - Maka nilai maksimal adalah  $5 \times 20 = 100$



## Appendix 2

### Instrument of the Research

UIN SUSKA RIAU

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## Reading Test

### Narrative Text

Name :

Class :

School :

Read the following text to answer questions 1 to 6.

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about leaving Snow White in the Castle because they both wanted to go to town and they didn't have enough money to take Snow White. Snow white did not want her uncle and aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods.

She was very tired and hungry. Then she saw this little Cottage. She knocked out but no one answered so she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "What is your name?" Snow white said, "My name is Snow White." Then Snow White told the dwarfs the whole story and the seven dwarfs lived happily ever after.

1. After Snow White heard her aunt and uncle talked about her...
  - a. Snow white sleep in the castle
  - b. She fell asleep
  - c. She angry with aunt and uncle
  - d. She ran away into the woods

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- e. She likes her aunt and uncle
2. Snow white did not want her uncle and aunt to do this so she decided it would be best if she ran away. The same meaning of the word “decided” is...
  - a. Run
  - b. Choose**
  - c. Disappear
  - d. Hide
  - e. Depend
3. “**They** went inside.” (paragraph 3, line 3)  
What does the bold word refer to?
  - a. Snow white
  - b. Uncle
  - c. Aunt
  - d. Her parents
  - e. The seven dwarfs**
4. What can we learn from the story? We have to...
  - a. We must do good and help each other**
  - b. Don’t be good person
  - c. Be arrogant
  - d. Keep calm
  - e. Must be perfect
5. The generic structure of the text ...
  - a. Complication-orientation-resolution
  - b. Orientation-reorientation-coda
  - c. Coda-twits-complication
  - d. Resolution-complication-event
  - e. Orientation-complication-resolution**
6. The same meaning of orientation is..
  - a. The begin of the story**



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- b. The end of the story
- c. To finish the story
- d. The part of the story
- e. The whole story

Read the following text to answer questions 7 to 11.

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow.

Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought.

The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. All this time the turtle kept walking step by step by step. He never quit no matter how hot or tired he got. He just kept going.

However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full-speed to the finish line but found the turtle there waiting for him.

7. Who wanted to challenge the rabbit to a race?
  - a. The rabbit
  - b. The turtle**
  - c. The fox
  - d. The writer
  - e. The cat
8. "He was hot and *tired* and decided to stop and take a short nap."  
Which one dosen't have similiar meaning with italic word...
  - a. Exhausted
  - b. Weak
  - c. Overtired
  - d. Weary

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e. **Active**

9. What lesson do we learn from this story?
  - a. A turtle should not challenge a rabbit to a race
  - b. Turtles go faster than rabbits
  - c. **To succeed, we must keep going and quit**
  - d. The rabbit took a nap
  - e. Keep rest
10. Who was boasting?
  - a. **The rabbit**
  - b. The fox
  - c. The turtle
  - d. The rabbit and the fox
  - e. The fox and the turtle
11. The first paragraph is called...
  - a. Identification
  - b. Conclusion
  - c. **Orientation**
  - d. Complication
  - e. Resolution

**Read the following text to answer questions 12 to 15.**

Long time ago, a young man lived in a valley in North Sumatera. He was poor and lived with nobody. Every day, he went to the river and caught some fish to eat.

One day, he went fishing after working in the fields. But not like the other days, he got nothing even after waiting for hours. When he decided to go home, he felt the rod jolted. That's fish! He pulled the rod out and he was jolly to see a small goldfish. Imagining that he would eat a goldfish, he went home excitedly.

At home, the young man put the small fish on the table. He prepared some firewood to cook. When everything was ready, he went back to the kitchen. But

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he saw nothing on the table! The fish disappeared! Instead, he saw a beautiful woman.

After having a short conversation, the young man asked to marry her. She accepted only in one condition, the man should never mention where she came from. The man agreed and they got married. They had a handsome yet naughty boy named Samosir.

One day, Samosir made his father angry. The man shouted loudly and said the prohibited words. He said that Samosir was son of fish. Suddenly, rain fell for weeks and turned the valley into a lake.

