

ARTICLE

**The Effect of Listen-Read-Discuss (LRD) strategy to student's
reading comprehension at MA Sejahtera Pare 2018/2019**



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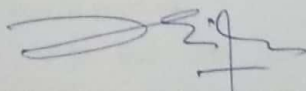
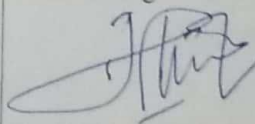
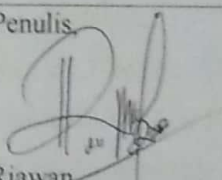
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ABSTRACT

Reading is a way of learning for students to enrich their ability and knowledge. With reading the reader can get information and knowledge, because reading is the process of deriving meaning from text. It has a deriving process that makes the reader easy to get writers' idea. Students should understand the information when they read, so that, they can be successful in reading. Listen Read Discuss strategy is a strategy that can help the students more effective in reading process, because it is a strategy that makes the students enjoy learning. This research was conducted based on some problems and answer to the questions; those are (1) to find out the students' reading comprehension before being taught using Listen Read Discus Strategy. (2) to find out the students' reading comprehension after being taught using listen read discuss strategy. (3) to find out the effect of listen read discuss strategy on students' reading comprehension. This research used Experimental design, quantitative data and the research was conducted in MA Sejahtera Pare especially X1 IPS Class. The participant was 35 students the pre-test mean was (2332) and post-test mean was (2952). Post-test score was higher than pre-test score so students' reading comprehension ability improved after being taught using LRD strategy. It is proven by the result of t-score (84,3429) which is higher than t-table in the level of significance of 5% (2,042) and value t-test is lower than the level of significance of 5% ($0,000 < 0,05$). It means that there is an effect of LRD to students' reading comprehension. It can be concluded that listen read discuss was effective in increasing students reading comprehension

KEYWORDS: Listen-Read-Discuss Strategy, Reading Comprehension.

I. INTRODUCTION

There are four important language skills that must be mastered by the students. They are reading, writing, speaking and listening. Reading is one of learning ways for students to enrich their ability and knowledge because reading is the process of delivering meaning from text (King and Johnston: 2006). Reading is very important for our language capability. According to Harmer, reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get it. It means that reading is an activity that can improve the students' language ability, when students read; they must understand what they read. When they read and do not get something, their activity is useless. Reading ability is very important because if students' reading ability is good, their ability in speaking, listening, and writing will be good too.

In line with the explanation of reading above, the important of reading is multifarious. Harmer (2002: 200) divides the importance of reading into two broad categories, instrumental and pleasurable. Instrumental is decipherable reading as a media to achieve some aim. For example, the readers read instructions on a ticket machine because they need to operate it. Another kind of reading takes place largely

for pleasure. People read magazine, novel and etc. to make them satisfied. Then, Grabe (2009: 7) also delivers that reading in academic setting is divided into six major purposes, there are reading to search for information (scanning and skimming), reading for quick understanding (skimming), reading to learn, reading to integrate information, reading to evaluate, critique, and use information, and reading for general comprehension.

Reading cannot be separated from comprehension. It is a very complex process that teacher find difficult to teach. In Harvey "comprehension is a process that involves thinking, teaching, past experiences, and knowledge (Prado & Plourde, 2005). They also stated that comprehension is the "interaction among word identification, prior knowledge, comprehension strategies, and engagement" (Prado & Plourde, (2005: 33). In process comprehending text the students build their prior knowledge then they try to engage with the words that they have identified with comprehension strategy that they have.

For strategy in comprehension text, the teacher also takes the role because the teacher should have ability in teaching reading. According to Gibbon in Antoni (2010: 41) teaching reading strategies

which are divided into three reading stages proposed by some scholars, this included: pre-reading stage, while reading stage, and post reading stage. In pre reading stage as Gibbons (2002: 85) explained that these activity to prepare conceptual difficulties and to activate prior knowledge because students will have some sense of overall meaning. In this activity the teacher help the students to understand the concepts and idea in the text. Second activity is while reading. The purpose of this activity is to model good reading strategies. Good readers are actively involved in text then can guess what is coming. So, these stage help the teachers to bring their students easy to identify main idea and purpose of the text, find explicit implicit information, synonym and reference. The last stage or activity is post reading or after reading. For this stage, a teacher's activity is primarily to evaluate the students' comprehension in particular tasks.

