IMPROVING STUDENTS' SPEAKING SKILLS THROUGH LISTEN- READ-DISCUSS (LRD) STRATEGY AT THE SECOND GRADE OF SMAN 2 PALOPO

A THESIS

Submitted as a part of the Requirements for S. Pd. Degree
In English Language Education Study Program

IAIN PALOPO

Compiled By:

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2021

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ACKNOWLEDGEMENTS

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

In the name of Allah SWT, the beneficent and the most merciful, lord of the world has created judgment day in the hereafter and to our prophet, MUHAMMAD SAW peace be upon him. Alhamdulillah the researcher expresses his gratitude to the almighty God (ALLAH) that has been had guidance, chances, and good health. So that, the researcher could finish the thesis on the title "Improving students' speaking skills through Listen-Read-Discuss (LRD) Strategy at the second grade of SMA Negeri 2 Palopo."

The researcher realized that the existence of this thesis was by receiving much advice, guidance, encouragement, and comments from many people, even though this thesis is still far from being perfect. Therefore the researcher would like to express her deepest gratitude to them:

1. Prof. Dr. Abdul Pirol, M.Ag as the head of IAIN Palopo, the first, the second and the third deputy head, all of the lecturers and their assistances and the employers of IAIN Palopo who have taught, educated, helped, advised, and guidance the writer during a study in IAIN Palopo.
2. Dr. Nurdin Kaso, M.Pd as the head of Tarbiyah and teacher training faculty of state Islamic institute of palopo who always gives the explanation in writing this thesis.

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3. Amalia Yahya, S.E., M.Hum as the head of the English study program who always gives support, encourage how to be a good student.
4. Dr. Hilal Mahmud M.M as the first consultant and Syamsudarni, S.Pd.I., M.Ed as the second consultant who had given the writer guidance, explanation, suggestions, some ideas, corrections, to the writer in finishing this thesis and the writer's respect for them.
5. The writer's special thanks to her beloved parents (Paerunan dan Megawati), and her siblings (Jayatri, Herwando, and Fitri), for their loving, praying, support, sacrifices, and encouragement during the writer study in IAIN Palopo. And all families who always give her great support.
6. All members of Big A/15 have given strength and solidarity around the people until finish her study at IAIN Palopo.
7. Special thanks to her beloved best friend Dea Amalia, Abd. Razaq, and Suharwan helped and always accompany and gave her participation in finishing this thesis.
8. Thanks a million to all of the students of XI MIPA 4 of SMA Negeri 2 Palopo. That had been participating and joining to this research as the respondents so the researcher can be run well.

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Finally, the researcher dedicates this thesis. Allah swt reward to all people who have helped the researcher and hope this thesis can be useful and give positive contribution for the readers.

Aamiin billahi taufiq wal hidayah

wassalamualaikum warohmatullahi wabarokatuh.

Palopo, 22 Oktober 2021

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ABSTRACT

Angraeni, 2021 ***"Improving Students Speaking Skill Through Listen-Read-Discuss (LRD) Strategy at the second grade of SMA Negeri 2 Palopo."*** **English Language Education Study Program Tarbiyah and Teacher Training Faculty state Islamic Institute (IAIN) Palopo. Supervised by the consultant (I) Dr. Hilal Mahmud, M. M and consultant (II) Syamsudarni, S. Pd. I., M. Ed.**

This thesis attempted to find out the Teaching Speaking Skill used Listen-Read-Discuss (LRD) Strategy at the Second Grade Students of SMA Negeri 2 Palopo. The research question of this was, "Is a Listen-Read-Discuss (LRD) Strategy effective in improving the students' speaking skills at the second-grade students of SMA Negeri 2 Palopo? The research objective is to find out whether Listen-Read-Discuss is effective in improving students' speaking skills at the second-grade students of SMA Negeri 2 Palopo. This research used the Pre-Experimental method with pre-test and post-test design. The data was collected by using a speaking test. The population of this research at the Second Grade Students of SMA Negeri 2 Palopo in academic 2021 and the researcher used purposive sampling taken from class XI IPA 4 consisting of 16 students as the sample used by the researcher. The data was collected through the speaking tests (to find out the students speaking ability). The researcher chose one class with purpose because the researcher wants to give all of the students opportunities to practice their speaking in the class without shamelessly and fearlessly. The researcher wants to make all of the students take part in speak. This researcher found that effectively used the Listen-Read-Discuss (LRD) Strategy in teaching students' speaking at the eleventh grade of SMA Negeri 2 Palopo after treatments by using Listen-Read-Discuss (LRD) Strategy. In which data showed that t_{test} (16.718) was higher than t_{table} (2.602). It indicates that using the listen-read-discuss strategy effectively teaches in teaching speaking skills at the second grade of SMA Negeri 2 Palopo.

Keyword: Speaking Skill, Listen-Read-Discuss (LRD) Strategy.

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CHAPTER I

INTRODUCTION

A. Background

In English, four skills should be mastered. They are listening, speaking, reading, and writing. The four skills are usually considered an integral system because they support each other. Speaking is one of the skills that the students should pay much attention to if they will interact with other people in their surroundings.[1]

Speaking is one of the abilities that is used in global activities. Someone phrasing their feeling, talking about their ideas, and perception about something in speaking. Therefore speaking is the language that the English-Speaking world uses to communicate with the rest of the world.[2] It means by speaking English we can support people to develop a person's quality. Many jobs need people to have English ability, particularly speaking skill, it used as the international language for communication.

Based on pre-observation research, when the researcher while does observing SMA Negeri 2 Palopo, speaking lessons are very difficult to build in class because the activities involved are quite boring and activities carried out in class do not allow students to speak. Mostly, the teacher prefers to repeatedly explain the material in front of the class rather than allowing students to practice the target language.

[1] Mike Pedler. *Action Learning in Practice, England*: Gower Publishing Limited (2011).p.20
[2] *Jack Richard c, ,and Willy Renandya, Methodology in Language Teaching (USA: Cambridge University Press. 2002), P.3*

Generally, speaking activities carried out by the students are commonly dialog practices that are not interesting.

Researchers conduct research to overcome problems related to student conversations. Based on observations in SMA Negeri 2 Palopo made while teaching and teaching problems that arise in the teaching process are: 1. Students are less confident and are not motivated enough to learn English. 2. The English teacher does not use various strategies in teaching speaking. 3. The teacher explains the materials without giving the students chance to speak.

Talking activities require students to talk further to make a discussion to find students talk a lot. They are more silent and the teacher is more active in explaining in front of the class the important problems in SMAN 2 Palopo. It is important to find the right strategy. By using the Listen-Read-Discus (LRD) strategy, Based on pre-observation research, when the researcher while does observing SMA Negeri 2 Palopo, speaking lessons are very difficult to build in class because the activities involved are quite boring and activities carried out in class do not allow students to speak. Mostly, the teacher prefers to repeatedly explain the material in front of the class rather than allowing students to practice the target language.

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Listen-Read-Discuss (LRD) is a strategy that was created as a *"starter"* method to bridge from traditional instruction to a more interactive approach. Reading traditional-based instruction usually starts with listening to a brief explanation by the

teacher. Read the reading, then discuss their responses with questions. Using the LRD strategy is very effective to improve students' speaking skills because, in its application, this model actively involves students in learning. After all, this method involves all students in it. This method can make students more confident to express their arguments indirect opinions so that students can channel their aspirations to other students.[3]

According to Richard Listen-Read-Discuss (LRD) is an understanding strategy that builds students' initial knowledge before they read the text, during reading, and after reading by listening to the teacher's short lecture, reading text choices, and discussing.[4] This strategy can help students think about their own words, thereby affecting their understanding to enable learning and remembering what they read.

The essence of the Listen-Read-Discuss (LRD) model indicates that this model consists of three stages that require active students in:

1. Listening: students listen to the explanation explained by the teacher, in this discussion needed concentration for students. The teacher reads a dialogue, students listen to it. The teacher reads a dialogue, students imitate.

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[3] Manzo, Anthony V &Casela, Ula P.2008. *Teaching Children to be Literate*: A Reflective Approach. New York: Holt, Rinehart and Winston, Inc.

[4] Richards, J., & Renandya, W.*Communicative Language Teaching Today.* RELCP. Singapore*: SEAMEO Regional Language Center,* (2005).

2. Reading: students read the material provided and each student trains the material that has been given, with Reading will add to the conversation support of students.[5] Reading will help participants to complete the new words. Through reading, students will have vocabulary knowledge that will facilitate them in speaking, and the use of their structure in the target language will develop. These components are needed through reading, and everything is needed for speaking skills.

3. Discussion: students discuss to identify the structure of the text related to the material that has been given in the dialogue text and report the results of the discussion. At this stage, students can express their arguments by discussing with friends and exchanging ideas about the material that has been conveyed.

The advantages of this strategy are improving students' speaking skills well, increasing student activity in participating in English lessons because basically the application of this method involves all students in it, another advantage is that it can make students more confident to appear in front of their friends, so he can speak with confidence.

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According to Manzo and Cassella, Listen-Read-Discuss (LRD) strategy is one teaching strategy for the teachers and a learning strategy for the students more active in comprehending the material.[6] It means that the Listen-Read-Discuss (LRD)

[5]Anthony, V&Manzo.1985. *Teaching Children to be Literate: a Reflective Approach*. SeaHorbor: Literacy Leaders.
[6] Manzo & Casale, *Listen Read Discuss, A Content Reading Heuristic, (*Journal of Reading, 2008:929*)*

strategy can help the students comprehend text and discuss and make students exchange ideas with their friends in a small group. In this case, the researcher tried to use Listen-Read-Discuss (LRD) strategy in class. With implementation, this strategy is expected by the researcher so that students improve their speaking skills. Furthermore, to improve students' speaking skills, the teacher must apply effective strategies in improving students' speaking skills and teaching students to read. Based on the phenomenon above, the researcher intends to conduct a pre-experimental Entitled: "Improving Student's Speaking Skill Through Listen-Read-Discuss (LRD) Strategy at the Second Grade of SMA Negeri 2 Palopo"**.**

B. Problem Statement

Based on the background above, the researcher formulates the following research questions as follows: 1. Is Listen-Read-Discuss (LRD) strategy effective to improve students speaking skills at the second grade of SMAN 2 Palopo?

2. How is the students' enthusiasm in learning speaking through a listen-read-discuss strategy?

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C. Objective of the Research

Referring to the formation of the problem, this research aims to find out whether the Listen-Read-Discuss strategy is effective to improve the students speaking at the second grade of SMA Negeri 2 Palopo.