12. From the text above we know that .....

  - a. Samosir is not son of fish
  - b. The man is rich
  - c. **The goldfish turns into a beautiful woman**
  - d. The beautiful woman is not married to the man
  - e. The man caught a gold fish

13. What is the main idea of paragraph 2?

  - a. **The man caught a gold fish**
  - b. Fishing is the man's hobby
  - c. The man married the goldfish
  - d. They have a handsome boy
  - e. The man us rich

14. What is the moral lesson of the story?

  - a. Don't go fishing
  - b. **We have to keep our promise**
  - c. Don't eat fish
  - d. We must not marry a goldfish
  - e. We must rich

15. The word "**he**" in the sentence "At home, he put the small fish on the table" refers to....

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- a. Samosir
- b. Goldfish
- c. Beautiful women
- d. Young man**
- e. Father

**Read the following text to answer questions 16 to 20.**

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said "it is getting dark. Let my son, Ah Tim go with you though the forest." So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, "please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

16. Who was Ah Tim ?
- a. The young woman's brother
  - b. The young woman's son
  - c. The young woman's brother and nephew
  - d. The young woman's brother's son**
  - e. One of the men who fetched a stick

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17. "All men in the village fetched thick stick ... " The word " fetched" has a similar meaning to...
  - a. Received
  - b. Caught
  - c. **Got**
  - d. Hit
  - e. Lifted
18. From the passage we learn that the villages were ....
  - a. Ah Tim wanted to see the wolves
  - b. His aunt wanted him to come long
  - c. Ah Tim was bored to live with his parents
  - d. The baby was too cute to be alone
  - e. **Ah Tim would be a guardian for them**
19. How could the wolves catch Ah Tim?
  - a. He was afraid
  - b. **He was stumbled by a stone**
  - c. He ran slowly
  - d. The women cried
  - e. The wolves were good runners
20. The second paragraph called...
  - a. Coda
  - b. **Complication**
  - c. Resolution
  - d. Identification
  - e. Orientation



### Appendix 3

#### Recommendation Letters

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Pekanbaru, 24 Maret 2022

Hal : Permohonan SK pembimbing

Lampiran :-

Kepada  
Yth. Dekan  
Fakultas Tarbiyah dan Keguruan  
UIN SUSKA RIAU  
Di Pekanbaru

*Assalamualaikum Wr. Wb*

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

Nama : Yuan Dira  
NIM / HP : 11910423286 / 082217152231  
Tempat / tanggal lahir: Kandis / 12 Oktober 2001  
Semester / Tahun : VI / 2022  
Jurusan : Pendidikan Bahasa Inggris

Dengan ini saya mengajukan kepada bapak/ ibu permohonan SK pembimbing dengan judul **"THE USE OF LISTEN READ DISCUSS (LRD) STRATEGY TOWARD THE STUDENTS READING COMPREHENSION OF THE TENTH GRADE STUDENTS OF SENIOR HIGH SCHOOL 1 KANDIS"**

Adapun pembimbing yang direkomendasikan oleh ketua jurusan adalah Riri Fauzana, S.Pd, M.Sc.

Dengan ini saya melampirkan sebagai persyaratan :


1. Foto copy kartu tanda mahasiswa
2. Foto copy kartu rencana study
3. Foto copy kartu hasil study
4. Foto copy synopsis

Dengan demikian surat permohonan ini saya sampaikan sekiranya bapak/ ibu dapat mempertimbangkan, atas perhatian saya ucapkan terima kasih.

MENGETAHUI  
Ketua Jurusan

  
Dr. Faurina Anastasia, S.Pd, M.Hum.  
NIP. 198106112008012017

Hormat Saya,

  
Yuan Dira  
NIM. 11910423286

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Hal : *Pembimbing Skripsi (Perpanjangan)*

Pekanbaru, 03 Maret 2023

Kepada  
Yth. Riri Fauzana, S.Pd., M.Sc

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau  
Pekanbaru

*Assalamu'alaikum warahmatullahi wabarakatuh*

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : YUAN DIRA

NIM : 11910423136

Jurusan : Pendidikan Bahasa Inggris

Judul : THE USE OF LISTEN READ DISCUSS (LRD) STRATEGY TOWARD  
THE STUDENTS' READING COMPREHENSION OF THE TENTH  
GRADE AT SENIOR HIGH SCHOOL 1 KANDIS

Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

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Wassalam

Dekan

Wakil Dekan I



Arkasih, M.Ag.

