The Influence of Using Listen-Read-Discuss (LRD) Strategy towards Students' Reading Comprehension on Narrative Text

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ABSTRACT

In this study, the researcher used LRD strategy on narrative text to research The Iinfluence of Using Listen-Read-Discuss (LRD) Strategy towards Students' Reading Comprehension on Narrative Text at The Eleventh Grade of SMK Muhammadiyah Aimas, Sorong. This research was quantitative research. The researcher used quasi experimental research design. From the data analysis, the objective of this study is to know whether or not there is any significant influence of Listen-Read-Discuss (LRD) strategy towards students' reading comprehension on narrative text at the eleventh grade of SMK Muhammadiyah Aimas, Sorong. Based on the data analysis, there is a significant influence of using Listen-Read-Discuss (LRD) strategy towards students' reading comprehension on narrative text at the eleventh grade of SMK Muhammadiyah Aimas, Sorong after the strategy was applied.

Keywords: LRD Strategy, Reading Comprehension

INTRODUCTION

Reading is thinking, understanding and getting at the meaning behind a text (Serravallo, 2010). Moreover, according to Pang, Muaka & Bernhardt (2003: 6) reading is an understanding written text. He mentioned that reading consists of two related processes: word recognition and comprehension. Word recognition is defined as the process of getting how written symbols correspond to one's spoken language. While, comprehension is the process of making the meaning of words, sentences and connected text. Reading comprehension is one of the most important ways for learning English and it has a close relationship with an effective writing style (Nurteteng, 2018). In teaching reading, students are expected to be able to master both of the processes. It is the key of success in teaching English for reading.

Researcher have done a pre-observation in a Vocational School. The name of the school is SMK Muhammadiyah Aimas, Sorong. SMK (Sekolah Menengah Kejuruan) is one form of formal education unit that organized vocational education at the secondary education level as a continuation of SMP/MTs or other equivalent forms. In SMK Muhammadiyah Aimas, the criteria of minimum mastery (KKM) of English subject is 65. Based on the pre-observation in the school, the researcher found some students at the eleventh grade had low score in reading. There were 13 students of the 34 students who passed the test based on criteria of minimum mastery (KKM) and 21 students failed. It meant that students who got difficulty in reading comprehension were 62%.

From the fact of the problem in SMK Muhammadiyah Aimas above, it was important to use an appropriate learning strategy in reading. According to O'Malley and Chamot in Iskandarwassid and Sunendar (2008: 3), strategy is a set of useful tools as well active, which involve individuals. So that, in this case the researcher offered one strategy in reading comprehension namely Listen-Read-discuss (LRD) strategy. Manzo and Casale (2002: 94) stated that Listen-Read-Discuss (LRD) is a comprehension strategy that builds students' prior knowledge before they read a text. LRD is a powerful tool engaging struggling readers in classroom discussion. It meant that Listen Read Discuss (LRD) strategy is the strategy that build students' background knowledge in comprehend the text. It might be an active teaching in learning for the students and the teacher in teaching reading comprehension. According to Manzo and Casale (2008: 292) The Listen-Read-Discuss (LRD) strategy is able to comprehend the materials.

LITERATURE REVIEW

Previous Study

Ibrahim (2017) investigated about the use of the use of Listen Read Discuss strategy and reading motivation toward the students' reading comprehension. The results of this research are, first, the students who were taught by using Listen Read Discuss had better result on reading comprehension of descriptive text than the students who were taught by using small group discussion. Second, the students with higher reading motivation who were taught by Listen Read Discuss had better reading comprehension of descriptive text than those who are taught by using small group discussion. Third, students with lower reading motivation who are taught by Listen Read Discuss had better reading comprehension of descriptive text than those who are taught by using small group discussion. In conclusion, Listen Read Discuss can be used as a teaching strategy in teaching reading comprehension of descriptive text at SMK Muhammadiyah 2 Pekanbaru.

Ngatimah & Hanapi (2018) measuring the effectiveness of the Listen, Read, Discuss (LRD) Strategy in teaching reading. The study applied the pre experimental design which consisted of one class. The results found that the use of listen, read, discuss (LRD) can improve the students' reading comprehension but it cannot improve the students' vocabulary mastery and spelling. It is suggested to enrich the students' vocabulary in reading.

Reading Comprehension

Harris et all (2007: 2) stated that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge and fluency. According to Caldwell (2008: 5), comprehension is not a single unitary process. It starts from the moving of words on the page to meaning in the mind, the recognizing of individuals words by using memory and knowledge of letter and sounds patterns, matching the resulting pronunciations to meaning, and finally connect these words into idea units. Sudibyo, Wibowo, Hatam (2018) comment that reading comprehension is useful to help the students for gaining the information about the text that they read. It can be concluded that that reading comprehension is a process of students in understanding a text. How students recite the text per word, sentence, then finally can understand the meaning, purpose and the main idea of the text.

Listen-Read-Discuss (LRD) Strategy

Listen-Read-Discuss (LRD) is a comprehension strategy that builds students' prior knowledge before they read a text (Manzo & Casale, 2002). It means that LRD strategy will make students understand a text before they read it. It is important to make students understand what they read about. Sometimes, to comprehend a text just by reading is not enough, so LRD can be a teaching strategy for reading comprehension. Furthermore, Manzo & Casale (2002) said that LRD strategy is one teaching strategy for the teacher and learning strategy for the students more active in comprehending material. By using this strategy, students will not become passive students. They have got an illustration before about the text, it will be a spirit and early way for students to comprehend the text so that they will actively read the text and make students more excited to solve the question of the text.

