

**THE IMPLEMENTATION OF LISTEN, READ, AND DISCUSS (LRD)
LEARNING MODEL ON TEACHING AND LEARNING READING FOR
TENTH GRADE OF SMA N 1 JATINOM**

S-1 THESIS

Submitted as a Partial Fulfillment of the Requirement for Undergraduate Degree
in English Education Study Program



Puput Ambarwati

1911200015

**ENGLISH EDUCATION STUDY PROGRAM
THE FACULTY OF TEACHER TRAINING AND EDUCATION
WIDYA DHARMA KLATEN UNIVERSITY
2023**

APPROVAL

**THE IMPLEMENTATION OF LISTEN, READ, AND DISCUSS (LRD)
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By

Name : Puput Ambarwati

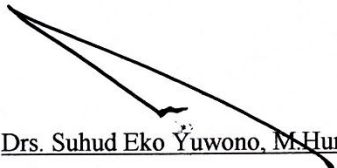
Student Number : 1911200015

Approved by the Consultants on:

Day : Tuesday

Date : June 27th, 2023

Consultant I,



Drs. Suhud Eko Yuwono, M.Hum.

NIDN/NIK. 0630046301/ 691 092 128

Consultant II,



Sukasih Ratna Widayanti, S.S., M.Hum.

NIDN/NIK 0624118604/690 913 335

RATIFICATION

THE IMPLEMENTATION OF LISTEN, READ, AND DISCUSS (LRD) LEARNING MODEL ON TEACHING AND LEARNING READING FOR TENTH GRADE OF SMA N 1 JATINOM

By

Name : Puput Ambarwati

No : 1911200015

Accepted by the Board of examiners of Teacher Training and Education Faculty,
University of Widya Dharma Klaten on:

Day : Tuesday

Date : July, 11th 2023

Board of Examiners

Chairman,



Dr. H. Ronggo Warsito, M.Pd.
NIDN/NIK. 0607106501/690 890 113

Secretary,



Ana Setvandari, S.Pd., M.Pd.
NIDN/NIK. 0617068003/690 112 325

First Examiner,



Drs. Suhud Eko Yuwono, M.Hum.
NIDN/NIK. 0630046301/691 092 128

Second Examiner,



Sukasih Ratna Widayanti, S.S., M.Hum.
NIDN/NIK 0624118604/690 913 335



Faculty of Teacher Training
and Education Dean,



Dr. H. Ronggo Warsito, M.Pd.
NIDN/NIK. 0607106501/690 890 113

PRONOUNCEMENT

This is to certify that I, myself write this thesis entitled THE IMPLEMENTATION OF LISTEN, READ, AND DISCUSS (LRD) LEARNING MODEL ON TEACHING AND LEARNING READING FOR TENTH GRADE OF SMA N 1 JATINOM. Is not a plagiarism or by others. Anything related to other's work is written in quotation, the source of which is listed on bibliography. If then this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten, 28 June 2023



Puput Ambarwati

1911200015

MOTTO

*Seseorang yang putus asa melihat kesulitan dalam setiap kesempatan, tetapi
orang yang optimis melihat peluang dalam setiap kesulitan*

(Ali Bin Abi Thalib)

PRESENTATION

This thesis is presented to everyone who read my thesis, especially to:

1. My Parents

Tukiman and Sulastri Ningsih, who always provide prayer, support, and extraordinary love, in every step of the researcher life. Hopefully I can be a child that makes my parents proud.

2. My Sisters

Ayu Rahmawati and Dini Kusuma Wardani, who have accompanied and motivated, thank you for all the love, prayer, and support.

3. My friends

Yuli, Septi and all my English education friends, thank you for all support and attention. We are colleagues who help each other in doing the final project. Best of luck to all of us.

ACKNOWLEDGEMENT

First at all, the researcher would like to present all the praise to Allah SWT for blessing to finish this thesis as a partial fulfillment of requirements for the degree of Education in English. The preparation of this thesis is inseparable from the help and encouragement from various parties, so that this thesis can be completed. On this occasion it is appropriate that the researcher would like to express her gratitude and appreciation to the following parties.

1. Prof. Dr. H. Triyono, M.Pd., as the Rector of Widya Dharma Klaten University;
2. Dr. Ronggo Warsito, M.Pd., as the Dean of the Faculty of Teacher Training and Education;
3. Ana Setyandari, S.Pd., M.Pd., as the Head of English Education Study Program in Widya Dharma Klaten University;
4. Drs. Suhud Eko Yuwono, M.Hum., as the first consultant, who always takes the time to guide researcher and provides direction and advice, so that this thesis can be completed properly;
5. Sukasih Ratna Widayanti, S.S., M.Hum., as the second consultant, who are always kind enough to motivate and guide researcher, so that this thesis can be completed properly;
6. Dra. Eny Sulistiyawati, M.Pd. as the Headmaster of SMA N 1 Jatinom and also Sri Endah Eko Muslimah., S.Pd. as an English teacher in class XE, who always help the researcher in conducting the study;

7. The students of class XE of SMA N 1 Jatinom in academic year 2022/2023 who have participated for this study;

The researcher realizes that this thesis is still far from being perfect. Therefore, the researcher really expects suggestions and criticisms from readers for the perfection of this thesis. The researcher hopes that this thesis will be useful for readers, especially for English students it also can be used as a reference for development in a better direction.

