

**THE EFFECT OF USING
LISTEN READ DISCUSS (LRD)
STRATEGY IN TEACHING
READING COMPREHENSION**

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ABSTRACT

Using LRD (Listen- Read-Discuss) strategy in teaching reading comprehension at the Eighth grade of SMP 5 Banjarmasin School

INTRODUCTION

BACKGROUND

LRD had been proven by Rusyida (2012) in his thesis that teaching reading through Listen-Read-Discuss strategy gave positive effect to students' reading comprehension. Moreover, McKenna & Stahl (cited in Karin, 2009; 10) that LRD is a viable instructional strategy when students have too limited a vocabulary to comprehend informational text (Karin). Based on the explanation above, Listen-Read-Discuss is one strategy which has

Year 2019/2020 as strategy for reach the student's study goal, the researcher used pre experimental with the type of one group pretest posttest design. The population of this research was all students at the eighth grade of SMPN 5 Banjarmasin consisted of 254 students divided into 8 classes, class VIII A to class VIII H while the sample was a group of students who were given treatment only. The number of sample was 20 students from class VIIIA. To collect the data, the researcher used test. Result of analysis shows that t value is 7.094 while critical value is 2.093 at level of significance is .05. Since t value is higher than critical value on t table consequently, null hypothesis (Ho) is rejected while alternative hypothesis (Ha) is accepted..

Keywords : Effect, Listen Read Discuss Strategy, Teaching Reading,

effectiveness, meets the needs in teaching and learning reading comprehension and can be a powerful means to the student for improving their reading comprehension.

After doing preliminary research which was conducted at a Junior high school in Banjarmasin. The researcher found that the students' reading comprehension was still low in the classroom. The students still got confused to read the material in English. The students' ability in reading was still low. It can be known by the fact that only 27

students achieved score above KKM, but 40 students got score under the criterion of minimum mastery (KKM). This case showed that applying this strategy still cannot improve the students' reading comprehension. It could be inferred that most of students still had difficulties in their reading.

Moreover, by interviewing the students, it was found that most the students at the eleventh grade of that school still had difficulties in comprehending the text. Sometimes they also did not focus on their lesson because they lost motivation in learning and they felt so difficult to learn. However, field of improvement was still available. English teacher there could possibly find the other ways with this strategy to run better. Thus, the researcher decided to describe the process of the applying Listen-Read-Discuss in reading class and found out more obstacles faced by both the teacher and the students.

METHOD

1. Research Type

The researcher used pre test – post test design as one type of experimental research.

2. Research Setting

This research was conducted in Junior High School 5 Banjarmasin City on March to April 2020. The School is located on Belitung Darat Street, No.132, Banjarmasin City, Province of East Borneo

3. Variables

1. Independent variable is the variable that is changed or controlled in a scientific experiment to test the effects on the dependent variable, in this research is LRD Strategy.
2. Dependent variable is the variable being tested and measured in a scientific experiment, in this research is students reading achievement.

POPULATION AND SAMPLE OF RESEARCH

The population in this study were all students at level 8, which amounted to all students in class VIII, amounting to 254 students divided into 8 classes, while the sample was a group of students who were given treatment only, namely as many as 20 students who would be used as the experimental class were selected based on "Lembar Absensi Kelas" (student's attendance), of which 20 students were selected with an attendance number No , 1 to 20.

INSTRUMENT

To collect the data, the researcher used test as an instrument. Test was done twice pretest and posttest. Type of test was essay test consisted of 10 questions both pretest and posttest with the length of time 30 minutes.

DATA ANALYSIS

To analyze the data, the researcher used dependent t-test formula with the help of SPSS to find out the mean score of the differences, standard deviation of the differences, standard error of means for the differences and t value. After getting t value the researcher then compared with the critical value on t table. If the t value is higher than critical value on t table, null hypotheses is rejected while alternative hypothesis is accepted.

FINDINGS AND DISCUSSION

In this section, the researcher presents the students' reading skill before and after being taught by Listen, Read, Discuss strategy. As mentioned before, the researcher use test as the instrument in collecting data. the researcher would like to present the description of the data obtained.

The data used for the research is in the form of score which are obtained from the result of the student's reading skill on narrative texts. As the researcher mentioned at the previous chapter that population of the research was all the students at the eighth grade of SMPN 5 Banjarmasin while the sample was 20 students of the eighth A.