D. Significance of the Research

The significance of this research is expected to have both theoretical and practical contributions.

1. Theoretically, the result of this research is expected to be helpful information/ contribution teaching English, focusing on improving students' speaking skills.
2. Practically, the result of this research is expected to be useful information for all English teachers and the students' at SMAN 2 Palopo in teaching and learning English speaking.

E. Scope of The Research

By discipline, This research is included in English Language Teaching. By activity, this research used the Listen-Read-Discuss strategy in teaching speaking skills for students. By content, this research focused on speaking skill that consists of fluency, accuracy, and comprehensibility. Based on the material this research used to give and ask opinions about something. By location, the research was conducted at SMA Negeri 2 Palopo.

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CHAPTER II
REVIEW OF RELATED LITERATURE

A. Previous Studies

In this research, the researcher found some researches there are:

1. Dian Pariska (2016) UINSUSKA Riau. "The Effect of Using Listen Read Discuss (LRD) Strategy and Students‟ Prior Knowledge On The Students' Reading Comprehension of The Second Year Students at MA Daarun Nahdhah Thawalib Bangkinang".[7]

   Based on research conducted by Dian Pariska, the purpose of this research is to find out how the benefits and effects of using the LRD strategy used in the teaching and learning process and find out significant differences in students reading comprehension. The similarity in this study is to use the LRD strategy. The difference in this study is that Dian Pariska focuses on improving students' reading skills. In contrast, the researchers focused on improving students' speaking skills.

2. Irma (2014) madrasah ibtidaiyah nurul hasan kademangan. "Implementation of listen-Read-Discuss (LRD) model could improve speaking skills in five-grade students of Madrasah Ibtidaiyah Malang". This study was classroom-action research. Based on the result of her research that students can improve

[7] Dian Pariska, *Listen-Read-Discuss, Available Reading,* http://www.readingrocketsorg"strategieslisten_read_discuss' reckoned on January 15th2016

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speaking skills in the learning to speaking process through LRD methods in five grade students madrasah ibtidaiyah nurul hasan kademangan pagelaran. [8]

Irma's research focused on the LRD model to improve students' speaking skills. The similarities of the two studies were both focused on students' understanding in improving students' speaking skills. The difference in this study is the method of research design, and classroom action research while the researcher is pre-experimental.

3. The research conducted by: Yusni Dian Rakhmawati (2011) "Implementation of LRD (Listen-Read-Discuss) model could improve speaking skills in fourth-grade students of SDN Sumber Sari 2 Malang". This study was classroom-action research. Based on the results of her research that students can improve speaking skills in the learning to speaking process through LRD methods in fourth-grade students of SDN Sumber Sari 2 Malang.[9]

   Yusni Dian Rakhmawati's research focused on the LRD model to improve students' speaking skills. The similarities of the two studies are both focused on students' understanding in improving students' speaking skills. The difference in this research is the research design method, Yusni Dian Rakhmawati classroom-action-research while the researcher is pre-experimental.

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[8] Elfa Yusanti *The Influence Of Using Listen-Read-Discuss (LRD) Strategy Towards Students" Reading Comprehension on Narrative Text* (Lampung:2017)

[9] Yusni Dian Rakhmawati. Implementation Of LRD (*Listen-Read-Discuss) Model Could Improve* Speakingskillsinfourth-Grade Students Of SDNsumber Sari2 Malang. (Malang:2011)

4. The research conducted by: Reniwati Putri (2012) the effect of using (Listen-Read-Discuss) strategy toward reading comprehension of the second-year students at state junior high school 9 tapung Kampar regency. This study was a quasi-experimental design. Based on the result of her research to know its effect on reading comprehension of the second-year students at state junior high school 9 taping Kampar regency.[10]

Based on Reniwati Putri's research, it was to determine the effect of using the LRD strategy on students' reading comprehension. The similarity of this research is to use the LRD strategy. While the difference from this study is that Reniwati Putri focuses on improving students' reading comprehension. Meanwhile, researchers focus on improving students' speaking skills.

B. Theories of Speaking Skill

1. Definition of Speaking skill

To be a good communicator requires speaking ability as a language skill that is very important to be mastered by students. Because by talking, we can communicate with other people, we can make an understanding of the information around us, and also communication is giving and receiving effective information between communicator and receiver. Good communication comes in various forms and styles so speaking is one of the skills-based ones which can be

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[10] Reniwati Putri. The Effect Of Using LRD (*Listen-Read-Discuss) Strategy Toward Reading Comprehension* Of The Second Year Students At State Junior High School 9 Tapung Kampar Regency(Riau:2012)

incorporated into important skills among other skills. Talking is a tool for making connections with each other in the world.

Harmer states “speaking is the ability to speak fluently and press up poses not only knowledge of language features, but also the ability to process information and language”

‘on the spot’[11] while Quianthy defines “speaking as the process of transmitting ideas and information orally in a variety of situations”[12].

Kayi defines “speaking as the use of language quickly and confidently with few unnatural pauses, which is called as fluency”.[13] “Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts”. (Chaney, 1998:13)

Therefore, the researcher concludes that speaking is the ability to produce the language and share their ideas.

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[11] Harmer, Jeremy.2007. *Practice of English Language Teaching*. London: Longman

[12] Quianthy, Richard.L. 1990. *Communication is Life : Essential college Sophomore Speaking and Listening Competencies*. Pennsylvania State University: Speech Communication Association 1990

[11] Hayriye Kayi *Teaching Speaking: Activities to Promote Speaking in a Second Language* Vol. XII, No. 11, November 2006

2. *Components of Speaking Skill*

a. Fluency

According to Wilga M. Rivers in his journal, he explained that "fluency is the ability to produce what a person wants to say smoothly and without doubt and undue search".[14] That means speech is measured in terms of fluency and a fairly broad expression. From the result fluency of Rasyid's research, in his thesis, he found that students were able to speak 75-89 words per minute and considered they were quite fluent in interacting.[15]

b. Accuracy

According to H. Douglas Brown in his journal, he explained that "accuracy is the ability in the use of target language clearly intelligible pronunciation, particular grammatical and lexical accuracy. Accuracy is achieved to some extent by allowing students to focus on the elements of phonology, grammar and discourage in their spoken output".[16] From the explanation above it can be concluded that the accuracy of grammar, language, and phonology is a mismatch as the ability of pronunciation in the target language.

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[11] Wilga M. River, *Teaching Foreign Language Skill, (London: The university of Chicago Press,1981,p.372*

[12]*Muhammad Amin Rasyid and Hafsah J.Nur, Teaching English as Foreign Language,*(Ujung Pandang:PPBS IKIP,1997),P201

[13] H. Douglas Brown, *Teaching by Principle,* (new york: Longman Inc,2001),p268

c. Comprehensibility

Comprehension is an exercise to improve one's understands. According to Scott Thornbury, "comprehension is the ability to understand quite well to the topic nomination with considerable repetition and rephrasing".[17]

3. Strategy in Teaching Speaking Skill

There are several ways to solve various discussions in the learning process that are proposed by finding the results that are there. If the problems associated with a class are related to students, students cannot speak actively or agree to express their opinions in front of other students. The way that can be done to overcome these problems is to make or develop more interesting cultural classes by facilitating students' classes and continuing to teach them, and encouraging students to ask and give questions in English. Providing positive feedback for students can help build students who can talk. Another way to keep students motivated to talk more is by building interesting and active classes.

Teaching students to speak a lot of English themselves in class is one way to build student motivation in speaking English. If the teacher is embarrassed to speak in English, how can the teacher expect his students to overcome their fears about speaking English? Do not worry if you are not completely fluent or do not have a perfect original accent that is difficult to understand, as Murcia wrote, he is said "We learn to speak by speaking" and that applies to teachers and students

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[15] *H.* Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Paedagogi.* (Ed 11;San Fransisco: Addison Westley Long Man Inc. 2001),p.268

alike.[18] The more you practice, the more you will improve your own speaking skills and help your students improve their skills.

The purpose of teaching speaking is to improve students speaking skills. Richards and Renandya say that "because the purpose of language teaching is to provide students with communicative competence, classroom activities seem to be an important component of language courses".[19] Therefore, to make students' easier to learn to speak, the teacher must consider several aspects in designing and managing effective learning activities.

a. Definition of Strategy

According to language, strategy is the purpose of a plan or method to achieve certain goals in the teaching and learning process. When viewed from an educational standpoint, the strategy is a tool to obtain learning objectives that are by the curriculum.

As we turn of style and strategies in second language learning, we can benefit by understanding these "layers of an onion" or point on a continuum, ranging from

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[18]Celce-Murcia. M. (2001). *Celce Murcia Mariam Teaching English as a Second or Foreign* (3rd ed). USA: Heinle & Heinle.

[19] Richards, J., & Renandya, W. (2005).*Communicative Language Teaching Today.* RELCP. Singapore*: SEAMEO Regional Language Center.*

universal properties of learning to specific intern dividable variations in learning.[20]

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

Every strategy have a step, LRD Strategy also have a step to reach the goal of the learning process, LRD strategy steps can be seen:

(1) Listen: students listen to the explanation explained by the teacher, in this discussion needed concentration for students. The teacher reads a dialogue, students listen to it. The teacher reads a dialogue, students imitate.

(2) Read: students read the material provided, with Reading will add to the conversation support of students. Reading will help participants to complete the new words. Through reading, students will have vocabulary knowledge that will facilitate them in speaking and the use of their structure in the target language will develop. These components are needed through reading everything is needed for speaking skills.

(3) Discuss: students discuss to identify the structure of the text related to the material that has been given in the dialogue text and report the results of the discussion. because at this stage students can express

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[18] H. Douglas Brown. *Language Assessment. Principles and Classroom Practices*. (San fransisco state University: person education, 2004), p.113

their arguments by discussing with friends, and also can exchange ideas about the material that has been conveyed.

C. Application of Listen- Read-Discuss (RLD) strategy

1. Definition of LRD Strategy

According to Richard, he explained that "Listen-Read-Discuss (LRD) is an understanding strategy that builds students' initial knowledge before they read the text, during reading and after reading by listening to the teacher's short lecture, reading text choices and discussing". With this strategy, students can think of their own words, and they can remember what they read. So that it can influence student understanding to enable the learning process in accordance with what is expected.

