CHAPTER 1

INTRODUCTION

This chapter deals with the explanation about background, problem statement, objective of the research, significant of the research, and scope of the research.

A. BACKGROUND

Reading is one of the Basic English skills. Dalman (2014) states "Reading is an activity" or cognitive processes that seek to find various information that is in writing. This means that reading is a thinking process for understand the content of the text read. Therefore, reading is not just seeing a collection of letters that have formed words, groups of words, sentences, paragraphs, and discourse, but more than that reading is an activity understand meaningful symbols/signs/writing so that the message conveyed by the author can be accepted by the reader.

Nurhadi (2016) states that reading is a reading processing process critically-creatively done by the reader to gain understanding thorough examination of the reading, followed by an assessment of the situation, value, function, and impact of the reading. By reading the readers can improve their understanding about the text or what they have read, enrich their vocabularies and knowledge.

Based on the researcher experience when did the PPL (Teaching Practice Program) in UPTD SMPN 2 PAREPARE. Many students still found difficulties and problems in comprehending the text, especially their lack

vocabularies, structure and the process of understanding the ideas in the text. The difficulties may be caused by several factors such as background knowledge, interest, attitude and the teacher. It is already known that the suitable strategies can help both teacher and learners in teaching process. In this case, the writer tries to use Listen, Read, and Discuss (LRD) strategy in classroom especially in teaching narrative text.

One of the skills that will be discussed in this research is reading. Based on the writer's observation at MTs DDI WATU many students feel difficult in comprehending the text, the students feel difficult in reading. It was reported that most of students still had problem in comprehending a text. Since the content is initially covered orally, student unable to read the entire text, and they are able to gain at least a surface level of understanding about the reading. That's why I take MTs DDI WATU for my research.

In this research, the students difficult in understanding English lesson, such as in reading comprehension, because English is not their mother language, and their mother language is not English language, but their mother language is Indonesian and Buginese language. It is of the students' difficulties in comprehending English especially in reading. And the writer choose the school because the writer want to give the new strategy for the students it is Listen, Read, Discuss (LRD) strategy to make easier their reading comprehension especially in narrative text.

Listen-Read-Discuss had been proven by Reniwati Putri (2013) in his thesis that LRD strategy is a strategy which is used in this research.

After the writer collected the data and analyzed the data, the result of the score shows that the students' reading comprehension taught by using Listen-Read-Discuss (LRD) strategy in good category. It can be compared with the students' reading comprehension taught without using Listen-Read-Discuss (LRD) strategy that it is in enough categories. 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 texts, but also comprehend the meaning what they have read. However, comprehending the reading text is not easy to learn, because English is still our foreign language and student should not have fully understanding about the text. There are some of language components to be mastered by the learner, such as pronunciation, vocabulary and grammar.

In teaching learning process we see that most of the teachers just use conventional teaching in the class, if the teachers use a strategy to the students in the teaching reading materials it can increase their reading comprehension because with technique the students can be easy to comprehend than without technique.

The strategies of teaching reading are very important to influence the students in success reading. A strategy can help students in reading so in teaching English a teacher must use strategy or methods where can help students to comprehends easy what the teacher teach to them. A strategy that is Listen-Read-Discuss (LRD) strategy is one of strategy can be used by the

teacher in teaching. A strategy can help students because learning strategy for students more effective than without a strategy because teaching by a strategy the students more effective in learning.

B. Problem Statements

Based on the stated background, the researcher formulates the problem formulation as follows:

Does the use of Listen-Read-Discuss (LRD) strategy improve the reading skills at eighth grade students of MTs DDI WATU?

C. Objective of the Research

Based on the problem statement, the objective of the research was find out whether or not LRD strategy improves the reading comprehension at the eighth grade students of MTs DDI WATU.

D. Significance of the Research

There were two parts of significance of the research, as follows:

1. Theoretical significance, theory was expected to add knowledge and information of English, especially in learning reading.
2. Practical significance, the result of this research provide the useful information such as:

a. For educational world, the result of the research was expected to be useful information for developing strategy of teaching reading.

b. For the English teacher, the result of this research was expected to be another strategy of learning in teaching English, especially in reading.

c. For the students, the result of this research was expected to improve the achievement of English, especially in reading.

d. For the next researcher, the result of this research was expected to be the useful information for the next research.

