

**A STUDY ON ‘LISTEN-READ-DISCUSS’ (LRD) STRATEGY IN
TEACHING READING DESCRIPTIVE TEXT TO THE
SEVENTH YEAR STUDENTS OF SMPN 5 KEDIRI
IN ACADEMIC YEAR 2014/2015**

S K R I P S I

Presented as a Partial Fulfillment of the Requirements to Obtain
the Sarjana Degree of Education of English Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri



By :

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NPM. 11.1.01.08.0090

**ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI**

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Approved by the Advisors to be proposed to
the English Department Examination Committee of
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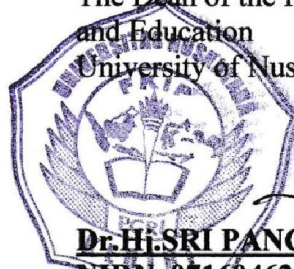
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ABSTRACT

Teaching reading is transferring skills for language learners in which the goal is to make the learners able to read and get the ideas or understand the written texts. But in fact, the students are still confuse and difficult to do that. So, it needs some strategies to solve the reading problem in teaching process. The teacher should be able to choose a suitable strategy to teach, because by using a suitable strategy, it can motivate the students in learning reading and teaching learning reading can run better. One of the strategies in teaching reading is Listen-Read-Discuss (L-R-D).

This research is aimed to describe the process of teaching learning reading Descriptive text using Listen-Read-Discuss (L-R-D) strategy, the students’ response in learning reading Descriptive text using Listen-Read-Discuss (L-R-D) strategy and the advantages of teaching reading Descriptive text using Listen-Read-Discuss (L-R-D) strategy.

This is a descriptive qualitative research. The subjects of the research are the English teacher and the seventh grade students of SMPN 5 Kediri, the data were gained through observation, giving questionnaire to the students and interview to the teacher.

The finding shows that the process of teaching learning reading Descriptive text using Listen-Read-Discuss (L-R-D) strategy ran well because the students were very enthusiastic. The teacher used three steps to teach reading, pre teaching, whilst teaching and post teaching. Teaching reading Descriptive text using Listen-Read-Discuss (L-R-D) strategy also has advantages, one of them is the students of SMPN 5 Kediri were interested in Listen-Read-Discuss (L-R-D) as a strategy in teaching learning reading Descriptive text.

The conclusion of the research is the English teacher of SMPN 5 Kediri can develop the strategy well. The teaching learning process of reading Descriptive text by using Listen-Read-Discuss (L-R-D) strategy ran smoothly. The students can understand the text easily. The teacher has good quality in presenting the material. He corrected the students’ pronunciation, besides he also did question and answer to enlarge the information based on the topic given. Based on the result, the researcher suggests the English teacher to use Listen-Read-Discuss (L-R-D) strategy in teaching reading because this strategy can make the students interested in teaching and learning process. The students give attention during teaching and learning process, so the goal of teaching and learning reading can be reached.

Keywords: Teaching Reading, Listen-Read-Discuss (L-R-D) Strategy

I. BACKGROUND OF THE RESEARCH

English is one of compulsory subjects learnt by Indonesian students from Junior High School up to university. By learning English, it is hoped the students have English ability and feel confident when using it. For Junior High School students, the government has established English as the first foreign language that is taught as a compulsory subjects to the students from the seventh grade up to the ninth grade.

In teaching and learning English, there are some Standart Competence (*Standar Kompetensi*) and Basic Competence (*Kompetensi Dasar*) that have to be learnt by the students as states in Permendiknas 2006. The Standart Competence and Basic Competence are also contained in a syllabus. Based on the Standart Competence 11 (*Standar Kompetensi 11*) in English subject of Junior High School syllabus that is *11. Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat*. And for the Basic Competence 11.2 (*Kompetensi Dasar 11.2*) is *Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam*

esai sangat sederhana yang berkaitan dengan lingkungan terdekat. Dalam teks berbentuk deskriptif/procedure.

And in this term, the researcher focuses on descriptive text because the seventh grade students are expected to be able to understand and respond the meaningful written texts in term of functional written text and simple short essay in the form of descriptive text interact with people in the nearest environment.

The seventh grade students of SMPN 5 Kediri found difficulties in reading comprehension. Most of the seventh grade students could read the passage well but they did not understand the content of the text.

There are some problems in teaching and learning reading process. It may be caused by several factors. Firstly, the students feel difficult in comprehending the text. Secondly, the teachers' way in explaining the materials was clear enough but they do not create an interesting strategy and they teach the students monotonously.

In order to solve the problems above, the teachers need to find effective and innovative ways to improve the students reading comprehension. One of them is by

using Listen-Read-Discuss (L-R-D) strategy.

Manzo and Casale (1985) state that it's a literacy strategy that help students comprehend text. It is a comprehension strategy that builds students, prior knowledge before they read a text. Listen-Read-Discuss (L-R-D) is powerful tool for engaging struggling readers in classroom discussion. So, based on the chain activities, the researcher hopes that they can build the students vocabulary and at the same time, it will help them read with the deep meaning, because the aim of teaching reading is to make students are expected to read effectively and efficient. It means that they really understand about the content. Students do not only have to know about the structure of the text, but also comprehend the meaning what is written. However, comprehending the reading text is not easy to learn, because English is still our foreign language and students should have fully understand about the text.

From the explanation above, the researcher is interested to conduct a research on teaching reading using Listen-Read-Discuss (L-R-D) strategy applied by the English teacher of SMPN 5 Kediri in academic year 2014/2015. Therefore this research is

entitled: "A Study on 'Listen-Read-Discuss' (LRD) Strategy in Teaching Reading Descriptive text to The Seventh Year Students of SMPN 5 Kediri in Academic Year 2014/2015"

II. RESEARCH METHODOLOGY

This is descriptive qualitative to conduct the research because qualitative research is studies a real-world behavior as it occurs in the natural setting as they are found.