According to Manzo and Cassella, Listen-Read-Discuss (LRD) strategy is one teaching strategy for the teachers and a learning strategy for the students more active in comprehending the material.[21] It means that Listen-Read-Discuss (LRD) strategy can help the students to comprehend text and students can discuss make students exchange ideas with their friends in a small group. In this case, the researcher tried to use Listen-Read-Discuss (LRD) strategy in class. With implementation, this strategy is expected by the researcher so that students improve their speaking skills. Furthermore, to improve students speaking skills,

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[19] Manzo & Casale, *Listen Read Discuss, A Content Reading Heuristic, (*Journal of Reading, 2008:929)

the teacher must apply effective strategies in improving students speaking skills and also for teaching students to read. Listen-Read-Discuss (LRD) strategy will create as the "starter" method to bridge traditional instruction-based reading usually starting with listening to a brief explanation from the teacher.

2. Advantages Of Listen-Read-Discuss (LRD)

Based on the previous expert opinion, the researcher concludes that the Listen-Read-Discuss (LRD) strategy is the right strategy used for teaching and learning to speak because this strategy requires students to actively speak. The teacher gives several explanations related to the material to be discussed before speaking in a way that is well done, in order to build student knowledge related to the topic to be given.

The application of learning with RLD Strategy to benefit teachers, students, and school programs in a way that is not always visible. One of the values in learning by applying the LRD strategy immediately appears in lesson planning stages. With better alignment and organization, teachers instruct effective reading to stimulate active reading such as key terms, key questions, and new concepts before reading. Learning reading by providing new information relating to real-life events and experiences thus the teacher helps students to better remember and develop relevant background information. Observing the preparation of RLD lessons really improves students' ability to read certain parts

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and levels of thinking and can make the experience positive and possible for students and teachers this tends to be a new benchmark for students to strive.[22]

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

Every strategy have a step, LRD Strategy also have a step to reach the goal of the learning process, LRD strategy steps can be seen:

a. **Listen:** students listen to the explanation explained by the teacher, in this discussion needed concentration for students. The teacher reads a dialogue, students listen to it. The teacher reads a dialogue, students imitate.

b. **Read:** students read the material provided and each student trains the material that has been given, with Reading will add to the conversation support of students. Reading will help participants to complete the new words. Through reading, students will have vocabulary knowledge that will facilitate them in speaking and the use of their structure in the target language will develop. These components are needed through reading, everything is needed for speaking skills.

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c. **Discuss:** students discuss to identify the structure of the text related to the material that has been given in the dialogue text and report the results of the discussion.

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[20] Antony, Manzo. 2010. Professor Guru. *(Online), (Http://anthony.manzo.Blogspot.com)/2010/05/listen-read-discuss-simple-teaching' Hlm Diakses 30 juni 2013/3;04*

The method of discussion in education is a way of presenting or informing of learning material, where the teacher gives the opportunity to the students or groups of students to hold conversation or exchange ideas with one another to solve a problem. So everyone in the group to exchange ideas in problem-solving, this discussion aims to activate students in the classroom in learning to train students to be skilled in the language.

D. Theoretical Framework

The listen-read-discuss strategy is one of the strategies to improve students' speaking skills in Class XI Senior High School 2 Palopo. This strategy can motivate students. This activity can be seen from the activities of students in the learning process using the listen-read-discuss strategy. Students can be active when they discuss and suggest coming to the front of the class. They become brave to give and express opinions to their friends. The listen-read-discus strategy is considered an effective, fun, and interesting way to teach how to speak more actively because it can give students confidence or challenges in learning languages and encourage them to speak in front of their peers, students can practice speaking in front of peers their friend. From the instructions given, train the concentration of students in listening to the instructions of the teacher, help students decipher new words through reading, add vocabulary, In the use of LRD strategy is very effective to improve students' speaking skills because in its

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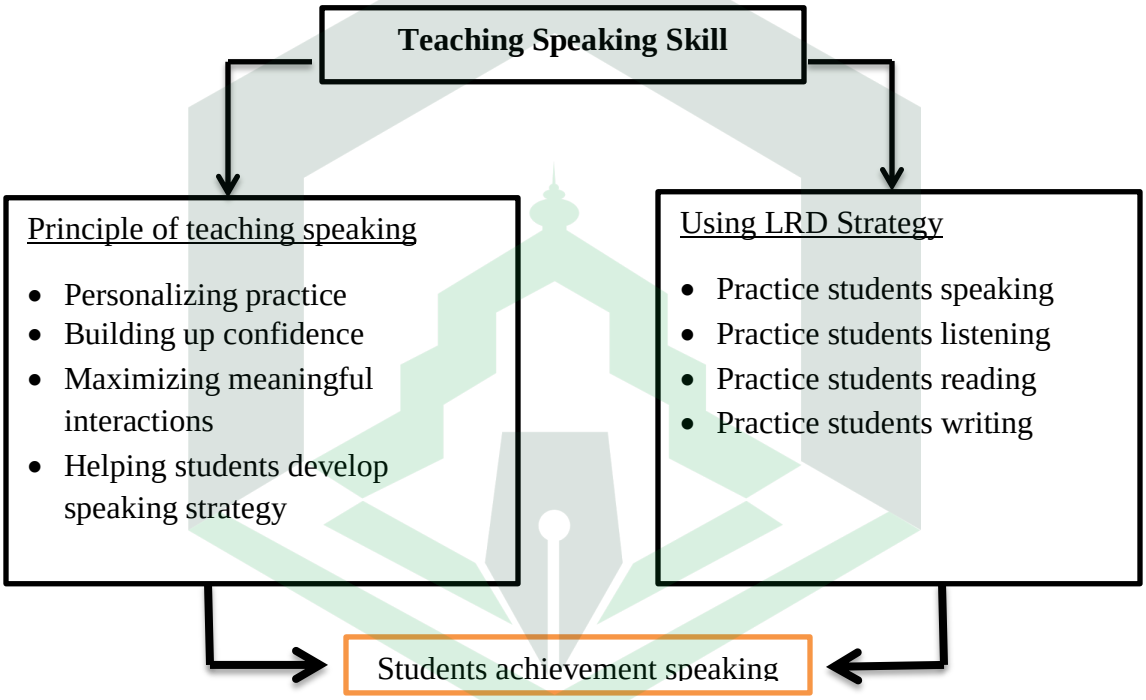
application this model involves students actively in learning because basically, this method involves all students in it.

The purpose of this study was to improve the speaking skills of students in Class IX of SMA Negeri 2 Palopo

The theoretical framework can be seen in the following diagram



E. Hypothesis

In this research, the researcher proposes the following hypothesis:

1. Null Hypothesis (H0): Teaching speaking by using the Listen-Read-Discuss strategy does not improve students speaking skills at the second grade of SMA Negeri 2 palopo.

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2. Alternative Hypothesis (H1): Teaching speaking by using the Listen-Read-Discuss strategy improves students speaking skills at the second grade of SMA Negeri 2 palopo.

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CHAPTER III

METHOD OF THE RESEARCH

A. Research Method

1. Research Design

Regarding the main purpose of this study, namely to determine the improvement of students' speaking skills through the Listen-Read-Discussion strategy in teaching speaking. The study used a pre-experimental design as the methodology of the research in the form of a one-group pretest-posttest design with a quantitative approach.

Kothari explains that there is no control of extraneous variables which means that this research does not use a control group because this research only used one class of the subject research. This kind of design compares the students' learning achievement before and after the treatment through the pre-test and post-test results. The design of this research was described as follows[23]

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$O_1 \times O_2$

O_1: *Pre-test*

X : *Treatment*

O_2: *Post-test*

[23] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Edisi Revisi IV; Jakarta: PT. Rineka Cipta, 1998), p.84

The research began from pre-observation with surveying and identifying classroom problems. In classroom problems pointing to the classroom practice that will be improved to result in better learning achievements of the students.

Based on the results of observations made by researchers, most students are still less active. Therefore this research design refers to investigating the effectiveness of the use of the listening-read-discussion strategy in speaking learning. Researchers hope that with planning students can improve speaking skills.

2. Research Variable

There were two variables of this experimental research. They were the independent variable and dependent variable: firstly, the independent variable is listening-reading-discussion, which is a teaching aid that helps students improve their English skills, especially in speaking. Secondly, the dependent variable is the students' speaking. The results showed that the listening-read-discussion strategy influenced the improvement of students' speaking skills or not.

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B. Population and Sample

1. Population

The population of this research was the second grade of SMA Negeri 2 Palopo. The total population was 16 students consisted of one class.

2. Sample

In this research, the research took one class as a sample which was class IPA IV. It consisted of 16 students. There were 8 boys and 8 girls. They had the same level

C. Research Instrument

This research used two types of instruments in collecting data. 1). pre-test and post-test (in the form of expression) to determine the ability of students before and after treatment. 2). The Listen-Read-Discuss strategy used for applications in teaching speaking skills to students (treatment).

D. The Procedure of Collecting Data

There were some steps in collecting the data, they are:

1. Pre-test

Before giving the treatment the researcher gave a pre-test to the experimental class. In the first test, students read and practiced the expression and practiced in pairs.

2. Treatment

After giving the pre-test, the researcher gave the treatment to the students through Listen-Read-Discuss strategy. The material is different for each meeting.

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The first meeting

a) The researcher greet the students and motivated the students
b) The researcher explained about asking and giving for information related to suggestion and offers.
c) Students are divided into 4 groups in pairs.
d) The researcher reads a dialogue, students listen to it.
e) The researcher reads a short dialogue, students imitate.
f) The researcher asked for each group member to read, to discuss the dialogue about "Project Paper" in turn, and practice the short dialogue in pairs that have been prepared in their respective groups. The teacher monitors and provides assistance when needed.
g) The researcher asked students to identify the structure of the asking expression text and provide information related to the suggestion and offer that are in the dialogue text that has been used to practice.
h) The researcher asked each group member to practice the results of the dialogue and the other groups respond.
i) The researcher gave reinforcement and explanation about the expression of asking and giving for information related to suggestion and offers.

The second meeting

a) Students are divided into 4 groups in pairs.
b) The researcher asked each pair in the group to practice the dialogue text from the discussion results of each group in turns.
c) The researcher asked each group to practices the dialogue resulting from the discussion from each group in front of the class and the other groups responded.

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d) The researcher asked other groups discuss to identify the structure of the text about the expression of asking and giving information related to suggestions and offers from each group.
e) The researcher gave reinforcement and explanation about the expression of asking and giving for information related to suggestion and offers.