The stage of reading above should applied in reading activity by the teacher and the students in order to the students get comprehension well but in fact there are so many problems in comprehending the text such as students lack vocabulary, structure and process of understanding the idea in a text. The difficulties may be caused by several factors such as prior knowledge, interest, vocabulary and teacher. For example in prior knowledge as stated by Riawan | 14.1.01.08.0154
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Grabe (2009: 9) that the reader also has to connect the text content with information established in the reader's long-term memory. So it means that prior knowledge is underlying students to more quickly find or capture the writer's ideas. Without good prior knowledge automatically the students will be difficult to understand and fine the writer's idea. Jitendra and Gajria in Harvey (2011) also explained that poor reading comprehension may also be related to a lack of prior experiences or a lower socio-economic environment. To be able to properly comprehend what is being read, students are often required to make connections with what is being read to their own lives and experiences. If a student has not had many experiences or comes from a background that is very different from what is being read in the story, understanding is going to be a very difficult task. A strategy that is Listen-Read-Discuss method is one of strategy can be used by the teacher in teaching. A technique can help students because learning strategy for students more effective than without a technique. Because teaching by a technique the students more effective in learning. It is suitable with that Manzo said that the listen-read-discuss method is one teaching strategy for the teacher and learning strategy for the students more active in comprehending material. (Manzo,1985).

In other to solve problems above the teachers need to find effective and innovation ways to improve the students reading comprehension. One of them is by using Listen-Read-Discuss (LRD) strategy. Hopefully, Listen-Read-Discuss (LRD) strategy can build the students reading ability and at the same time, it will help them read with the deep meaning. Manzo and Casale (1985) said that this strategy will help the teachers understand what their students understand while reading or before reading. So, the teacher can lead the students to comprehend the text easily. Then, the student can comprehend the text easily too.

Based on Adler (2001: 1), "Effective strategy in teaching reading can be accomplished through cooperative learning which involves students working together as partners or in small groups on clearly defined tasks." So the teacher should ask the students to do reading task in small groups

Based on the explanation above, make the students able to comprehend the text given by the teacher. The use of reading strategies is the most important factor in term of reading comprehension. In general, LRD reading strategies are used by the learners in the reading process are finding a focus for understanding, establishing a relationship between initial learning and text meaning, thinking about

the meaning of text, making conclusion about the text, using prior knowledge for comprehension, controlling reading speed, making predictions about the meanings of unfamiliar words, and making predictions about the meanings of unknown groups of words or sentences in the text. The LRD strategy has been found to be a powerful means of improving reading comprehension and content learning in both weak and proficient readers.

Based on explanation above, the teacher who teaches is genre text should try this strategy in order that students feel easy to get comprehension when they are reading genre. Because of that, the writer is interested in applying this strategy so the research will be conduct to find out the effect of Listen-Read-Discuss (LRD) Strategy to the students' reading comprehension at MA Sejahtera Pare.

II. METHOD

The researcher used quantitative approach and experimental method with one-group pre-test and post-test design to know The Effect of Listen Read Discussion strategy to students reading comprehension at MA Sejahtera Pare. There were 32 students. In collecting the data, the researcher held 3 meetings which involved one treatment for using LRD strategy and twice other for doing pre-test

and post-tests with different material text. The test was conducted in 25 multiple choices. All text about narrative text. After getting students' score of pre-test and post-test, then the data was analyzed using SPSS version by t-test. The researcher used t-test because the researcher wanted to know about the significant difference students' reading ability before and after being taught using LRD strategy

III. RESULT AND DISCUSSION

In this part, the researcher describes the research finding by showing the result that taken from students' reading comprehension ability of the eleven grade at MA Sejahtera Pare in academic year 2018/2019. It could be seen from eight indicators that were achieved by students in test, they were explaining the explicit information, explaining the implicit information, explaining the meaning of the word, explaining the meaning of the word reference, explaining the main idea, concluding the moral value, identifying the purpose of the text, and identifying the generic structure of text. The standard score of the school for English subject was 70. The students' score on pre-test only 12

students are able to pass the test. When researcher conducts post-test the students' are able to pass the test. After collecting pre-test and post-test score, the researcher analysed it and the total pre-test score of second grade IPS class is 2332, while the result of post-test was 2952. The result of t-test t-score table is, t-score (14.129) > t-table 5% (2.042) so the Alternative Hypothesis (H_a) was accepted and the Null Hypothesis (H_o) was rejected. It means that there is an effect Listen read discuss strategy on students' reading comprehension so that the students are more interested in reading and they can understand the material. It means that there is significant effect on reading comprehension before and after being taught by using LRD strategy at the eleven grade students' of MA Sejahtera Pare in academic Year 2018/2019.

IV. CONCLUSION

In conclusion, Listen-read-discuss (LRD) strategy able to help the students' reading comprehension and Listen-read-discuss strategy gave significance effect to the students before and after being taught

by using LRD strategy. It indicated that Listen read discuss strategy should be applied in English teaching and learning process especially in reading comprehension about narrative text. In addition, this method has suggestion to the teachers, and the students. The teacher should be able to choose the best way to present the material, so that the student will be able to follow teaching learning process as well as possible. Especially in teaching reading, it can be done by giving the new technique like Listen-Read-Discuss (LRD). Than the students, should be more attention when the teacher gives explanation or give instruction, because the explanation and instruction from the teacher will help the students to understand the text.

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