The researcher uses this approach because the researcher wants to know the process of teaching learning reading descriptive text using Listen-Read-Discuss (L-R-D) strategy and also the students' response in learning reading descriptive text using Listen-Read-Discuss (L-R-D) strategy. So the researcher does not manipulate the real setting of the teaching learning process.

The researcher uses the descriptive qualitative at least contains an explanation toward the subject that being observed, toward definition, and also brief explanation from many sources. It is conducted by collecting data in natural classroom situation without altering the situation in anyway. In this case, this study intends to reveal the teaching reading Descriptive text using Listen-Read-Discuss (L-R-D) strategy.

Based on this view, this type of the study is used to describe the teaching reading Descriptive text using Listen-Read-Discuss (L-R-D) strategy.

In conducting the research, in this term the researcher is an observer and data collector.

III. RESULT AND CONCLUSION

This chapter presents the findings of teaching reading Descriptive text using Listen-Read-Discuss (L-R-D) strategy to the seventh year students of SMPN 5 Kediri.

1. Result of observation

Before teaching, the teacher prepared the English lesson plan based on KTSP 2006. The teacher divided the teaching process into three steps, they are : pre, whilst and post teaching.

a. Pre teaching

The teacher started by greeting, then he asked the leader to lead the pray. After that, the teacher started to call the students one by one and asked about the student who hasn't come yet.

b. Whilst teaching

In this step, the teacher applied Listen-Read-Discuss (L-R-D) strategy to teach

reading Descriptive text. After the teacher explained the Descriptive text clearly, the students were asked to observe the model of Descriptive text and read it. The teacher asked one of students to read the passage loudly. Before they finished answering the questions, the teacher asked the students to make groups and each group consisted of four students. Then the teacher did the big discussion with the class. The teacher asked the students to give their ideas about the answer. The students very enthusiastic to answer the question.

c. Post teaching

Post-teaching is the end of each process of teaching. In this stage, the teacher usually gave reflection, review, conclusion, summary and gave a home task of Descriptive text.

2. The Result of Questionnaire

Based on the result of questionnaire, it is clear that 89,6% of the students said that Listen-Read-Discuss (L-R-D) strategy is easy to do, 100% said that Listen-Read-Discuss (L-R-D) strategy can help them to

comprehend the text, 82,7% said that Listen-Read-Discuss (L-R-D) strategy can make them answer the questions in a short time, 82,7% said that there is no difficulties in the application of Listen-Read-Discuss (L-R-D) strategy in teaching and learning reading descriptive text. So, Listen-Read-Discuss (L-R-D) strategy is suitable in teaching reading descriptive text.

The result was good enough and very satisfied because the teacher could apply the Listen-Read-Discuss (L-R-D) strategy well and used the appropriate lesson plan. It was based on “*Standar Isi KTSP Untuk Satuan Pendidikan Menengah Pertama*”. The teacher taught the based on the lesson plan that he had made before teaching.

Besides, the students also supported the teaching learning process, because they were very active and enthusiastic to learn. It can be said that the students were active in doing reading activities. The observation shows that more than half of the class participated in asking questions and giving ideas. There were many students who participated in taking the initiative to do the discussion, helping their friends in answering the questions and in finding vocabulary needed to

comprehend the text. Many of them were actively involved in group discussions. Unfortunately, there were not many, only a few students who were willing to help their friends to understand the instruction as well as to motivate their friends to read the text.

Concerning the results of this research, the researcher could know that Listen-Read-Discuss (L-R-D) strategy could increase the reading comprehension of the seventh year students of SMPN 5 Kediri. It can be seen from the the result of observation, interview and questionnaire that show that their comprehension better and they can comprehend the text fast.

After presenting the finding and discussion from the result of the observation, questionnaire and interview, the researcher wants to present some conclusions.

The first is the English teacher using Listen-Read-Discuss (L-R-D) strategy in teaching reading. In *Listen*, the teacher explains the material about descriptive text clearly to the students. In *Read*, the teacher gives the example on how to read with the correct pronunciation and then asks the students to read the passage loudly. After that the teacher gives some questions based on the passage to be answered. In *Discuss*, the teacher asks

the students to discuss the answers from the questions which have been given by the teacher.

The second is, there are many advantages of Listen-Read-Discuss (L-R-D) strategy, it can create an enjoyable atmosphere of the class. Listen-Read-Discuss (L-R-D) strategy can make the students understand the lesson easily.

The third is, the seventh grade students in SMPN 5 Kediri feel satisfied in teaching learning descriptive text using Listen-Read-Discuss (L-R-D) strategy.

The last is, the English teacher of seventh grade in SMPN 5 Kediri has a good quality to explain the material. It can be seen on how the teacher led the students to understand the descriptive text with the general explanation.

After finding out the result of the research, the researcher would like to give some suggestions for the teacher, for the students, and also for the other researchers, here some detail suggestion will be describe below.

For the teacher, the English teacher should use Listen-Read-Discuss (L-R-D) strategy in teaching English especially in reading descriptive text activity because this

strategy can make the students interested in reading.

For the students, the students should give more attention to the teacher's explanation during the teaching learning process in the classroom, so they can understand the descriptive text well.

For the other researchers, this research will be input and reference for the other researchers in their study about teaching reading descriptive text using Listen-Read-Discuss (L-R-D) strategy in Junior High School.

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