

TEACHING READING COMPREHENSION BY USING LISTEN-READ-DISCUSS (LRD) STRATEGY TO THE TENTH GRADE STUDENTS OF SMK YADIKA LUBUKLINGGAU

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ABSTRACT

The objective of this study was to find out whether or not it is effective to teach reading comprehension by using comprehension Listen-Read-Discuss (LRD) Strategy to the Tenth Grade Students of SMK Yadika Lubuklinggau in academic year 2019/2020. The writer formulated two hypotheses in this study. There were null hypotheses (Ho) and the alternative hypotheses (Ha). The population of this study was all the tenth grade students at SMK Yadika Lubuklinggau in academic year 2019/2020 and the total of the sample was 34 students. The sample of this study was taken through purposive sampling technique. The writer used the pre-experiment method. The collecting of data, the writer used the written test that was given twice to students. The first, the writer gave pre-test. The second, the writer gave post-test in analyzing the data, the writer used three techniques: individual score, conversion score, and hypotheses testing. Based on the result of analyzing the data, the writer found that the average of students in pre-test was 62.35. On the other hand, in the post-test their average score increased to be 76.47. The result of matched test was 6.75, while t-table was 1.692 (Ha) was accepted. So It meant that it was significantly effective to teach reading comprehension by using comprehension Listen-Read-Discuss (LRD) Strategy to the Tenth Grade Students of SMK Yadika Lubuklinggau in the academic year 2019/2020.

Keywords: *reading comprehension, listen-read-discuss (LRD)*

I. INTRODUCTION

English is one of international languages used as global communication in many countries both as second or foreign language. According to Harmer (2007:13), English is language used widely for communication and commonly used exchange among so many countries. It means that English is International language widely used in many countries. In teaching and learning process of English, there are four skills. They are: Listening, Speaking, Writing, and Reading. Reading is one of the skills that the students should learn. Reading is an important skill for English language learners to be comprehended through reading they can get new ideas and information from what readers' see and read (Ardayati, 2019:95). In fact most of the students in Indonesia faced the difficulties in reading comprehending long texts. It means that reading is not only to get information but it also needs understanding and comprehension to get some points from the text.

Comprehension is an important aspect of reading. Reading comprehension is basically the essence of the reading process. Snow (2014:11) stated that reading comprehension is a process of simultaneously extracting and constructing meaning through interaction and involvement with written language that consists of three elements: the reader, the text, and the activity or purpose of reading. In conclusion, comprehension is the whole point of reading. Comprehensions involve superior knowledge, knowledge of text structure, and an active search for information.

Based on the interview result with the English teacher at the tenth grade students of SMK Yadika Lubuklinggau, Siti Fatonah, S.Pd, the writer found out some problems that faced by the students. They were : (1) The students have low interest in studying English (2) The students could not determine main idea of the text (3) The students have less vocabulary (4) The students did not understand about generic structure and language feature of the text. It could be concluded that it is not easy to master reading skill because it needs process and comprehension.

In fact, there were many strategies in teaching learning process especially in teaching reading comprehension. The was writer interested to apply Listen, Read and Discuss (LRD) strategy because it is a strategy of teaching reading which gives previous knowledge or experience. Listen-Read-Discuss (LRD) is one of strategies which help the teacher make the students comprehend the gender (Rahma, 2015:2). Terasne, et. al. (2018:114-115) states that Listen – Read – Discuss strategy is a strategy which helps the students understand a text. The teachers give a short lecture to the students. This strategy also helps the students use their prior knowledge. In conclusion, this strategy is a good strategy in reading comprehension because it could build students' knowledge before they read and to activate student's knowledge.

There were several advantages of using this strategy: This strategy could be used to activate student's prior knowledge, build students' prior knowledge before they read the text, engage struggling readers in classroom discussions and it is simple and flexible can be used across all curriculum areas with almost any text (Hans, 2015:69).

Based on the explanation above, the writer interested in conducting a study entitled “*Teaching Reading Comprehension by Listen-Read-Discuss (LRD) Strategy to the Tenth Grade Students of SMK Yadika Lubuklinggau*”.

II. RESEARCH METHOD

In conducted this study, the writer used pre-experimental design. Pre-experimental design is kind of research that directly tries to influences particular variable and if it is properly applied. It could be the best type for testing hypotheses about cause-and-effect relationships (Fraenkel and Wallen 2008:261). In this pre-experimental research design, the writer used the concept one group Pre-test and Post-test design. The concept of one group Pre-test and Post-test used in order to get the result of the study more accurate because there were comparison between pre-test and post-test (Sugiyono, 2016:74).

The population of this study was the tenth grade students of SMK Yadika Lubuklinggau. There are five classes that consist of administrasi perkantoran (AP), akomodai perhotelan (AKP), akuntansi (AKT), teknik komputer dan jaringan (TKJ), Otomotif (OTO). The total number of tenth grade students at SMK Yadika Lubuklinggau are 140 students. The writer used persuasive sampling technique in taking the sample class. . In purposive samping, the sample was chosen based on particular characteristics which are based on the writer’s consideration can be taken as a sample (creswell, 2012:206). As the result of this technique class X Administrasi Perkantoran (AP), Consisted of 34 students Were choosen as the sample. The writer choose this class based on consideration that the topic used in this study was suitable for the students.