METHOD

Design and Sample

This research was quantitative research. The researcher used quasi experimental research design. Quasi experimental design involved two group that are experimental

and control groups. Researcher chose XI TKJ as experimental class and XI Multimedia as control class where each of the class consist of 11 students.

Instrument and Procedure

The researcher used Multiple Choise Question (MCQ) that consisted 25 items with four options. This text was given to know students' reading comprehension on narrative text. In measuring the students' reading comprehension, the test used language assessment theory. According to Brown (2003: 206) some specifications commonly used in measuring reading comprehension are: main idea (topic), expression/idiom/phrases/ in content, inference (implied detail), grammatical feature, detail (scanning for especially stated detail), excluding fact not written, supporting idea, vocabulary in content.

The Multiple Choise Question (MCQ) was administered in pretest and posttest. Pretest was conducted before the treatment to know the prior knowledge of students to assess their competence in reading comprehension while post-test was held at the end of the treatment to know the improvement of the students' reading comprehension after giving the treatment. Both of experimental one group and experimental two group were given the same topic of the test. The material of the test is narrative text. The treatment was conducted for six meetings in both of group. In experimental one group was taught using LRD Strategy and control group was taught using conventional method used by the teacher at the school. After giving the treatment, the students has been given posttest to know the influence of the strategy toward the students reading comprehension.

Data Analysis

Before measuring the improvement of the students score after giving the treatment, that data was analyzed using normality test to know whether the data in the experimental class and control class was normally distributed or not. Data that normally distributed was prerequisite to do statistics analysis of parametric (independent sample t-test). The independent sample t-test is used to find out whether there is an avarage difference of two unmatched samples. The basic requirements of this test are normal distribution and homogeny. This test was used to answer the formulation of research. All the data have been analyzed using SPSS (*Statistical Package for Social Science*) Version 22.0 for Windows.

RESULT AND DISCUSSION

Based on the data analysis, there is a significant influence of using Listen-Read-Discuss (LRD) strategy towards students' reading comprehension on narrative text at the

eleventh grade of SMK Muhammadiyah Aimas, Sorong after the strategy was applied. The researcher calculating the data on SPSS 22.0 for Windows. On the descriptive statistics, it shown that the mean of students' reading comprehension in pre-test of control class (56,73) and the post test of control class (65.45). Then, the mean of students' reading comprehension in pre-test of experimental class (52,00) and the post-test of experimental class (73,09). Based on the mean of pre-test and post-test both in control class and experimental class, it has known that mean score of post-test higher than mean score of pretest. There was an increase of mean 8,72. Meanwhile, in experimental class, there was an increase of mean 21,09. It meant that the students' reading comprehension after treatment was improved. The detail distribution score for experimental group can be seen in the following table:

Table 1.
Frequency and Percentages Score of Pre-Test and Post-Test in XI TKJ (Experimental Class)

No.	Score	Classification	Pre-Test		Post-Test	
			Frequency	Percentage (%)	Frequency	Percentage (%)
1	80 - 100	Very Good	0	0%	3	27.3%
2	66 - 79	Good	0	0%	5	45.4%
3	56 - 65	Enough	5	45.4%	3	27.3%
4	40 - 55	Less	4	36.4%	0	0%
5	30 - 39	Fail	2	18.2%	0	0%
			11	100%	11	100%

Based on that computing T-test, the researcher gave interpretation toward "t" score with compare t-value or t-count with t-table. The t-value or t-count (2.286) with the significant value 0.033. The score of t-table was (2.086) with significant level of 0.05 with df 20. It is known that t-value or t-count was bigger than t-table (2.286 > 2.086). So, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It could be conclude that there was significant influence of using Listen-Read-Discuss (LRD) strategy towards students' reading comprehension on narrative text at the eleventh grade of SMK Muhammadiyah Aimas, Sorong.

On the previous research that conducted by Ismatun Ni'mah (2018) in SMK Pancasila Salatiga that used Listen, Read, Discuss strategy to increase the students reading comprehension. Based on her result of the research, she said that LRD strategy assisted the students to comprehend the text. As the result, they were paying attention when the teacher give the explanation about the material. When the teacher asked students to

read a text. The content was similar with the "listening" part of the teacher's presentation, the students were active in asking the question and the students active in responding the questions when they discuss with their groups. LRD stategy makes students more interested in learning reading comprehension and they can discuss with their groups and it makes them cooperative in classroom.

The result of this reasearch was similar with the previous research above. After researcher taught by using Listen-Read-Discuss (LRD) strategy to the students, they were paying attention in "listening" process. When the researcher asked students to read a text, they were excited. Then, in "discuss" the students were active in discuss with their groups about the text. This result was suitable with the advantages of Listen-Read-Discuss (LRD) strategy according to Salman (2013) that has been expalined on the chapter two above. Researcher got all the advantages from the first point until tenth point. This strategy was very effective in teaching reading comprehension. Then, about the disadvantage of LRD strategy, researcher did not meet that obstacle on this research. It was because researcher had prepared the material for the day. So that, researcher can handle it for this research.

CONCLUSION

Based on the result of data analysis, the writer concluded that there is any significant influence of using Listen-Read-Discuss (LRD) strategy towards students' reading comprehension of narrative text at the eleventh grade of SMK Muhammadiyah Aimas, Sorong. On the statistical analysis using Independent Sample T-test by SPSS 22.0 for Windows, it had been shown with t (0.05), the value of t-table (2.086) and t-value or t-count (2.286). It was known that t-value or t-count was higher than t-table (2.286 > 2.086). It meant that there is any influence of using Listen-Read-Discuss (LRD) strategy towards students' reading comprehension of narrative text at the eleventh grade of SMK Muhammadiyah Aimas, Sorong,

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