NIP. 19721017 199703 1 004

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Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau  
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NIM : 11910423136  
Jurusan : Pendidikan Bahasa Inggris  
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


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 SKRIPSI MAHASISWA

1. Jenis yang dibimbing :
  - a. Seminar usul Penelitian :
  - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Riri Fauzana, S.Pd, M.Sc
- a. Nomor Induk Pegawai (NIP) :
3. Nama Mahasiswa : Yuan Dira
4. Nomor Induk Mahasiswa : 11910423136
5. Kegiatan : Bimbingan Proposal

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	8 Maret 2023	Chapter I, II, III		
2.	15 maret 2023	chapter II		
3.	16 maret 2023	Acc seminar		

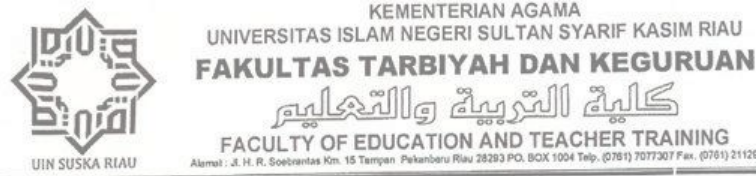
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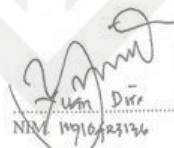
PENGESAHAN PERBAIKAN  
UJIAN PROPOSAL

Nama Mahasiswa : Juan Dien  
 Nomor Induk Mahasiswa : 11910423126  
 Hari/Tanggal Ujian : Jumat, 21 Maret 2023  
 Judul Proposal Ujian : The use of Lesson Read Discuss (LRD) Strategy Toward The Students Reading Comprehension of the Tenth Grade at Sencor High School 1 Kndis  
 Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	<u>Out Raudhatul Muli, M.Pd.</u>	<u>PENGUJI I</u>		
2.	<u>Zelly Putriani, M.Pd</u>	<u>PENGUJI II</u>		

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 Dr. Zarkasih, M.Ag.  
 NIP. 19721017 199703 1 004

Pekanbaru, 14 April 2023  
 Peserta Ujian Proposal

  
 Juan Dien  
 NIM 11910423126

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Pekanbaru, 03 April 2023

Kepada  
Yth. Kepala SMA Negeri 1 Kandis  
di  
Tempat

*Assalamu'alaikum warahmatullahi wabarakatuh*  
Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa

Nama : YUAN DIRA  
NIM : 11910423136  
Semester/Tahun : VIII (Delapan)/ 2023  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

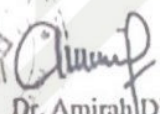
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Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Dekan  
Wakil Dekan III



  
Dr. Amirah Diniaty, M.Pd. Kons.  
NIP. 19751115 200312 2 001

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E-mail : sman1kandis@yahoo.com Telp. Fax.  
NSS : 30109110901 NPSN : 10404969  
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**SURAT KETERANGAN**

Nomor : 177/422-SMAN 1Kandis/IV/2023

Yang bertandatangan di bawah ini Kepala Sekolah Menengah Atas Negeri 1 Kandis Kecamatan Kandis, Kabupaten Siak menerangkan bahwa :

Nama : Yuan Dira  
NIM : 11910423136  
Semester/Tahun : VIII (Delapan)  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

Nama tersebut di atas dapat kami terima untuk melaksanakan penelitian dengan judul "The Use Of Listen Read Discuss (LRD) Strategy Toward The Students' Reading Comprehension Of The Tenth Grade At Senior High School 1 Kandis".

Demikianlah surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.