In this study, the writer used reading test for collecting the data. The test was a multiple-choice form. Before giving the test to the sample students, the test was tried out to find out the validity and reliability of the test. Based on the result of try out, the writer gave the test consist of 20 items for 40 minutes to finish the test in pre-test and post-test. The student gave the test twice by the writer, first test gave before the students received the treatment (pre-test), and the second test gave after the students received the treatment (post-test). The test was same in pre-test and post-test. Then in analyzing the data used four techniques they were: 1) Individul Score 2) Minimum Mastery Criteria 3) Normality test and 4) Paired t-test. The data analyzed through SPSS version 23.

III. FINDINGS AND DISCUSSION

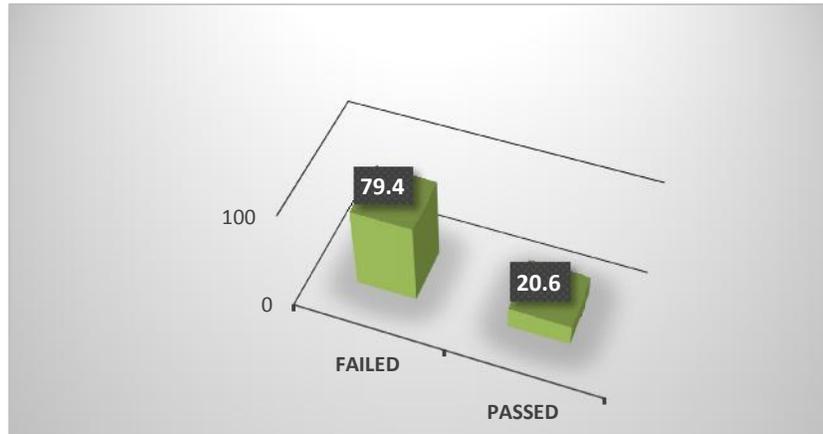
The result of this research were explained below:

The Students’ Scores in Pre-test

In this study, pre-test had given before the treatment. The writer gave the students pre-test to know their score in reading. After the scores had tabulated, the writer found the highest score was 85 (2,9%), and lowest scores was 45 (2,9%) In addition, the average scores 62,35. It means that, the students were failed category in the pre-test score.

Based on minimum mastery criteria, the writer found out that were 7 (20,6%) who could pass minimum mastery criteria and the students who scored below minimum mastery criteria were 27 (79,4%) students. The percentage of the students' qualification in the pre-test was shown in following chart.

Chart 4.1
The Percentage of the Students' Minimum Mastery Criteria in the Pre-test



Depend on the chart above there were 7 students (20,6%) who were successful in the pre-test and 27 students (79,4%) failed. Related to the result, the students were assumed difficulties in reading comprehension.

The Students' Score in Post-test

The post-test given to know the improvement of students' score in reading comprehension after giving treatments. Before giving post-test, the students were taught by using Listen-Read-Discuss (LRD) strategy. The test was given to the students in pre-test and post-test was same. After score had tabulated, the writer found the highest score was 90 by 3 students (8,82%), and the lowest score was 55 reached by 1 student (2,9%). The average of students' score in the post-test was 76,47. It means that the students were passed in post-test. The percentage of the students' qualification in the post test was shown in the chart below:

Chart 4.2
The Percentage of the Students' Minimum Mastery Criteria in the Post-test

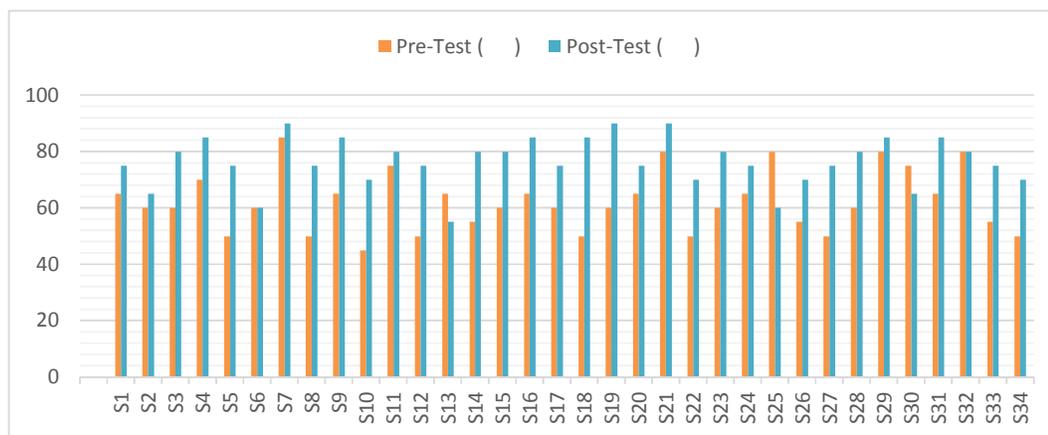


Depend on the chart above there were 29 students (85,3%) who were “passed” in the post-test and 5 students’ (14,7%) were “failed”. Related to the result it could be conclude that the students mastered the material using Listen-Read-Discuss (LRD) strategy can help the students in reading comprehension.