The third meeting

a) The researcher explained about giving and asking opinions.
b) Students are divided into 4 groups in pairs.
c) The researcher reads a dialogue, students listen to it.
d) The researcher reads a dialogue, students imitate.
e) The researcher asked for each group member to read, to discuss the dialogue about "smoking" in turn, and practice the short dialogue in pairs that have been prepared in their respective groups. The teacher monitors and provides assistance when needed.
f) The researcher asked students to identify the text structure of the asking opinions that are in the dialogue text that has been used to practice.
g) The researcher asked each group member to practice the results of the dialogue and the other groups respond.
h) The researcher gave reinforcement and explanation about the expression of asking and giving for information related to suggestion and offers.

The fourth meeting

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a) Students are divided into 4 groups in pairs.
b) The researcher reads a dialogue, students listen to it.
c) The researcher reads a dialogue, students imitate.
d) The researcher asked for each group member to read, to discuss the dialogue about "smoking" in turn, and practice the short dialogue in pairs

that have been prepared in their respective groups. The teacher monitors and provides assistance when needed.

e) The researcher asked students to identify the text structure of the asking opinions that are in the dialogue text that has been used to practice.

f) The researcher asked each group member to practice the results of the dialogue and the other groups respond.

g) The researcher gave reinforcement and explanation about the expression of asking and giving for information related to suggestion and offers.

a. Post test

After completing the meetings, then continue the next step, namely giving a post-test to find out the improvement after the students were taught.

E. Instrument of Collecting Data

In this research, the researcher will use three instruments to know the students speaking skill, among others are observation and test.

1. Observation

   The aims of the observation is to know the condition of the classroom generally and situation of the teaching learning process. In addition, researcher is assisted by their collaborators to observe students activities during the learning and teaching process. The instrument to collect the data by using this technique is observation checklist.

2. Test

   In this research, the researcher conducts two kind of test, namely pre-test and post-test. Where the pre-test will be given before the treatment, and post-test will be given after the treatment.

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F. Technique of Analyzing data

Data that has gone through the pre-test, treatment, and post-test have been analyzed in the following stages:

1. Scoring Classification

The assessment criteria are described by J.B. Heaton were followed by the researcher in analyse the results which include accuracy, fluency, and comprehensibility.

a. Accuracy

Table 3.1 Students' Rubric Scoring

classification	Score	Criteria
Excellent	6	Pronunciation is very slightly influenced by the mother tongue. Two or three minor grammatical and lexical errors.
Very good	5	Pronunciation is very slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct.
Good	4	Pronunciation moderately influences by the mother tongue but no serious phonological error. A few grammatical and lexical errors but only confuse.
Average	3	Pronunciation is influenced by the mother tongue only a few phonological errors. Several grammatical and lexical errors, some of which confuse.
Poor	2	Pronunciation is seriously influenced by the mother tongue with an error causing a breakdown in communication. May basic grammatical and lexical errors.
Very poor	1	Serious pronunciation errors as well as many basic

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	grammatical and lexical errors. No evidence of having mastering any of the language skills and practice in course.

b. Fluency

Classification	Score	Criteria
Excellent	6	Speak without too great an effort with an effort a fairly wide range of expression. Searches for words occasionally but only two unnatural pauses.
Very good	5	Has to make an effort at the time to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	4	Although he has made an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but successful in conveying the general meaning fair range expression.
Average	3	Has to make an effort for much time. Often has to research for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making effort at times. Limited range of expression.
Poor	2	Long pauses while he searcher for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range expression.

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Very poor	1	Full of long unnatural pauses. Very halting and fragmentary delivery at times gives up making the effort. Very limited range expression.

c. Comprehensibility[24]

Classification	Score	Criteria
Excellent	6	Easy for the listener to understand the speaker's attention and general meaning. Very few interruption or classification requires.
Very good	5	The speaker's attention and general meaning are fairly clear. A few interruptions by the listener for the sake of classification are necessary.
Good	4	Most of what the speakers say is easy to follow. His attention is always clear but several interruptions are necessary to help him to convey a message or to seek classification.
Average	3	The listener can understand a lot of what he said. But he must constantly seek classification. Cannot understand may of he or she speaker's more complex or longer sentences.
Poor	2	Only small bits (usually short sentences and phases) can be understood and then with considerable effort by someone who is listening to the speaker.
Very poor	1	Hardly anything of what is she can understand. Even when the listener a great effort or interrupts, the speaker is unable to clarify what he or she seems to have said.

[24] Heaton, J. B. *Writing English Language Test*. (New York Longman), p. 100

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2. Classification of students score

Based on the research above, the researcher also lists the rating classifications used to provide the grades obtained by students. The following is in the classification scale rating:

Table 3.2 the Classification Score of Test

Classification	Scale	Rating
Excellent	6	86-100
Very Good	5	71-85
Good	4	56-70
Average	3	41-55
Poor	2	26-40
Very Poor	1	≤25

3. Calculating the percentage of the students' score by using the following formula :

$$score = \frac{The\ gain\ score}{The\ maximum\ score} \text{X } 100$$

4. Looking for mean more and standard deviation the researcher used SPSS 20. Criteria hypothesis of acceptability :

   t-table ≥ t-count : The rejected null hypothesis

   t-count< t-table : Received null hypothesis

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CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This section shows the analyzed data which is tabulated statistically. Shows the percentage classification and standard deviation of student scores consisting of pre-test and post-test.

1. Analysis of students score in test

a. Pre-test

In this section the researcher displays the scores of the students' speaking skills in the pretest, as well as the mean scores and standard deviation of the students as a percentage of the student's speaking skill score. The author points out score in the table, then calculate the score with the help of SPSS 20.

Table 4.1 the score of students' speaking skills in the pre-test.

No.	Respondents	Three aspects of speaking assessment			Score of test
		Accuracy	Fluency	Comprehensibility	
1	RD 1	1	1	1	17
2	RD 2	2	2	2	33
3	RD 3	1	2	2	28
4	RD 4	2	2	2	33
5	RD 5	3	3	3	50
6	RD 6	2	2	3	40
7	RD 7	1	2	2	33
8	RD 8	2	2	2	33
9	RD 9	2	3	3	33
10	RD 10	1	2	2	28
11	RD 11	2	2	2	33
12	RD 12	2	2	2	33

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13	RD 13	2	3	3	33
14	RD 14	1	2	2	22
15	RD 15	1	1	1	17
16	RD 16	2	2	3	40
TOTAL		26	33	35	506
MEAN SCORE					31.62

Table 4.1 appears the scoring of students speaking skills within the pre-test. The speaking skill has three viewpoints comprising of accuracy, fluency, comprehensibility. In this segment, the researcher presented and tabulated the mean score of students' speaking ability one by one, as can be seen as the following tables:

a. Accuracy

To calculate the average score of students' accuracy in the pre-test, researchers used SPSS 20 to determine the measurement results and the level of accuracy. The following results are recorded in the table:

Table 4.2 descriptive statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Accuracy	16	1.00	3.00	1.6875	.60208
Valid N (listwise)	16				

From the table 4.2, it showed that the highest score of students is 3.00 and the lowest score is 1.00. Besides, it also indicates that the mean score of students' accuracy in the pre-test is 1.6875 and the standard deviation error is 0.60208.

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Table 4.3 the rate percentage score of students' accuracy in pre-test

No	Classification	Scale	Pre-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	0	0%
4	Average	3	1	6%
5	Poor	2	9	56%
6	Very Poor	1	6	38%
Total			16	100%

The table above shows that the score of accuracy there were 6 (38%) students' got very poor score, 9 (56%) students' got a poor score, 1 (6%) student got average score, and there was not students got excellent, very good, and good score.

b. Fluency

To calculate the mean score of students' fluency in the pre-test, researcher used SPSS 20 to determine the measurement results and the level of fluency. The following results are recorded in the table:

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Table 4.4 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Fluency	16	1.00	3.00	2.0625	.57373
Valid N (listwise)	16				

From the table 4.4, it showed that the highest score of students is 3.00 and the lowest score is 1.00. Besides, it also indicates that the mean score of students' fluency in the pre-test is 2.0625 and the standard deviation error is 0.57373

Table 4.5 the rate percentage score of students' fluency in a pre-test

No	Classification	Scale	Pre-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	0	0%
4	Average	3	3	19%
5	Poor	2	11	69%
6	Very Poor	1	2	12%
	Total		16	100%

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The table above shows that the score of fluency there were 2 (12%) students' got very poor score, 11 (69%) students' got a poor score, 3 (19%) student got average score, and there was not students' got excellent, very good, and good score.

c. Comprehensibility

To calculate the mean score of students' comprehensibility in the pre-test, researchers used SPSS 20 to determine the measurement results and the level of comprehensibility. The following results are recorded in the table:

Table 4.6 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
comprehensibility	16	1.00	3.00	2.1875	.65511
Valid N (listwise)	16				

From the table 4.6, it showed that the highest score of students is 3.00 and the lowest score is 1.00. Besides, it also indicates that the mean score of students' comprehensibility in the pre-test is 2.1875 and the standard deviation error is 0.65511.

Table 4.7 the rate percentage score of students' comprehensibility

No	Classification	Scale	Pre-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	0	0%
4	Average	3	5	32%
5	Poor	2	9	56%
6	Very Poor	1	2	12%
	Total		16	100%

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The table above shows that the score of comprehensibility there were 2 (12%) students' got very poor score, 9 (56%) students' got a poor score, 5 (32%) student got average score, and there was not students' got excellent, very good, and good score.

b. Post test

In this section, the researcher showed the rate percentage of students' scores of speaking abilities in the post-test. The result was presented in tables, these complete of students' score in speaking ability as follow:

Table 4.8 the score of students' speaking skill in the post-test

No.	Respondents	Three aspects of speaking assessment			Score of test
		Accuracy	Fluency	Comprehensibility	
1	RD 1	3	3	3	50
2	RD 2	3	3	4	56
3	RD 3	3	3	3	50
4	RD 4	3	4	3	61
5	RD 5	4	5	4	72
6	RD 6	4	4	4	65
7	RD 7	3	3	4	50
8	RD 8	3	3	3	50
9	RD 9	4	5	4	61
10	RD 10	3	3	3	50
11	RD 11	3	3	4	56
12	RD 12	3	3	3	50
13	RD 13	4	4	4	65

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14	RD 14	3	3	3	50
15	RD 15	3	3	3	50
16	RD 16	3	4	3	56
TOTAL		52	56	55	892
			MEAN SCORE		55.75

Table 4.8. In this section, the researcher also analyzed the average score of students speaking ability one by one starting from accuracy, fluency, and finally comprehensibility:

1) Accuracy

To calculate the mean score of students' accuracy in the pre-test, researcher used SPSS 20 to determine the measurement results and the level of accuracy. The following results are recorded in the table:

Table 4.9 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Accuracy	16	3.00	4.00	3.2500	.44721
Valid N (listwise)	16				

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From the table 4.9, it showed that the highest score of students is 4.00 and the lowest score is 3.00. Besides, it also indicates that the mean score of students' accuracy in the pre-test is 3.2500 and the standard deviation error is 0.44721.