E. Scope of the research

The scope of the research is restricted by discipline, content and activity.

1. By discipline, this research applied in terms of English language teaching especially in teaching reading comprehension.
2. By content, the research was conducted to train understanding through Listen-Read-Discuss (LRD).
3. By activity, the researcher presents information to students about the book they were read in the form of the topic they were study. Then, the researcher was guiding the students to read the selected text. The last activity, the researcher lead a class discussion about the material and encourages students to think about the differences in the results between the students' reading and the researcher's reading.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents several Previous Research Findings of Research, Some Pertinent Ideas, Resume, Conceptual Framework, and Hypothesis.

A. The Previous Related Research Findings

There were some researchers who have conducted research by using some methods or strategy, they are such as follow:

The first researcher is Mutiah Sumiati (2018). Her research focused on Listen-Read-Discuss (LRD) strategy in teaching reading skill. Her research findings show that there was significantly different score between student taught with LRD strategy and using audiovisual. It supports the previous study which shows that the LRD strategy is better than the audiovisual model in teaching narrative text in reading.

Other research on Listen-Read-Discuss (LRD) strategy reported by Nur Faindah Syamsir (2020). Her research focused on improving reading comprehension skill. Her research shows that the use LRD strategy has been proven effective in improving reading skill. This study support the theory that has been put forward and by the research, which is to find out the increase in reading comprehension after the Listen-Read-discuss strategy is applied.

Next previous research findings is by Melinda Julianti (2018). She researched focused on teaching reading comprehension by using Listen Read, Discuss (LRD) strategies was effective rather than traditional method. It was showed from the mean of the score and percentage score. This model

made the students have responsibility and feel enjoy the learning process. It meant that Listen Read, Discuss (LRD) strategies can be used as one of the alternative to teach how to comprehend reading text especially in descriptive text.

The other research focused about Listen-Read-Discuss (LRD) by Mita Dewi Putri (2021). Her research findings that in teaching learning process must be supported closely with strategy to create conditions that are fun and comfortable for student's situation. Meanwhile, the use LRD strategy gives the students the possibility to study systematically and effectively in various teaching material especially reading comprehension. Moreover, LRD strategy which is applied by the teacher is appropriate to build students creativity and it can make them have enthusiasm to join learning activity.

Based on the previous related research findings, the researcher conclude that to improve the students reading comprehension, the teacher should apply some various strategies to make the students easy to learn and make them interested in learning especially in reading class. Meanwhile, it has the same focus on how to improve the students' reading comprehension. The different is the way they deliver that strategy and the material. However, even though there are some different, but the results of the researches are same that is success. In this research, the researcher will teach reading through LRD strategy in improving the students reading comprehension.

B. Some Partinent Ideas

1. The Concept of Reading

This section deals with several parts namely definition of reading, the purposes of reading, and types of reading performance.

a. Definition of reading

There were some definitions of reading that have explained by expert as follow:

According to Sadeghi (2012) stated that reading comprehension is defined as the process of unlocking meaning from connected text. Up to now, reading comprehension as a great source of knowledge has been one of the important parts in second/foreign language tests and examinations; it plays a basic role in the educational and professional life of many students.

Furthermore, The National Council of Teacher of English (NCTE) Commission on Reading stated that Reading is complex, purposeful, social and cognitive processes in which readers simultaneously use their knowledge of spoken and written language, their knowledge of the topic of the text and their knowledge of their culture to construct meaning. Reading Is not a technical skill acquired once and for all in the primary grades, but rather developmental process. A readers' competence continues to grow through engagement with various types of text and wide reading for various purposes over a life- time.

b. The Purposes of Reading

When we begin to read, we actually have some decisions to make, and we usually make these decisions very quickly, almost unconsciously in most cases. There are some purposes of reading that explain by Grabe and Stoller (2011) as follows:

1) Reading to search simple information and reading to skim

Reading to search for information is a common reading ability. In reading to search, the reader typically scans the text for a specific piece of information or a specific word. So, it can be said that reading to search is useful for the readers to find as well as to figure out the information needed by scanning and skimming the text.