The Result of Pre-test and Post-test

Based on the finding of this study, the writer found that after the students were taught by using Listen-Read-Discuss (LRD) strategy. The students’ score in pre-test and post-test were improved. The students’ score in post-test was higher than in pre-test. The Comparison between students’ score in pre-test and post-test was shown in this following chart:

Chart 4.3
The comparison Between Students’ Score in Pre-Test and Post-Test



Test of Normality

The result of normality testing can be seen in this following table:

Table 4.3. Test of Normality

	Pre-test	Kolmogorov-Smirnov ^b			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Post-test	50	,357	7	,007	,787	7	,030
	55	,175	3	.	1,000	3	1,000
	60	,278	8	,069	,886	8	,217
	65	,304	7	,050	,781	7	,026
	75	,260	2	.			
	80	,288	4	.	,887	4	,369

Based on the table of normality testing above, it can be seen that the normality of pre-test and post-test. The the writer found that shapiro-wilk were: a) Statistic normality of 50 was 0.787 with degree of freedom (df) was 7 and Significance of normality of 50 was 0.030. b) Statistic normality of 55 was 1.000 with degree of freedom (df) was 3 and Significance of normality of 55 was 1.000 c) Statistic normality of 60 was 0.886 with degree of freedom (df) was 8 and Significance of normality of 60 was 0.217. d) Statistic normality of 65 was 0.782 with degree of freedom (df) was 7 and Significance of normality of 65 was 0.026. e) Statistic normality of 80 was 0.887 with degree of freedom (df) was 4 and Significance of normality of 80 was 0.369.. Based on the result normality testing above showed that the normality test of pre test and posted was distributed normal.

The Result of Paired Sample T-test

After the writer found the students' score in pre-test and post-test, and the test of normality was analyzed. Then, the writer calculated the paired sample t-test to found out whether or not it significantly effective to teach to reading comprehension by using Listen-Read-Discuss (LRD) strategy to tenth grade students of SMK Yadika Lubuklinggau. The result of paired sample t-test calculation can be seen in these following tables:

Table 4.4. Paired Sample Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Post-test	76,47	34	8,750	1,501
	Pre-test	62,35	34	10,677	1,831

Based on the table above, the writer found before treatment the number of students (N) was 34 with mean was 62.35, standard deviation was 10.677 and standard error mean was 1.831. After the treatment number of students (N) was 34 with means was 76.47, standard deviation 8.750 and standard error of mean was 1.501. It meant that the mean of students's score of reading test improved from 62.35 to 76.47. The improvement of students' score in pre-test and post-test showed that the students's reading comprehension had improved.

Table 4.5. Paired Sample Correlation

	N	Correlation	Sig.
Pair 1 Post-test & Pre-test	34	,229	,192

Based on the table above, the result of correlation was 0.229 with significance 0.192. It means that there were correlations between students score in pre-test and post-test.

Table 4.6. Paired Sample T-test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Post-test - Pre-test	14,118	12,152	2,084	9,877	18,358	6,774	33	,000

The result of paired sample t-test calculation for the whole class was 6,774. Meanwhile, the critical value of 95% with df 33 significance level was 0.05 and the result of t_t was 1.692. Moreover, the writer found the result of mean was 14.118, the standard deviation was 12.152, the standard error mean was 2.084 and significance was 0.000. It can be summarized that the result of $t_t = -6,774 > t_{t_i} = 1.692$ and significance 0.000 less then significance level 0.05 with $df=33$. It means that the alternative hypothesis (H_a) was accepted which was stated that it was significantly effective to teach reading comprehension by using Listen-Read-Discuss (LRD) strategy to the tenth grade students of SMK Yadika Lubuklinggau in the academic year 2019/2020, and the null hypothesis (H_o) was rejected.

CONCLUSION

Based on the finding on chapter IV, the writer conclude that the use of Listen-Read-Discuss (LRD) strategy was significantly effective in teaching reading comprehension to the tenth grade student of SMK Yadika lubuklinggau in academic year 2019/2020. The result of the students' score showed the significant different between the students' score before student gave treatment and after the students' score after the students got treatment. The result of students' score after the student got treat was in good category. The difference shows the students'

progress. And it can be compared after and before the student known Listen-Read-Discuss strategy. The average score of pre-test was 62.35 and the average score of post-test was 76,47. It can be seen the progress of students' score, it was from failed category to passed category. In can be concluded that this research was succes, because there was significant progress on the result of students' score in pre-test and post-test.

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