Table 4.10 the rate percentage score of students' accuracy in post-test

No	Classification	Scale	Pre-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	4	25%
4	Average	3	12	75%
5	Poor	2	0	0%
6	Very Poor	1	0	0%
	Total		16	100%

The table above shows that the score of accuracy there were 12 (75%) students' got average score, 4 (25%) students' got a good score, and there was not students' got excellent, very good, poor and very poor score.

2) Fluency

To calculate the mean score of students' fluency in the pre-test, researcher used SPSS 20 to determine the measurement results and the level of fluency. The following results are recorded in the table:

The table 4.11 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Fluency	16	3.00	5.00	3.5000	.73030
Valid N (listwise)	16				

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From the table 4.11, it showed that the highest score of students is 5.00 and the lowest score is 3.00. Besides, it also indicates that the mean score of students' fluency in the pre-test is 3.5000 and the standard deviation error is 0.73030.

Table 4.12 the rate percentage score of students' fluency in post-test

No	Classification	Scale	Pre-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	2	12%
3	Good	4	4	25%
4	Average	3	10	63%
5	Poor	2	0	0%
6	Very Poor	1	0	0%
	Total		16	100%

The table above shows that the score of fluency there were 10 (63%) students' got average score, 4 (25%) students' got a good score, 2 (12%) students got very good score, and there was not students' got excellent, poor and very poor score.

3) Comprehensibility

To calculate the mean score of students' comprehensibility in the pre-test, researcher used SPSS 20 to determine the measurement results and the level of comprehensibility. The following results are recorded in the table:

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The table 4.13 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Comprehensibility	16	3.00	4.00	3.4375	.51235
Valid N (listwise)	16				

From the table 4.12, it showed that the highest score of students is 4.00 and the lowest score is 3.00. Besides, it also indicates that the mean score of students' comprehensibility in the pre-test is 3.4375 and the standard deviation error is 0.51235.

Table 4.14 the rate percentage score of students' comprehensibility

No	Classification	Scale	Pre-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	7	44%
4	Average	3	9	56%
5	Poor	2	0	0%
6	Very Poor	1	0	0%
	Total		16	100%

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The table above shows that the score of comprehensibility there were 9 (56%) students' got average score, 7 (44%) students got a good score, and there was not students' got excellent, very good, poor and very poor score.

Besides showing the mean score in each subject of speaking skill (accuracy, fluency, comprehensibility) one by one, this research also presented the total mean score and standard deviation if in pre-test and post-test, then compare both of them. The result presented in the descriptive statistics table as follow:

Table 4.15 The Mean Score and Standard Deviation of pre-test and post-test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	31.6250	16	8.32566	2.08142
	posttest	55.7500	16	7.09460	1.77365

Table 4.15 showed the mean score pre-test of students 31.6250 and in the post-test were 55.7500. The standard deviation error in the pre-test was 8.32566 and 7.09460 in the post-test. It means the use of Listen-Read-Discuss strategy improved the students speaking skill.

Table 4.16 the paired samples correlations of pre-test and post-test

		N	Correlation	Sig.
Pair 1	pretest & posttest	16	.731	.001

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Table 4.16 was paired sample correlation of pre-test and post-test above presented that the correlation of the students' ability before and after treatment 0.731. It means that there was a significant correlation between students' ability

in teaching speaking by using Listen-Read-Discuss strategy before and after treatment.

Table 4.17 the paired sample test of pre-test and post-test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest – posttest	-24.12500	5.77206	1.44301	-27.20071	-21.04929	-16.718	15	.000

From table 4.17 the paired sample test, the researcher got data that t_0 ($_{count}$) = 16.718 and df (degree of freedom) = 15. According to Gray the value of t_t = 2.602[25]. Based on the result, t_0 ($_{count}$) was higher than t_{table} (t_{table}), $t_0 > t_t$.

16.718 > 2.602

Related to the research result that ($t_0 > t_t$) the t_{count} was higher than t_{table}. It was concluded that there was significant and improvement different in teaching speaking before and after using Listen-Read-Discuss strategy. Because of that, the researcher believes that using Listen-Read-Discuss strategy was effective in teaching students speaking skill at the second grade of SMA Negeri 2 Palopo.

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1. Analysis of students observation checklist

To find out the students response, the researcher used an observation checklist to know whether the students are enthusiastic in learning speaking or not by using Listen-Read-Discuss strategy. The result is shown as follows:

Table 4.18 the result of students' enthusiasm through observation checklist

No	Aspect observed	The response observed			
		Very good	Good	Enough	Less
1.	Students pay attention and listen to the teacher's explanation in front of the class.	4	8	4	0
2.	Students like the learning strategies provided by the researchers. It is proven by the enthusiasm of students when the simulation takes place.	3	10	3	0
3.	Students are always active during the process of learning English by using the Listen-Read-Discuss strategy.	3	9	4	0
4.	Students follow the rules agreed upon with the teacher.	5	8	3	0
5.	Students understand teacher teaching instrument through Listen-Read-Discuss strategy.	3	8	5	0
6.	Students can express the language patterns that have been given by the teacher.	3	6	7	0
7.	Students show a sense of responsibility and respect the opinions of others when the lesson	4	10	2	0

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takes place.

TOTAL	**25**	**59**	**28**	**0**
Percentage %	**15,62%**	**36,87%**	**17,5%**	**0%**

Based on table 4.18, most of the students appear positive responses toward each thing which gives or shows positive statements based on the observation checklist.

This research presents the result of the data analysis from the observation checklist, concerning the discoveries of the rate on the students' enthusiasm in learning speaking by utilizing Listen-Read-Discuss strategy. It was supported by the data that there were 25 students (15,62%) who categorized as very good, 59 students (36,87%) who categorized as good, 28 students (17,5%) who categorized as enough, and not students (0%) who categorized as less. The researcher conclude that Listen-read-discuss strategy make the students enthusiastic in learning to speak and also easier to understand the speaking and enjoying in English learning speaking by Used Listen-Read-Discuss strategy.

B. Discussion

Based on previous research, this study is in line with the author's research that using Listen-Read-Discuss to teach speaking can improve students' speaking skills. This can be seen in the mean score of the students' pre-test was 31.62 and the post-test score of the students was 55.75. Data were analyzed using (tt) a standard significance of 5% with degrees of freedom (df) = 15, obtained tt = 2.602 and a standard significance of 0.05, the results of t0 (tcount) of 16.718 from this researcher gave an interpretation that t0 (tcount) was greater than tt (ttable), 16,718 > 2,602. In

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addition, some pre-test students still use Indonesian to speak or tell something during the post-test. Students can speak English by practicing speaking repeatedly outside the classroom. This means that the use of Listen-Read-Discuss is effective for teaching English, especially speaking.

In collecting data, the researcher did some procedures, the procedure as follow: some test were conduct to collect the data such as pre-test and post-test. Students were given a pre-test to determine their speaking. Then they were given treatment as a speaking using dialogue for learning process through Listen-Read-Discuss strategy. The students could be motivated and enthusiastic in the learning process and also interest to learn because they could talk and discuss with their friends in a group by using Listen-Read-Discuss strategy. In addition, it had been proved that using Listen-Read-Discuss strategy to teach speaking could help students to make communication with their friends in English.

Based on analyse of the data. The use of the Listen-Read-Discuss strategy in improving speaking skill is effective, according to Yusni Dian Rakhmawati stated that the use of LRD is very effective in improving students speaking skills because in its application this strategy involves student actively in learning and can make students more confident to express their opinions directly. In this research prove that the speaking skill of students of SMA Negeri 2 Palopo is improving by using Listen-Read-Discuss strategy.

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The previous research related to this research used the listen-read-discuss strategy. The first previous research on:

The findings of Yusni Dian Rakhmawati (2014) that she researched to improve students' speaking skills. In his research, he focused on the LRD model to improve students' speaking skills and showed that there was progress in students' speaking skills.

Irma (2014) Irma researched observing students' speaking skills and maximizing students' activeness in speaking using the LRD model and giving maximum results as indicated by an improved score.

While the researchers researched observing students' speaking skills, the research design used was different. The two previous researchers used the CAR research design while the researchers used a pre-experimental research design

Learning to speak with Listen-Read-Discuss was an effective and interesting way that could be applied in the classroom. Besides, Listen-Read-Discuss could motivate the students were expected to contribute ideas information, opinion and, feelings to others.

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As for the obstacles at the time of the research, namely at the time of researching because during the outbreak of the coronavirus (covid-19).

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding and discussion in the previous chapter, the researcher concludes as in the following:

Using Listen-read-discuss strategy is effective in teaching the students speaking skills at the second grade of SMA Negeri 2 Palopo. It is proven by the result of the research shows that significant improvement between the students mean score of pre-test and post-test. It evidenced that the hypothesis (H_0) was rejected and the hypothesis (H_1) was accepted. This showed that the application of Listen-Read-Discuss Strategy can improve students' speaking skill.

B. Suggestion

Based on the result of the research, the researcher proposed suggestions as follows:

1. Suggest for the teacher

   English teachers must realize that they need interesting strategies in the learning process so that they can increase students' motivation in learning. Especially for English teachers at SMA Negeri 2 Palopo, they can apply the listen-read-discuss strategy in teaching English. Teachers can use learning media such as laptops, and LCD projectors to make the display more attractive and look for other topics related to listen-read discuss strategies so

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that students are more comfortable and can build students' knowledge to improve students' speaking skills.

2. Suggest for the students

The students should take a part actively in learning process. Do not shy and wrong to express idea especially in speaking. They should practice what they have learned from their teacher everywhere and every time. They also must pay attention, quite, seriously when the teaching learning is going on, and active in asking question when they do not understand what the teacher explanation.

3. Suggest for the next researcher

The next researcher who wants to develop this research in the future by using this strategy, this strategy can be used in improving students' speaking skill, and researcher can use this research as an additional reference for pertinent research certainly with different variables and condition.