Klaten, 15 June 2023

Puput Ambarwati

TABEL OF CONTENT

TITLE	i
APPROVAL	ii
RATIFICATION	iii
PRONOUNCEMENT	iv
MOTTO	v
PRESENTATION	vi
ACKNOWLEDGEMENT	vii
TABEL OF CONTENT	ix
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF APPENDICES	xiii
ABSTRACT	xiv
CHAPTER I INTRODUCTION	
A. The Background of the Study	1
B. The Reason for Choosing the Topic	4
C. The Limitation of the Study	4
D. The Problem of the Study	5
E. The Aim of the Study	5
F. The Use of the Study	5
G. The Clarification of the Key Terms	6
H. The Organization of the Study	7
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Previous Study.....	9
B. Theory of Reading.....	11
1. Definition of Reading.....	11
2. The Types of Reading	14
3. The Importance of Reading.....	16
4. Teaching Reading.....	17
5. Reading Material: Descriptive Text.....	18
C. Listen, Read, and Discuss (LRD) Model	20
1. Definition of Listen, Read, and Discuss (LRD) Model.....	20

2. Concept of Listen, Read, and Discuss (LRD) Model.....	21
3. Procedure of Listen, Read, and Discuss (LRD) Model.....	22
4. The Advantages and Disadvantages of LRD model	23
D. Theoretical Framework.....	25
CHAPTER III THE METHOD OF THE STUDY	
A. The Meaning of Research Method.....	28
B. The Strategy of the Research	28
C. The Data and Source Data	29
D. The Technique of Collecting the Data	32
E. The Validity of the Data	36
F. The Technique of Analysis the Data.....	38
CHAPTER IV THE RESULT OF THE STUDY	
A. Data Finding	41
B. The Discussion of the Finding.....	57
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion.....	60
B. Suggestion	61
LIST OF APPENDICES.....	66

LIST OF TABLES

Table 1. Group Test Assessment.....	50
Table 2. The Result of Student Score.....	54
Table 3. Intervals Value	55
Table 4. Checklist of Students	59

LIST OF FIGURES

Figure 1. Conceptual Framework.....	26
Figure 2. Component of Data Analysis: Interactive Model.....	39

LIST OF APPENDICES

Appendix 1. Application Letter to be Thesis Consultant.....	67
Appendix 2. Letter of Research Permission.....	69
Appendix 3. Letter of Answer for Research Permission.....	70
Appendix 4. Teacher Observation Sheets and Result.....	71
Appendix 5. Student Observation Sheets and Result.....	74
Appendix 6. Transcript Interview with Teacher.....	77
Appendix 7. Transcript Interview with Students.....	80
Appendix 8. Documentation.....	84
Appendix 9. Lesson Plan.....	86
Appendix 10. Syllabus.....	91
Appendix 11. Consultant Sheet.....	105
Appendix 12. The Result of Group Work of Students.....	108
Appendix 13. Lesson Schedule of grade X SMA N 1 Jatinom.....	112

ABSTRACT

PUPUT AMBARWATI. 1911200015. English Education Study Program, Teacher Training and Education Faculty, Widya Dharma University Klaten, 2023. Thesis. *The Implementation of Listen, Read, and Discuss (LRD) Learning Model on Teaching and Learning Reading for Tenth Grade of SMA N 1 Jatinom*

The study aims to answer the problem of this study How is the implementation of Listen, Read, and Discuss (LRD) learning model on teaching and learning reading for tenth grade of SMA N 1 Jatinom? It is descriptive qualitative study. It conducts on the process of learning reading in English by implementing Listen, Read, and Discuss (LRD) learning model. In this study, the researcher used three data collection techniques, namely observation, interview, and documentation.

The implementation of this model begins with *Listen*, where the teacher explains the material and it listens to by students. The second followed by *Read*, the teacher asks students to take turns in reading the descriptive text that has been distributed by the teacher. The last is *Discuss*, it is the discussion between teachers and students and also between students. Interaction between students occurs when the teacher asks students to make a group and they start to discuss together according to the directions given by the teacher. After the implementation of the Listen, Read, and Discuss (LRD) learning model, students become more confident when they try to present the results of their group discussions in front of the class. In addition, this implementation makes many students involved in learning, when they have a turn to read descriptive text. It is also makes them more active, especially when discussion session.