10 April 2023  
Kepala SMA Negeri 1Kandis

EDY SUHERMAN, S.Pd.  
NIP. 19730204 200012 1 004

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FAKULTAS TARBIYAH DAN KEGURUAN  
كلية التربية والتعليم  
FACULTY OF EDUCATION AND TEACHER TRAINING  
Jl. H. R. Soebrantas No. 155 Km. 18 Tampuan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647  
Fax. (0761) 561647 Web www.ftk.uinsuska.ac.id, E-mail: eftak\_uinsuska@yahoo.co.id

Nomor : Un.04/F.II/PP.00.9/7501/2023  
Sifat : Biasa  
Lamp. : 1 (Satu) Proposal  
Hal : **Mohon Izin Melakukan Riset**

Pekanbaru, 14 April 2023 M

Kepada  
Yth. Gubernur Riau  
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu  
Satu Pintu  
Provinsi Riau  
Di Pekanbaru

*Assalamu 'alaikum warahmatullahi wabarakatuh*  
Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : **Yuan Dira**  
NIM : 11910423136  
Semester/Tahun : VIII (Delapan)/ 2023  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : *The Use Of Listen Read Discuss (Lrd) Strategy Toward The Students' Reading Comprehension Of The Tenth Grade At Senior High School 1 Kandis*  
Lokasi Penelitian : SMA Negeri 1 Kandis  
Waktu Penelitian : 3 Bulan (14 April 2023 s.d 14 Juli 2023)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



Dr. H. Kadar, M.Ag.  
NIP. 19650521 199401 1 001

Tembusan :  
Rektor UIN Suska Riau

UIN SUSKA RIAU



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**PEMERINTAH PROVINSI RIAU**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau  
 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU  
 Email : [dpmtsp@riau.go.id](mailto:dpmtsp@riau.go.id)

**REKOMENDASI**

Nomor : 503/DPMTSP/NON IZIN-RISET/55819  
 TENTANG



**PELAKSANAAN KEGIATAN RISET/PRA RISET  
 DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/F.I/PP.00.9/7501/2023 Tanggal 14 April 2023**, dengan ini memberikan rekomendasi kepada:

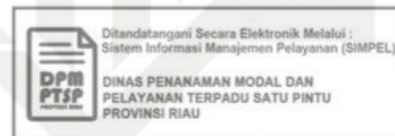
1. Nama	: YUAN DIRA
2. NIM / KTP	: 119104231360
3. Program Studi	: PENDIDIKAN BAHASA INGGRIS
4. Jenjang	: S1
5. Alamat	: PEKANBARU
6. Judul Penelitian	: THE USE OF LISTEN READ DISCUSS (LRD) STRATEGY TOWARD THE STUDENTS' READING COMPREHENSION OF THE TENTH GRADE AT SENIOR HIGH SCHOOL 1 KANDIS
7. Lokasi Penelitian	: SMA NEGERI 1 KANDIS

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru  
 Pada Tanggal : 17 April 2023



**Tembusan :**  
**Disampaikan Kepada Yth :**

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau di Pekanbaru
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

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PEMERINTAH PROVINSI RIAU  
**DINAS PENDIDIKAN**  
JL. CUT NYAK DIEN NO. 3 TELP. 076122552 / 076121553  
PEKANBARU

Pekanbaru, 02 MAY 2023

Nomor : 800/Disdik/1.3/2023/  
Sifat : Biasa  
Lampiran :  
Hal : Izin Riset / Penelitian

6731

Kepada  
Yth. Kepala SMAN 1 Kandis

di-  
Tempat

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPSTP/NON IZIN-RISET/55819 Tanggal 17 April 2023 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : YUAN DIRA  
NIM/KTP : 119104231360  
Program Studi : PENDIDIKAN BAHASA INGGRIS  
Jenjang : S1  
Alamat : PEKANBARU  
Judul Penelitian : THE USE OF LISTEN READ DISCUSS (LRD) STRATEGY TOWARD THE STUDENTS' READING COMPREHENSION OF THE TENTH GRADE AT SENIOR HIGH SCHOOL 1 KANDIS  
Lokasi Penelitian : SMA NEGERI 1 KANDIS

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian.
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

