Improving the Students' Reading Comprehension through Listen-Read-Discuss (LRD) Strategy at the Eighth Grade Students of Madrasah Tsanawiyah Darul Da'wah Wal Irsyad (MTs DDI) Watu in Academic Year 2021/2022

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By

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ABSTRACT

SATRIANI, 2022. Improving the Student's Reading Comprehension through Listen – Read - Discuss (LRD) Strategy at the Eighth Grade Students of MADRASAH TSANAWIYAH DARUL DA'WAH WAL IRSYAD (MTs DDI) WATU., supervised by Patahuddin and Amir Patintingan.

Reading is one of the Basic English skills. Reading is a thinking process or understands the content of the text read. Based on experience researcher that many students still found difficulties and problem in comprehending the text, especially lack vocabulary, structure and the process understanding the ideas in the text. It is already known that the suitable strategies can help both teacher and learners in teaching process. This problem attracted the attention of researchers to apply their strategy in solving the problem, namely the Listen-Read-Discuss (LRD) strategy. Listen-Read-Discuss (LRD) is a basic strategy in teaching reading comprehension. It can be compared with the reading comprehension of students who were taught without using the LRD strategy. This study aims to determine the use of the Listen-Read-Discuss (LRD) strategy in improving the reading text comprehension learning outcomes at eighth grade students of MTs DDI WATU.

The population in this study was MTs DDI WATU which consisted of 1 class with ten students and I focused on ten students at eighth grade students. The method used for this research is quantitative research with pre-experimental research. The instrument used to collect data is narrative text in the form of multiple choices.

The results of the data show that the average pre-test score of students in reading comprehension is 49 while the post-test score is higher than the average score of pre-test reading comprehension is 89, meaning that there is a significant improvement. It was supported by the result of t-test analyzed where the t-test value (2, 87) was higher than t-table (1, 83) of degree freedom (0, 5). This shows that the reading ability of students at MTs DDI WATU has progressed in teaching and learning using the Listen-Read-Discuss (LRD) Strategy.

Keywords, *Improvement, Reading Comprehension, Listen, Read, Discuss (LRD) Strategy*

ABSTRAK

SATRIANI, 2022. Meningkatkan Pemahaman Membaca Siswa Melalui Strategi Listen – Read - Discussion (LRD) Pada Siswa Kelas VIII MADRASAH TSANAWIYAH DARUL DA'WAH WAL IRSYAD (MTs DDI) WATU., dibimbing oleh Patahuddin dan Amir Patintingan.

Membaca adalah salah satu keterampilan dasar bahasa Inggris. Membaca adalah proses berpikir atau memahami isi teks yang dibaca. Berdasarkan pengalaman peneliti bahwa banyak siswa masih menemukan kesulitan dan masalah dalam memahami teks, terutama kurangnya kosa kata, struktur dan proses memahami ide-ide dalam teks. Telah diketahui bahwa strategi yang sesuai dapat membantu guru dan peserta didik dalam proses pengajaran. Masalah ini menarik perhatian peneliti untuk menerapkan strategi mereka dalam memecahkan masalah, yaitu strategi Listen-Read-Discuss (LRD). Listen-Read-Discuss (LRD) adalah strategi dasar dalam mengajarkan pemahaman bacaan. Hal ini dapat dibandingkan dengan pemahaman membaca siswa yang diajar tanpa menggunakan strategi LRD. Penelitian ini bertujuan untuk mengetahui penggunaan strategi Listen-Read-Discuss (LRD) dalam meningkatkan hasil belajar pemahaman teks bacaan pada siswa kelas VIII MTs DDI WATU.

Populasi dalam penelitian ini adalah MTs DDI WATU yang terdiri dari 1 kelas dengan sepuluh siswa dan saya fokus pada sepuluh siswa pada siswa kelas delapan. Metode yang digunakan dalam penelitian ini adalah penelitian kuantitatif dengan penelitian pra eksperimen. Instrumen yang digunakan untuk mengumpulkan data adalah teks naratif berbentuk pilihan ganda.

Hasil data menunjukkan bahwa rata-rata skor pre-test siswa dalam pemahaman bacaan adalah 49 sedangkan skor post-test lebih tinggi dari skor rata-rata pre-test pemahaman membaca yaitu 89, artinya ada peningkatan yang signifikan. Hal ini didukung oleh hasil analisis uji-t dimana nilai uji-t (2,87) lebih tinggi dari nilai t-tabel (1,83) derajat kebebasan (0,5). Hal ini menunjukkan bahwa kemampuan membaca siswa di MTs DDI WATU mengalami kemajuan dalam proses belajar mengajar dengan menggunakan Strategi Listen-Read-Discuss (LRD).

Kata Kunci, Peningkatan, Membaca Pemahaman, Mendengarkan, Membaca, Diskusi (LRD) Strategi