The purpose of the research is to investigate the effect of LDR strategy in teaching reading texts. To reach the goal the researcher conducted pretest to the students before giving treatment and posttest after

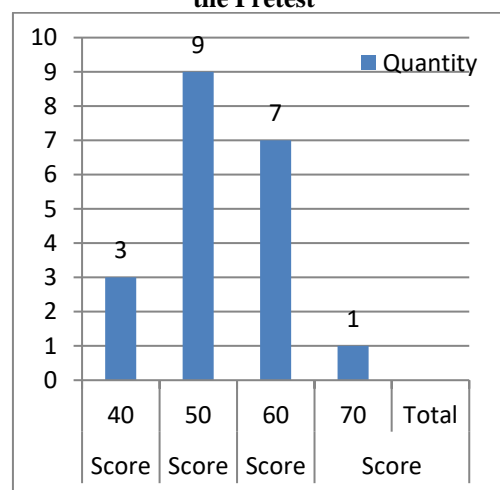
giving treatment. Result of both tests can be presented as below.

1. Result of Pretest

Table 1 Students' Score on the Pretest

No.	Name	Score
1	AA	60
2	AW	50
3	DS	70
4	DE	40
5	EA	60
6	AN	60
7	RA	50
8	HT	40
9	AR	50
10	SS	60
11	TR	50
12	JS	50
13	RT	60
14	IR	50
15	FS	40
16	SB	50
17	HA	60
18	DL	50
19	AM	50
20	SE	60

Graphic 1. Distribution of Frequency on the Pretest



The diagram above shows that the lowest score is 40 with 3 frequencies, the

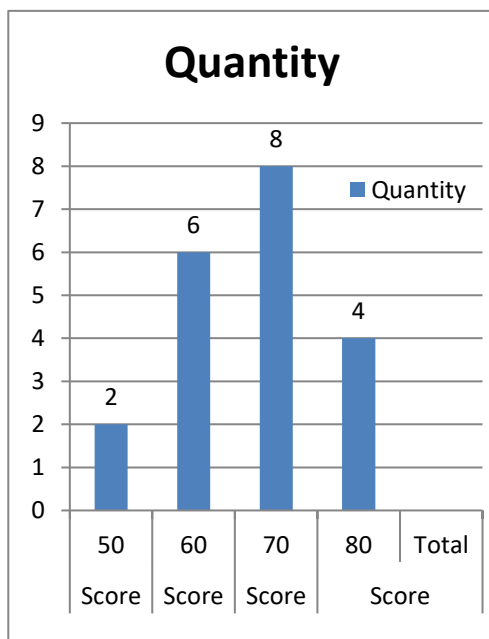
highest score is 70 with one frequency, and the mode score is 50 with nine frequencies.

2. Result of Post Test

Table 2 Students' Score on the Post test

No.	Name	Score
1	AA	70
2	AW	60
3	DS	70
4	DE	70
5	EA	80
6	AN	70
7	RA	60
8	HT	60
9	AR	50
10	SS	80
11	TR	60
12	JS	50
13	RT	70
14	IR	60
15	FS	70
16	SB	70
17	HA	80
18	DL	70
19	AM	60
20	SE	80

Graphic 2. Distribution of Frequency on the Posttest



The diagram above shows that the lowest score is 50 with 2 frequencies, the highest score is 80 with four frequencies, and the mode score is 70 with eight frequencies.

Table 3 Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Post_Test	67,00	20	9,234	2,065
Pre_Test	53,00	20	8,013	1,792

Result of paired samples statistics shows that the mean score on the pretest is 53, standard deviation is 8.013, and standard error of mean is 1.792 with number of sample is 20. Meanwhile the mean score on the posttest is 67, standard deviation is 9.234, and standard error of mean is 2.065 with number of sample is 20.

Table 4. 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 Post_Test - Pre_Test	14,000	8,826	1,974	9,869	18,131	7,094	19	,000

The result of paired samples test shows that the mean score is 14.00, the standard deviation is 8.828, standard error of

mean is 1.974, and t value is 7.094 with degree of freedom is 19.

CONCLUSION

Based on the theory, Listen-Read-Discuss strategy is one of the good strategies to teach reading comprehension. The application of L-R-D Strategy gives a good affect toward the students' achievement in reading comprehension. They are more enjoyable in learning reading and comprehend the text easily. This theory is in line with the result of analysis where the t value is 7.094 while critical value is 2.093 at level of significance is .05. Since t value is higher than critical value on t table consequently, null hypothesis (H_0) is rejected while alternative hypothesis (H_a) is accepted. Therefore it can be concluded that LRD is effective in teaching reading comprehension at the eighth grade of SMPN 5 Banjarmasin.

SUGGESTIONS

Based on the conclusion above, the researcher would like to give some suggestion as follows:

Suggestions for the teacher:

1. It is good for the teacher to use L-R-D technique in teaching reading comprehension.
2. Before teaching, teacher should plan the technique carefully.
3. Teacher must be able to manage the class and the time in order to make students be more active and

involved to the activity and make it runs well.

4. The teacher should monitor all stages during the implementation of this techniques.

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