AR KEPALA DINAS PENDIDIKAN  
PROVINSI RIAU  
SEKRETARIS  
  
RITA LINDAWATI,SH,M.Si  
Pembina Tingkat I (IV/b)  
NIP. 19660717 198603 2 002

Tembusan:  
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau





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**PEMERINTAH PROVINSI RIAU  
DINAS PENDIDIKAN  
SEKOLAH MENENGAH ATAS (SMA) NEGERI 1 KANDIS**

Jl. Cut Nyak Dien Km.71 Kecamatan Kandis, Kode Pos : 28686  
E-mail : [smn1kandis@yahoo.com](mailto:smn1kandis@yahoo.com) Telp. Fax.  
NSS : 30109110901 NPSN : 10404969  
**AKREDITASI A**

**SURAT KETERANGAN**

Nomor : 498 / 422-SMAN1Kandis/II/2023

Yang bertandatangan dibawah ini. Kepala Sekolah Menengah Atas Negeri 1 Kandis Kecamatan Kandis, Kabupaten Siak menerangkan bahwa :

Nama : Yuan Dira  
Nim : 119104231360  
Jenjang : S.1  
Program Studi : Pendidikan Bahasa Inggris

Nama tersebut di atas telah selesai melaksanakan kegiatan Penelitian/ Riset di SMAN 1 Kandis dengan judul **"THE USE OF LISTEN READ DISCUSS (LRD) STRATEGY TOWARD THE STUDENTS, READING COMPREHENSION OF THE TENTH GRADEA AT SENIOR SCHOOL 1 KANDIS."**

Demikianlah Surat keterangan ini dibuat untuk dapat dipergunakan sebagai mana mestinya.



Kandis, 30 Mei 2023  
Kepala SMA Negeri 1Kandis

EDY SUSPERMAN, S.Pd  
NPS 19730204 200012 1 004

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**FACULTY OF EDUCATION AND TEACHER TRAINING**  
Alamat: Jl. H. R. Soebrandt Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**KEGIATAN BIMBINGAN MAHASISWA  
SKRIPSI MAHASISWA**

1. Jenis yang dibimbing :
  - a. Seminar usul Penelitian :
  - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Riri Fauzana, S.Pd, M.Sc
  - a. Nomor Induk Pegawai (NIP) :
3. Nama Mahasiswa : Yuan Dira
4. Nomor Induk Mahasiswa : 11910423136
5. Kegiatan : Bimbingan Skripsi

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	13 - April - 2023	Bimbingan Instrumment		
2.	2 - Mei - 2023	Acc Instrumment		
3.	14 June 2023	chapter 19 & 20		
4.	22 June 2023	Acc Munagatah		

Pekanbaru, 22 June 2023  
Pembimbing,

  
RIRI FAUZANA, S.Pd, M.Sc  
NIP. 13017075



## Appendix 4 Documentation

UIN SUSKA RIAU

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State Islamic University of Sultan Syarif Kasim Riau

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## Pre-test



UIN SUSKA RIAU

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## Treatment



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## Post Test



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## CURRICULUM VITAE



Yuan Dira, was born on October 12<sup>th</sup>, 2001 in Kandis. She is first daughter from Awaluddin (alm) and Sugianti. She has a little brother, his name is Fiqhi Ananda Akbar. She live at Subrantas street, Kandis, Kabupaten Siak.

The writer has finished her study at SDN 01 Telaga Sam-Sam, (2007-2013), then she continued her study at SMP IT Al-Hikmah (2013-2016), and she continued her higher school at SMAN 1 Kandis (2016-2019). Then in 2019, she was accepted as one of students in Department of English Education, Faculty of Education Training in State Islamic University Sultan Syarif Kasim Riau. On July 2022, she was doing Kuliah Kerja Nyata (KKN) program in Kelurahan Simpang Belutu, Kandis, Siak. Then, she was doing Pre-Service Teacher Practice (PPL) program at SMK Perpajakan Riau on September 2022. Finally, she passed thesis examination for her undergraduate program entitled “The Use of Listen Read Discuss (LRD) Strategy toward the Students Reading Comprehension of the Tenth Grade of SMAN 1 Kandis”