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Appendix

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMA N/S

Mata Pelajaran : Bahasa Inggris (Wajib)

Kelas /Semester : XI

Tahun Ajaran : 2020/2021

Materi Pokok : Memberi dan Meminta informasi terkait saran dan tawaran.

Alokasi Waktu :

A. Kompetensi Inti

1. Kompetensi Sikap Spiritual yang ditumbuhkembangkan melalui keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karakteristik mata pelajaran, serta kebutuhan dan kondisi peserta didik, yaitu berkaitan dengan kemampuan menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Kompetensi Sikap Sosial berkaitan dengan perilaku jujur, disiplin, tanggung jawab, kerjasama, responsive (kritis), pro-aktif (kreatif) dan percaya diri, serta dapat berkomunikasi dengan baik.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab

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fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *should, can)*

4.1 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

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C. Indikator

1. Mengidentifikasi struktur teks dan unsur kebahasaan pada yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran.
2. Menyebutkan fungsi sosial ungkapan-ungkapan terkait saran dan tawaran.

3. Membedakan ungkapan-ungkapan yang digunakan dalam memberi dan meminta informasi terkait saran dan tawaran sesuai dengan konteks penggunaannya.
4. Membuat contoh penggunaan ungkapan yang melibatkan memberi dan meminta informasi terkait saran dan tawaran dengan memperhatikan fungsi sosial yang digunakan sesuai dengan konteks penggunaanya

D. Tujuan Pembelajaran

Melalui kegiatan pembelajaran menggunakan metode LRD yang menuntun peserta didik untuk mengamati (membaca) permasalahan, menuliskan penyelesaian dan mempresentasikan hasilnya di depan kelas, Selama dan setelah mengikuti proses pembelajaran ini peserta didik diharapkan dapat:

1. Meminta informasi terkait saran dan tawaran
2. Memberikan informasi terkait saran dan tawaran.

E. Materi Pembelajaran

Meminta dan Memberi informasi terkait pendapat dan fikiran

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1. Struktur teks

Asking and giving suggestion & offer

Asking suggestion	Giving suggestion
• Let's…. • What about…? • How about….?	• Yes, let's…/no…. • I think… • I recommend….

• What do you advise me to do? • Will you give me some suggestion please?	• I advise…. • I suggest that…
Asking offer	**Giving offer**
➢ May I…? ➢ Can I…? ➢ Shall I…? ➢ Would you…? ➢ How about I…?	➢ Yes, please. I really…. ➢ Yes. Please….. ➢ Thank you…. ➢ Yes, please. That would….. ➢ Yes, please……

Project Paper

A : Hi Jane. You look tired. What is going on?

B : Hi siti. I am working on my project paper. It is due tomorrow. I do not think I will able to finish it.

A : would you like any help?

B : yes please. I would really appreciate it?

A : Tell me what I can do and I will start right away.

B : Thank you! You are a kind person.

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F. Metode Pembelajaran

Listen- Read- Discuss (LRD) Strategy

G. Sumber Pembelajaran

1. Teks Siswa,
2. Buku Pegangan Guru,

3. Bahan ajar,
4. Selebaran (leaflet)
5. Sumber lain yang relevan

H. Media Pembelajaran

1. Buku dan alat tulis,
2. Laptop
3. LCD proyektor
4. Papan tulis

I. Penilaian

a. Ketepatan

Kriteria penilaian ketepatan berbahasa inggris siswa

Klasifikasi	Nilai	Kriteria penilaian
Excellent (Luar biasa)	6	Pengucapan hanya sedikit dipengaruhi oleh bahasa ibu. Dua atau tiga kesalahan tata bahasa dan sedikit kesalahan kata.
Very good (Sangat baik)	5	Pengucapan hanya sedikit dipengaruhi oleh bahasa ibu. Beberapa kesalahan tata bahasa dan sedikit kesalahan kata tetapi kebanyakan ucapan benar
Good	4	Pelafalan masih cukup dipengaruhi oleh bahasa ibu

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(Baik)		tetapi bukan kesalahan fonologis (pengucapan) yang serius. Beberapa kesalahan tata bahasa dan leksikal (kata) tetapi tidak hanya satu atau dua kesalahan besar yang menyebabkan kebingungan
Average (rata-rata)	3	Pelafalan dipengaruhi oleh bahasa ibu, hanya beberapa kesalahan fonologi. Beberapa kesalahan tata bahasa dan leksikan beberapa diantaranya menyebabkan kebingungan
Poor (buruk)	2	Pengucapan sangat dipengaruhi oleh bahasa ibu dengan kesalahan yang menyebabkan gangguan dalam komunikasi. Banyak kesalahan tata bahasa dan leksikal
Very poor (sangat buruk)	1	Kesalahan pengucapan yang serius karena banyak kesalahan tata bahasa dan leksikal yang mendasar, tidak ada bukti telah menguasai keterampilan bahasa atau bidang yang dipraktekkan.

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b. Kelancaran

Kriteria penilaian pada kelancaran bahasa inggris siswa

Klasifikasi	Nilai	Kriteria penilaian
Excellent (Luar biasa)	6	Berbicara tanpa usaha yang terlalu besar dengan kisaran ekspresi yang cukup luas. Mencari kata-kata sesekali hanya dengan satu atau dua jeda yang tidak wajar.
Very good (Sangat baik)	5	Harus berusaha pada saat mencari kata-kata. Namun demikian, lancar secara kesuluruhan dan hanya beberapa jeda yang tidak wajar
Good (Baik)	4	Meskipun ia harus berusaha dan mencari kata-kata tidak terlalu banyak jeda yang tidak wajar, pengucapan cukup lancar. Terkadang terbata-bata tetapi berhasil menyampaikan makna umum. Ekspresi-ekspresi yang baik
Average (rata-rata)	3	Menyita banyak waktu. Seringkali harus mencari makna yang diinginkan. Sering berhenti dan terbata-bata dengan ekspresi yang terbatas. Berhenti lama ketika dia mencari makna yang diinginkan

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Poor (buruk)	2	sering terbata-bata dan berhenti. Hamper menyerah ketika berbicara dengan ekspresi yang tidak memungkinkan untuk melanjutkan pembahasan
Very poor (sangat buruk)	1	Terlalu lama berhenti. Berbicara dengan terputus-putus dan terpisah-pisah, kadang-kadang menyerah berusaha, rentang ekspresi yang sangat terbatas.

c. Pemahaman

Kriteria penilaian pada pemahaman berbahasa inggris siswa

Klasifikasi	Nilai	Kriteria penilaian
Excellent (Luar biasa)	6	Mudah mendengar untuk memahami maksud pembicara dan makna umum. Sangat sedikit interupsi atau klasifikasi yang diperlukan
Very good (Sangat baik)	5	Niat dan makna umum pembicara cukup jelas. Beberapa gangguan oleh pendengar demi klasifikasi yang diperlukan
Good (Baik)	4	Sebagian besar yang dikatakn pembicara mudah diikuti. Niatnya selalu jelas tetapibebrapa gangguan diperlukan

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		untuk membantunya menyampaikan pesan atau mencari klasifikasi.
Average (rata-rata)	3	Pendengar dapat memahami banyak hal yang dikatakan, tetapi ia harus terus mencari klasifikasi. Dia tidak dapat memahami banyak kalimat pembicara yang lebih kompleks atau lebih lama.
Poor (buruk)	2	Hanya potongan-potongan kecil (biasanya kalimat dan frasa pendek) yang dapat dipahami dan kemudian dengan susah payah oleh seseorang yang mendengarkan pembicaraan.
Very poor (sangat buruk)	1	Hampir tidak ada dari apa yang dikatakan dapat dipahami. Bahkan ketika pendengar berusaha keras atau menyela, pembicaraan tidak dapat mengklarifikasi apapun yang ia katakan.

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J. Langkah-langkah Kegiatan

Pertemuan 1

1. Kegiatan Pendahuluan

a. Guru memberikan salam

b. Guru mengajak siswa berdoa sebelum memulai pelajaran

c. Guru mengecek kehadiran siswa

d. Apersepsi

e. Motivasi

2. Kegiatan Inti

a. Siswa dibagi kedalam 4 kelompok terdiri dari 4 0rang.

b. Guru membagi teks dialog terkait saran dan tawaran tentang **dictionary** kepada masing-masing kelompok.

c. Guru membacakan teks dialog, masing-masing anggota kelompok mendengarkan.

d. Guru membacakan teks dialog, masing-masing anggota kelompok menirukan.

e. Guru menugaskan masing-masing anggota kelompok melatih dialog dan mempraktikkan dialog singkat secara berpasangan yang sudah disiapkan dikelompok masing-masing.

f. Guru menugaskan siswa berdiskusi untuk mengidentifikasi struktur teks ungkapan meminta dan memberi informasi terkait saran dan tawaran yang ada dalam teks dialog serta melaporkan hasil diskusinya. Guru memonitor dan memberikan bantuan bila diperlukan.

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g. Masing-masing perwakilan kelompok membacakan hasil diskusinya secara berpasangan. Kelompok lain memberikan masukan dan tanggapan terhadap penampilan masing-masing perwakilan kelompok.

h. Guru memberikan penguatan dan penjelasan tentang ungkapan memberi dan meminta informasi terkait saran dan tawaran.

i. Guru memberi penilaian kepada siswa terkait keaktifan dan kemampuan masing-masing (accuracy, fluently, comprehensibility).

3. Kegiatan penutup

a. Siswa membuat resume terkait materi yang diberikan oleh guru.

b. Guru memberikan tugas atau pekerjaan rumah (PR) kepada masing-masing siswa secara berpasangan membuat dialog singkat tentang memberi dan meminta informasi terkait saran dan tawaran menggunakan expression.

c. Guru menutup pelajaran dengan berdoa dan mengucapkan salam.