Keyword: *implementation, reading, LRD model*

CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading is an important lesson for students both to fulfill their obligations as students and their status as creatures of God who carry out their orders. It is a process carried out to obtain information and get the message the author wants to convey through written language. It is a very important language skill since students can reach various information by reading. They need good reading in order to keep up with all developments. Each lesson requires good reading skills to be able to capture the contents of the reading. This proves the importance of mastering reading skills. Reading is a process carried out and used by readers to get the message that the author wants to convey through the medium of words/written language (Tarigan, 2015). Meanwhile, according Rahim, reading is essentially a complex thing that involves many things, not just reciting writing, but also involving visual, thinking, psycholinguistic, and metacognitive activities (Rahim, 2008). Diller, what is meant by reading comprehension is a term used to identify those skills needed to understand and apply information contained in a written material (Diller, 1982). This statement is supported by Harris and Sipay who say that reading comprehension ability is taught to be a set of generalized knowledge acquisition skills that permits people to acquire and exhibit information gained as a consequence of reading printed

language (Harris and Sipay, 1980). So, it can be concluded that reading is an activity or skill to obtain information or messages conveyed by the author through written language media.

Reading is one of the four language skills that must be possessed by a student, in addition to the other three language skills, namely listening, speaking, and writing. Reading skills are considered very important for a student because it is one way to acquire knowledge. In this study, the researcher wanted to focus on reading skills, where there are still many students who have difficulty in learning reading caused by several components. According to Bryan in (Abdurrahman, 2009), learning to read is a syndrome of difficulty in learning the components of words and sentences, integrating components of words and sentences, in learning everything related to time, direction, and time. Jamaris states that "difficulty in learning to read is caused by the development of the central nervous system which has minimal dysfunction" (Jamaris, 2014). Although this problem cannot be eliminated, it does not mean that it cannot overcome the reading difficulties experienced because there are several factors that cause reading difficulties. Therefore, to overcome difficulties in learning to read, teachers must use innovative methods and techniques to create a conducive learning situation. In this case, students are directly involved in absorbing information. The researcher uses the implementation of the Listen, Read and Discuss (LRD) learning model on teaching and learning reading for tenth grade of SMA N 1 Jatinom.

In this study, researcher chose the LRD model as a learning model because the implement of this model can improve students' reading skills properly and correctly, increase students' activeness in learning, because basically the implementation of this model involves all students in it. LRD is an understanding model that helps students understand the text (Ibrahim, 2017). On the other hand, this model involves students in active learning. LRD will work well if the teacher and students meet each other and explain about reading comprehension itself (Manzo, Manzo, & Thomas, 2009). This model can help students synthesize the writer's thoughts in their own words, thereby influencing their understanding making it possible to learn and remember what they read. In addition, the implementation of this model can make students more confident in understanding the meaning of reading texts which are then made into a complete understanding of argumentation, thus making students more confident in expressing their ideas. This is supported by research that has been conducted by (Syamsir et al., 2021) who in his research implement the LRD model, in his research obtained significant results and was proven to be able to improve students' reading comprehension skills.

LRD model has three elements, namely Listen, Read, and Discuss. It is a model designed to learn reading comprehension. Students get provisions from the listen step before reading, so that when they read, they become easier to get the right ideas and facts about a reading. Students are also invited to compare their findings with other students in discussion

forums. The LRD model has various advantages, namely providing basic information before reading and triggering important questions relevant to reading comprehension objectives (Tierney, 1990). Based on the phenomenon above, the researcher intends to conduct a study entitled “The Implementation of Listen, Read, and Discuss (LRD) Learning Model on Teaching and Learning Reading for Tenth Grade of SMA N 1 Jatinom”

B. The Reason for Choosing the Topic

The reason that encourages the researcher for choosing this topic are as follow.

1. Reading skills have an important role for student success because all learning activities are initiated and developed by reading activities.
2. Listen, Read, and Discuss (LRD) model is provable to help students learn reading comprehension skills that can be implement broadly.

C. The Limitation of the Study

This study is focused on the implementation of Listen, Read, and Discuss (LRD) model on teaching and learning reading for tenth grade of SMA N 1 Jatinom.

D. The Problem of the Study

The problem of this study is formulated as follows. How is the implementation of Listen, Read, and Discuss (LRD) learning model on teaching and learning reading for tenth grade of SMA N 1 Jatinom?

E. The Aim of the Study

This aim of the study is to describe the implementation of Listen, Read, and Discuss (LRD) learning model on teaching and learning reading for tenth grade of SMA N 1 Jatinom.