2) Reading to learn from text

Reading to learn typically occurs in academic and professional context in which a person needs to learn a considerable amount of information from a text. It requires abilities: a) to remember main ideas as well as a number of details that elaborate the main and supporting ideas in the text, b) to recognize and build rhetorical frames that organize the information in text, c) to link the text to reader's knowledge base.

3) Reading to integrate information, write and critique text

Reading to integrated information requires additional decisions about the relative importance of complementary, mutual supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources. These skills inevitability

require critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the reader's goal.

4) Reading for general comprehension

Reading for general understanding is the most basic purpose for reading. Reading for general understanding is also found as the most complex than it commonly assumed. Reading for general understanding when it is accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas, and efficient coordination of many processes under very limited time. Because of its demands for processing efficiency, reading for general understanding is more difficult to master than reading to learn.

c. Types of Reading Performance

There are several types of reading performance according to Brown (2013) as follow:

1) Perceptive

In keeping with the set of categories specified for listening comprehension, similar specifications are offered here; except with some differing terminology to capture the uniqueness of reading. Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other grapheme symbols. Bottom-up processing is implied.

2) Selective

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple-choice, etc.

3) Interactive

Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. That is, reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and intake is the product of that interaction.

4) Extensive

Extensive reading, as discussed in this book, applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books.

d. Techniques of Improving Reading Comprehension

There are some techniques that able to help the students to improving reading comprehension according Dorothy Rubin and Robinson (2012) as follows:

1) Think Aloud

To use the think-aloud in reading comprehension, the students have to practice to read, first as a class, then in pairs, and finally individually. It began by telling the students that a reader should be thinking all the time

while reading. During reading, the students have to notice information that they think might be important, facts or possible facts about the character or the story things they are figuring out, prediction of what might happen next, and how they feel about the character did or what happen in the story.

2) Reading buddies

To use the reading buddies in reading comprehension is the cooperation between the students with the buddy. In the most common two, the student may bring picture books to read with the buddy, or the buddy can practice reading as their counterparts listen to them. Such partnerships allow rich possibilities for literacy development and community building. It gives the students a chance to feel a sense of mastery of the book they prepare to read to the buddy, and they enjoy the admiration buddy naturally feel toward their partner peers. It gives the buddy enjoyment to experience the attention and mentorship of a partner student.

3) Skimming

Skimming is a high technique of reading which needed a special skill. It is done when a reader wishes to cover only the most important information or the main idea of the meaning material in a hurry or short time. The reader does not need speed to spend much time to read every word, phrase, sentence or paragraph, they just quickly across and down a page to find the specific information.

4) Scanning

Many students try to read every word when they read. So they read very slowly. In scanning, the reader is looking for anything in particular. It is one skill in effective reading means to look for read quickly to find out the answer to certain what have been determined. Scanning is very past reading. When we scan, we skip over many words. We look someone information quick as we can.

There are some people very bad in scanning, because they refuse to try and concentrate. They let their attention wander and they start reading interacting paragraph entirely forgetting their original purpose, so if the reader finds that t heir scanning is poor, turn back to concentrate about an attention and interesting at try to searching something specific.

5) Silent Reading

Silent reading is very important in teaching of English. This reading should be employed to increase reading comprehension among the students. Silent reading is the students read the text without any audible whisper. During silent reading, teachers also model the technique by reading and refraining from circulating or grading papers. When a teacher reads and values reading, it is contagious. After silent reading, the students can share what they have just read with a friend.

6) Concentration

In order to be able to understand the reading text, concentration is extremely required. Concentration is mental condition that can direct

attention to a certain object. It is too difficult to comprehend a piece of writing without concentration. That is why the reader who wishes to improve their reading ability should have concentration in reading.

2. The Concept of Listen – Read – Discuss (LRD) Strategy

a. Definition of Listen – Read – Discuss (LRD) Strategy

There are many strategies that can be used in teaching and learning reading, one of them is Listen-Read-Discuss (LRD) strategy. LRD strategy is a simple reading strategy. It is a good strategy to increase the students' reading comprehension because there are three steps in this strategy such as listen-read-discuss. This strategy helps the students to exchange ideas with the other friends.