Pertemuan 2

1. Kegiatan Pendahuluan

a. Guru memberikan salam

b. Guru mengajak siswa berdoa sebelum memulai pelajaran

c. Guru mengecek kehadiran siswa

d. Apersepsi

e. Motivasi

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2. **Kegiatan inti**

   a. Siswa dibagi kedalam 4 kelompok terdiri dari 4 orang.

   b. Guru menugaskan didalam kelompok masing-masing pasangan mempraktikkan teks dialog dari tugas hasil diskusi dari masing-masing kelompok secara bergiliran.

   c. Masing-masing perwakilan kelompok mempraktekkan dialog hasil diskusi dari masing-masing kelompok didepan kelas. Kelompok lain memberikan masukan dan tanggapan terkaait isi dialog.

   d. Guru meminta kelompok lain untuk mengidentifikasi struktur teks tentang ungkapan meminta dan memberi informasi terkait saran dan tawaran dari masing-masing kelompok. serta melaporkan hasil diskusinya. Guru memonitor kegiatan siswa dan memberikan bantuan jika dibutuhkan.

   e. Guru memberikan penguatan dan penjelasan tentang ungkapan meminta dan memberi inormasi terkait saran dan tawaran.

   f. Guru memberi penilaian kepada siswa terkait keaktifan dan kemampuan masing-masing (accuracy, fluently, comprehensibility).

3. **Kegiatan penutup**

   a. Siswa membuat resume terkait materi yang diberikan oleh guru.

   b. Guru memberikan tugas atau pekerjaan rumah (PR) kepada masing-masng siswa secara berpasangan mengenai teks dialog tentang memberi dan meminta informasi terkait saran dan tawaran.

   c. Guru menutup pelajaran dengan berdoa dan mengucapkan salam.

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP

Satuan Pendidikan : SMA N/S

Mata Pelajaran : Bahasa Inggris (Wajib)

Kelas /Semester : XI/Ganjil

Tahun Ajaran : 2020/2021

Materi Pokok : Memberi dan Meminta informasi terkait pendapat dan pikiran.

Alokasi Waktu :

A. Kompetensi Inti

1. Kompetensi Sikap Spiritual yang ditumbuhkembangkan melalui keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karakteristik mata pelajaran, serta kebutuhan dan kondisi peserta didik, yaitu berkaitan dengan kemampuan menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Kompetensi Sikap Sosial berkaitan dengan perilaku jujur, disiplin, tanggung jawab, kerjasama, responsive (kritis), pro-aktif (kreatif) dan percaya diri, serta dapat berkomunikasi dengan baik.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab

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fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *I think, I suppose, in my opinion*).

4.2 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

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C. Indikator

1. Mengidentifikasi struktur teks dan unsur kebahasaan pada teks lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran serta responnya.
2. Menyimpulkan fungsi sosial ungkapan-ungkapan untuk menyatakan pendapat dan pikiran.
3. Mengidentifikasi ciri-ciri interaksi menyatakan pendapat dan pikiran (fungsi sosial, struktur teks, dan unsur kebahasaan).
4. Membuat contoh penggunaan ungkapan untuk menyatakan pendapat dan pikiran dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
5. Membuat percakapan singkat tertulis dengan menggunakan ungkapan untuk menyatakan pendapat dan pikiran.

D. Tujuan Pembelajaran

Melalui kegiatan pembelajaran menggunakan metode LRD yang menuntun peserta didik untuk mengamati (membaca) permasalahan, menuliskan penyelesaian dan mempresentasikan hasilnya di depan kelas, Selama dan setelah mengikuti proses pembelajaran ini peserta didik diharapkan dapat:

1. Meminta informasi terkait pendapat dan fikiran.
2. Memberikan infor masi terkait pendapat dan fikiran.

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E. Materi Pembelajaran

Meminta dan Memberi informasi terkait pendapat dan fikiran

1. Struktur teks

Asking for information	Giving for information
• What do you think of…? • What do you think about….? • What is your opinion about….? • Could you tell me…? • Do you know….? • Do you agree with…?	• I think/I think that…. • I tend to think that… • In my opinion…. • Yes, it is/was/will…. • Yes, it is/was/will…. • I agree…/I disagree….

Smoking

A : What's your opinion of smoking?

B : I'm not sure. For me, it's important that children do not smoke.

A : But do you think it's a good idea that people can smoke in shops and buses?

B : I don't think so. Children use buses too.

A : So what do you think about stopping smoking everywhere in Palopo?

B : I think that's a good idea.

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“New dress”

A : My mother bought a new dress for me in Jakarta. What is your opinion about the color?

B : Hmm, in my opinion it has a bad color. Because of the color is glamour for girls like you. Moreover I appreciate it.

A : Yeah. Thanks for your opinion.

B : You are welcome.

F. Metode Pembelajaran

Listen-read-discuss (LRD) strategi

G. Sumber Pembelajaran

a. Teks Siswa,

b. Buku Pegangan Guru,

c. Bahan ajar,

d.Sumber lain yang relevan

H. Media Pembelajaran

a. Buku dan alat tulis,

b. Laptop

c. Media LCD projector

d. Papan Tulis

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I. Penilaian

a. Ketepatan

Kriteria penilaian ketepatan berbahasa inggris siswa

Klasifikasi	Nilai	Kriteria penilaian
Excellent (Luar biasa)	6	Pengucapan hanya sedikit dipengaruhi oleh bahasa ibu. Dua atau tiga kesalahan tata bahasa dan sedikit kesalahan kata.
Very good (Sangat baik)	5	Pengucapan hanya sedikit dipengaruhi oleh bahasa ibu. Beberapa kesalahan tata bahasa dan sedikit kesalahan kata tetapi kebanyakan ucapan benar
Good (Baik)	4	Pelafalan masih cukup dipengaruhi oleh bahasa ibu tetapi bukan kesalahan fonologis (pengucapan) yang serius. Beberapa kesalahan tata bahasa dan leksikal (kata) tetapi tidak hanya satu atau dua kesalahan besar yang menyebabkan kebingungan
Average (rata-rata)	3	Pelafalan dipengaruhi oleh bahasa ibu, hanya beberapa kesalahan fonologi. Beberapa kesalahan tata bahasa dan leksikan beberapa diantaranya menyebabkan

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		kebingungan
Poor (buruk)	2	Pengucapan sangat dipengaruhi oleh bahasa ibu dengan kesalahan yang menyebabkan gangguan dalam komunikasi. Banyak kesalahan tata bahasa dan leksikal
Very poor (sangat buruk)	1	Kesalahan pengucapan yang serius karena banyak kesalahan tata bahasa dan leksikal yang mendasar, tidak ada bukti telah menguasai keterampilan bahasa atau bidang yang dipraktekkan.

b. Kelancaran

Kriteria penilaian pada kelancaran bahasa inggris siswa

Klasifikasi	Nilai	Kriteria penilaian
Excellent (Luar biasa)	6	Berbicara tanpa usaha yang terlalu besar dengan kisaran ekspresi yang cukup luas. Mencari kata-kata sesekali hanya dengan satu atau dua jeda yang tidak wajar.
Very good (Sangat baik)	5	Harus berusaha pada saat mencari kata-kata. Namun demikian, lancar secara kesuluruhan dan hanya beberapa jeda yang tidak wajar

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Good (Baik)	4	Meskipun ia harus berusaha dan mencari kata-kata tidak terlalu banyak jeda yang tidak wajar, pengucapan cukup lancar. Terkadang terbata-bata tetapi berhasil menyampaikan makna umum. Ekspresi-ekspresi yang baik
Average (rata-rata)	3	Menyita banyak waktu. Seringkali harus mencari makna yang diinginkan. Sering berhenti dan terbata-bata dengan ekspresi yang terbatas.
Poor (buruk)	2	Berhenti lama ketika dia mencari makna yang diinginkan sering terbata-bata dan berhenti. Hamper menyerah ketika berbicara dengan ekspresi yang tidak memungkinkan untuk melanjutkan pembahasan
Very poor (sangat buruk)	1	Terlalu lama berhenti. Berbicara dengan terputus-putus dan terpisah-pisah, kadang-kadang menyerah berusaha, rentang ekspresi yang sangat terbatas.

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c. Pemahaman

Kriteria penilaian pada pemahaman berbahasa inggris siswa

Klasifikasi	Nilai	Kriteria penilaian
Excellent (Luar biasa)	6	Mudah mendengar untuk memahami maksud pembicara dan makna umum. Sangat sedikit interupsi atau klasifikasi yang diperlukan
Very good (Sangat baik)	5	Niat dan makna umum pembicara cukup jelas. Beberapa gangguan oleh pendengar demi klasifikasi yang diperlukan
Good (Baik)	4	Sebagian besar yang dikatakn pembicara mudah diikuti. Niatnya selalu jelas tetapibebrapa gangguan diperlukan untuk membantunya menyampaikan pesan atau mencari klasifikasi.
Average (rata-rata)	3	Pendengar dapan memahami banyak hal yang dikatakan, tetapi ia harus terus mencari klasifikasi. Dia tidak dapat memahami banyak kalimat pembicara yang lebih kompleks atau lebih lama.

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Poor (buruk)	2	Hanya potongan-potongan kecil (biasanya kalimat dan frasa pendek) yang dapat dipahami dan kemudian dengan susah payah oleh seseorang yang mendengarkan pembicaraan.
Very poor (sangat buruk)	1	Hampir tidak ada dari apa yang dikatakan dapat dipahami. Bahkan ketika pendengar berusaha keras atau menyela, pembicaraan tidak dapat mengklarifikasi apapun yang ia katakan.

K. Langkah-langkah Kegiatan

Pertemuan 3

1. Kegiatan Pendahuluan

a. Guru memberikan salam

b. Guru mengajak siswa berdoa sebelum memulai pelajaran

c. Guru mengecek kehadiran siswa

d. Apersepsi

e. Motivasi

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2. **Kegiatan Inti**

a. Siswa dibagi kedalam 4 kelompok yang terdiri dari 4 orang

b. Guru membagi teks dialog terkait asking and giving opinion tentang "smoking" kepada masing-masing kelompok.

c. Guru membacakan teks dialog, masing-masing anggota kelompok mendengarkan.

d. Guru membacakan teks dialog, masing-masing anggota kelompok menirukan.

e. Guru menugaskan masing-masing anggota kelompok membaca dan mendiskusikan dialog secara bergiliran dan mempraktikkan dialog secara berpasangan yang sudah disiapkan dikelompok masing-masing.

f. Guru mrnugaskan siswa berdiskusi untuk mengidentifikasi struktur teks ungkapan meminta dan memberi informasi terkait pendapat dan pikiran yang ada dalam teks dialog yang telah digunakan berlatih. Guru memonitor dan memberikan bantuan bila diperlukan.

g. Masing-masing perwakilan kelompok mempraktikkan dialog secara berpasangan didepan kelas. Kelompok lain memberikan masukan dan tanggapan terhadap penampilan masing-masing perwakilan kelompok.

h. Guru memberikan penguatan dan penjelasan tentang ungkapan memberi dan meminta informasi.

i. Guru memberi penilaian kepada siswa terkait keaktifan dan kemampuan masing-masing (accuracy, fluently, comprehensibility).