F. The Use of the Study

The results of this research are expected to be useful both theoretically and practically as follows.

1. The Theoretical Use

The results of this study are expected to provide information about the implementation of using Listen, Read, and Discuss (LRD) model on students' reading skills.

2. Practical Use**a. For Teachers**

This study provides information for teachers and prospective teachers so that they can use appropriate learning model, especially in understanding reading material in various fields of science.

b. For Students

This study is useful to make easier for students to understand the material and generate motivation, with high learning motivation is expected to improve reading comprehension skills.

G. The Clarification of the Key Terms

To clarify the meaning of the title, the researcher would like to describe the key terms as follows.

1. Implementation

Implementation research as systematic inquiry regarding innovations enacted in controlled settings or in ordinary practice, the factors that influence innovation enactment, and the relationships between innovations, influential factors, and outcomes (Century & Cassata, 2016). In this study, implementation means the way to increase the quality of the process teaching and learning reading skill by implement LRD model to the tenth grade of SMA N 1 Jatinom.

2. Reading

Reading is an interesting activity because by reading people can get some information widely. It is a process carried out and used by readers to get the message that the author wants to convey through the medium of words/written language (Tarigan, 2015). It is essentially a complex thing that involves many things, not just reciting writing, but also

involving visual, thinking, psycholinguistic, and metacognitive activities (Rahim, 2008). In this study, reading means process of getting information from the text by implementing Listen, Read, and Discuss (LRD) model for tenth grade of SMA N 1 Jatinom.

3. Listen, Read, and Discuss (LRD)

LRD model is a strategy especially designed for struggling readers (Kenna, 2002). It means that Listen, Read, and Discuss (LRD) is model by student's difficulty to read the text. Based on the definition above, the researcher assumes that Listen, Read, and Discuss (LRD) model is the strategy that build student's background knowledge in comprehend the text.

H. The Organization of the Study

In order to facilitate the thesis arrangement, the researcher organizes the report into five chapters. The study consists of five chapters as follows.

Chapter I is Introduction. It consists of the background of the study, the reason for choosing topic, the limitation of the study, the problem of the study, the aim of the study, the use of the study, the clarification of the key terms, and the organization of the study.

Chapter II is Review of Related Literature. It consists of previous study, theory of reading, Listen, Read, and Discuss (LRD) model, and theoretical framework.

Chapter III is the Method of the Study. It consists of the meaning of research method, the strategy of research, the data and the source of data,

the technique of collecting the data, the validity of the data, and the technique of collecting the data.

Chapter IV is the Result of the Study. It consists of the data finding and the discussion of the finding.

Chapter V is Conclusion and Suggestion. Conclusion is the summary of the study. Suggestion is addressed to teacher and students.

CHAPTER V

CONCLUSION AND SUGGESTION

After collecting the data and analyzing the result of the study, the researcher draws the conclusion and suggestion.

A. Conclusion

After the researcher analysed the results of the data taken from all reading learning activities by using the Listen, Read, and Discuss (LRD) model for class X students of SMA N 1 Jatinom for the academic year 2022/2023, the researcher obtain information about teaching and learning reading in class. In this study, the researcher is able to answer the problem raised in the previous chapter, namely "How is the implementation of the Listen, Read, and Discuss (LRD) learning model on teaching reading for tenth grade students of SMA N 1 Jatinom?"

In teaching and learning reading with the implementation of this model in class, the teacher explains the material being taught and students listen to it. After feeling sufficient to explain the material, the teacher gives questions to them to check the level of student understanding. After that, the teacher asks them to read a descriptive text that has been distributed and reads it in turn, so that they actively participate. The teacher asks them to form four groups. Each group consist of eight to ten people. The assignment is answered by students in the form of descriptive text. Here, they are seen actively in discussing to express their opinions in their respective groups. Based on the analysis of data,

by the implementation of Listen, Read, and Discuss (LRD) learning model, the researcher concludes that the implementation of LRD model can create interaction between students and between students and teachers to be more interactive. Besides that, it makes students more collaborative in group discussion during learning English.

B. Suggestion

Considering the result of the study, the researcher would like to give some suggestions to the teacher and the student. They are as follows.

1. For Teacher

- a. Teachers must be able to manage the class better, in order to create an ideal atmosphere so that the teaching and learning process can take place effectively and efficiently.
- b. The teacher must often make students read and talk more, so that students' pronunciation and vocabulary increase.
- c. The teacher must be good at managing time, so that the learning process runs more effectively and is not slow.
- d. Teachers should provide more motivation to students.

2. For Students

- a. Students should spend more time practicing their pronunciation, as well as adding new vocabulary.

- b. Students should be more confident in their abilities when performing in front of the class.
- c. Students should be more enthusiastic.

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