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3. **Kegiatan penutup**

   a. Siswa membuat resume terkait materi yang diberikan oleh guru.

   b. Guru memberikan tugas atau pekerjaan rumah (PR) kepada masing-masng siswa secara berpasangan membuat dialog singkat tentang memberi dan meminta informasi terkait pendapat dan pikiran.

   c. Guru menutup pelajaran dengan berdoa dan mengucapkan salam.

Pertemuan 4

1. **Kegiatan Pendahuluan**

   a. Guru memberikan salam

   b. Guru mengajak siswa berdoa sebelum memulai pelajaran

   c. Guru mengecek kehadiran siswa

   d. Apersepsi

   e. Motivasi

2. **Kegiatan inti**

   a. Siswa dibagi kedalam 4 kelompok terdiri dari 4 0rang.

   b. Guru membagi teks dialog terkait saran dan tawaran tentang **new dress** kepada masing-masing kelompok.

   c. Guru membacakan teks dialog, masing-masing anggota kelompok mendengarkan.

   d. Guru membacakan teks dialog, masing-masing anggota kelompok menirukan.

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e. Guru menugaskan masing-masing anggota kelompok melatih dialog dan mempraktikkan dialog singkat secara berpasangan yang sudah disiapkan dikelompok masing-masing.

f. Guru menugaskan siswa berdiskusi untuk mengidentifikasi struktur teks ungkapan meminta dan memberi informasi terkait pendapat yang ada dalam teks dialog serta melaporkan hasil diskusinya. Guru memonitor dan memberikan bantuan bila diperlukan.

g. Masing-masing perwakilan kelompok membacakan hasil diskusinya secara berpasangan. Kelompok lain memberikan masukan dan tanggapan terhadap penampilan masing-masing perwakilan kelompok.

h. Guru memberikan penguatan dan penjelasan tentang ungkapan memberi dan meminta informasi terkait saran dan tawaran.

i. Guru memberi penilaian kepada siswa terkait keaktifan dan kemampuan masing-masing (accuracy, fluently, comprehensibility).

3. Kegiatan penutup

a. Guru memberi motivasi kepada siswa sebelum menutup pembelajaran.

b. Guru menutup pelajaran dengan berdoa dan mengucapkan salam.

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PRE-TEST

Fill in the blank by using suitable expression

1. Billy : What is your opinion of smoking among the students?
   Boby : …….
2. Sinta : what is your opinion about global warming?
   Alya : ……
3. Andi : can you suggest where I can buy English dictionary?
   Nita : ……
4. Adi : what do you advise for me to get good grades?
   Ani : ……..
5. Jessica : Could you tell me where I can find the library?
   William: ……..

Treatment

The first meeting "Project Paper"

A : Hi Jane. You look tired. What is going on?

B : Hi siti. I am working on my project paper. It is due tomorrow. I do not think I will able to finish it.

A : would you like any help?

B : yes please. I would really appreciate it?

A : Tell me what I can do and I will start right away.

B: Thank you! You are a kind person.

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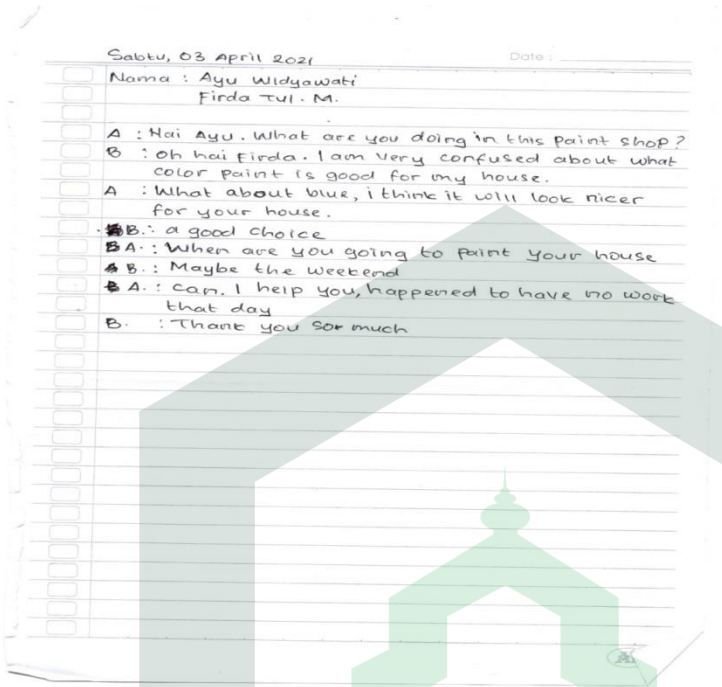
The second meeting



Sabtu, 03 April 2021 Date :

Nama : Ayu Widyawati
Firda Tul. M.

A : Hai Ayu. What are you doing in this paint shop?
B : Oh hai Firda. I am very confused about what color paint is good for my house.
A : What about blue, I think it will look nicer for your house.
B. : a good choice
A. : When are you going to paint your house
B. : Maybe the weekend
A. : can. I help you, happened to have no work that day
B. : Thank you so much

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Nick: MUH. FIKRI RAMADHAN
A. FADEL . MUH

A: What should we have for lunch?
Kita harus makan apa untuk makan siang ??
B: We could try the new pasta at the Pasta House.
A: I don't feel like eating pasta
B: How about we order chicken curry instead?
A: That sounds delicious.
B: All right then, chicken curry is it.
A: Please make mine spicy.
B: okay.

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SUGGESTION AND OFFER

Joko: Hi bowo, where have you been?
Bowo: From the Library
Joko: Are you loking forsomething there?
Bowo: I need a history book to complete my task, but I couldn't find one
Joko I think you should try Public Library it has a good collection
Bowo: that's good idea
Joko: a want to go there to but it's fram from here and ~~tto~~ I don't have any vehicle
Bowo: What if you go with me? I'll take you there with my motorcycle
Joko: Great Let's go.

~~[illegible] And, Muh. al-Aksan~~

IBNU HAIDIR
MUH. AL- AKSAN

IAIN PALOPO

NAMA : M. FASIH
Nick : Muh. Alfiqri A.

BHS. inggris is the best

A: Hy, where have you been?
B: From the library
A: Are you looking for something there?
B: I need a history book to complete my task, but I couldn't find one.
A: I think you should try Publik library it has a good collection.
B: That's a good idea
A: I want to go there too, but it's far from here and I don't have any vihicle.
B: What if you go with me? i'll take you there with my motorcycle.

IAIN PALOPO

Wardah Indriani
Nur fadila

W : Hello, good morning
N : Hi, good morning
W : Are you busy ?
N : Not yet !
W : Let's watch a movie
N : what kind of the movie ?
W : Romantic movie
N : I don't like romantic movies
let's watch something else
W : Okay. let's watch action movie
N : Okay, I'm very like action movie
W : What the title of movie
let's watch ?
N : I think the movie "fast and fourius"
feel better
W : Oh ya. I like that
N : Okay let's go

IAIN PALOPO

Date:

Nama = Clara Palogo
Regina cindy

Regina = hai clara, are you okay? it looks like you're sick.
clara = Yes, my head hurts
Regina = why?
clara = I didn't sleep last night, because I had to stay up late to do my assignments.
Regina = well then, let's get to the uks
Clara = do not
Regina = Are you sure?
Clara = Yes, thankyou.

IAIN PALOPO

The third meeting "Smoking"

A : What's your opinion of smoking?

B : I'm not sure. For me, it's important that children do not smoke.

A : But do you think it's a good idea that people can smoke in shops and buses?

B : I don't think so. Children use buses too.

A : So what do you think about stopping smoking everywhere in Palopo?

B : I think that's a good idea.

The fourth meeting "New dress"

A : My mother bought a new dress for me in Jakarta. What is your opinion about the color?

B : Hmm, in my opinion it has a bad color. Because of the color is glamour for girls like you. Moreover I appreciate it.

A : Yeah. Thanks for your opinion.

B : You are welcome.

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POST-TEST

Fill in the blank by using suitable expression

1. Ali : what do you think about online learning?
   Andi : ……

2. Joko : What is your opinion of this English class?
   Dodi : ……

3. Dita : what is your opinion about our new class?
   Lia : ……

4. Nita : Do you know where the book store is in Palopo?
   Dita : ……

5. Nia : Can you suggest how to be expert in English?
   Rara : ……

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OBSERVATION CHECKLIST

A. Identitas siswa

Nama :

No	Aspek yang diamati	Respon siswa			
		Sangat baik	Baik	Cukup	Kurang
1.	Siswa memperhatikan dan menyimak penjelasan guru didepan kelas.				
2.	Siswa menyukai strategi pembelajaran yang diberikan oleh peneliti. Dibuktikan dengan semangat siswa ketika stimulasi berlangsung.				
3.	Siswa selalu aktif selama proses belajar bahasa inggris dengan menggunakan strategi Listen-Read-Discuss.				
4.	Siswa mengikuti aturan yang telah disepakati bersama guru.				
5.	Siswa memahami instrument pengajaran guru melalui strategi Listen-Read-Discuss.				
6.	Siswa mampu mengungkapkan language pattern yang telah diberikan oleh guru dengan baik.				
7.	Siswa menunjukkan rasa tanggung jawab dan menghargai pendapat sesama ketika pelajaran berlangsung.				

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DOCUMENTATION

Picture 1. Pre-test

Picture 2. Treatment

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Picture 3. Post-test

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CURRICULUM VITAE

The researcher, Angraeni was born on June 03th 1997 in Batu, Kelurahan Mancani, Kecamatan Telluwanua, Kota Palopo. She is the second child from two sisters and one brother. Her father's name is Paerunan and her mother's name is Megawati. The researcher finished her study at SDN 255 Mancani, her graduated in 2008 and then she continued her study at SMPN 9 Palopo, she graduated in 2011.

Next she keeps going to continue her education at SMKN 1 Walenrang, she graduated in 2014. She continue her study at the state Institute For Islamic Studies (IAIN) Palopo and taking English Language Education Study Program. She finished her study in 2021.

In the end of the study at the state Institute for Islamic Studies (IAIN) Palopo, wrote a Thesis entitled "**IMPROVING STUDENT'S SPEAKING SKILL THROUGH LISTEN- READ-DISCUSS (LRD) STRATEGY at the SECOND GRADE of SMAN 2 PALOPO".**

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