LRD strategy was introduced by Manzo and Casale (2005). According to Manzo, LRD is a good transfer strategy for teachers as well as learners. It is recommended as a heuristic for helping content teachers become involved in an instructional conversation that tends to more naturally infuse reading instruction into content based classroom instruction. It means that LRD strategy is recommended for teachers to using it to the classroom, because this strategy is good to helps the learners that difficult in comprehending the text.

Then, McKenna states that LRD strategy is a reading lesson format especially designed for struggling readers. Its three processing represents before, during, and after stages of all reading lesson format. It means that there are three steps that can be do when applying LRD strategy. As the first

namely listen, the teacher present information to students about the text. The second namely read, the teacher ask to students to read the text, and the third is discuss, encourage the learners to reflect on any differences between their reading of the content and your presentation.

Based on the explanation, it can be concluded that Listen-Read-Discuss (LRD) is the strategy that design to expose the learners, helps learners comprehend material presented orally, and also it engages struggling readers in classroom discussion.

b. The Procedures of LRD strategy

According Anthony Manzo and Ula Manzo (2012), there are some procedures of Listen-Read-Discuss to make it successful in applying, follow as:

1) Listen: Firstly, the teacher presents the theme or the title of the written text. Then explains the content of the passage. When the teacher explains the content of the text, the students pay attention and listen carefully and notes the key points based on what has been listened from the teacher's explanation.
2) Read: Secondly, students are formed into groups of 3-4 students and the teacher explains the rules. Each member has a role in the group. There is a duty to read, translate, and make some question on a piece of paper that will be given randomly to other groups. For the first five minutes, the teacher asks students to read the text simultaneously. After that, the representative

member of the group was asked to read individually. In addition, the other member of groups carries out their respective duties.

3) Discuss: Finally, after all groups have finishing reading, each question is given randomly for each group. Then the students are given a few minutes to discuss again to answer the question. After that, the representative member of each group alternately stands to read the question as well as their answers, while the other groups listen carefully and then give correction.

Based on the explanations, it can be concludes that the procedures of LRD strategy are simple but suitable to used in the classroom to increase reading comprehension of the students. The teacher can apply this strategy through three phases. First, listening phase is teacher provides background information about the text. Then, explain the content of the text. Second, reading phase is the students read the text as well as translated. Finally, discussion phase is each group asked to discuss with the member of group to answer the question from the other group. The result of their discussion will be read by the representative member of the group.

c. The Advantages of LRD strategy

According Anthony Manzo and Ula Manzo (2012), the advantages of using LRD strategy is to help students to understanding the meaning of the text easily, then it strategy make the students more active participate in the classroom, they interacted with other friends to discuss about the text. In this strategy, the students motivated to gain the meaning of the text.

One important of nested value of the LRD begins to emerge in the lesson-planning stage. When teacher select textual material for use in an LRD lesson, they find themselves looking at the textbook more carefully and from more points of view than they might otherwise. They begin, quite naturally, to sense where students' comprehension is likely to falter and to better align the phrasing, facts, and organization of the material they are preparing with the textbook material that students will read. Careful preparation of the type raises students' ability to read a particular piece beyond their normal reading and thinking performance levels. This can be a positive "enabling experience" that can become a new benchmark to strive for both teaching and learning from text.

Based on explanation, it can be concludes that LRD strategy has many benefits. In addition, it can be help students will be engage in their learning, understand a lot of material quickly, share information with other group, and then the students will be individually accountable in their learning.

d. Previous Research Finding

There are some previous studies underlie in this study. They are:

The first study was conducted by Umi Latifah Nur Rohmah (2016). Her title was about "Improving the Students' Reading Comprehension by Using Listen-Read- Discussion (LRD) Strategy at Tenth Grade Students of SMK Teuku Umar Semarang". According to the result of pre-test and post-test before and after learning through Listen-Read-Discuss (LRD) strategy, the first was the students' result before they were though used

Listen-Read-Discussion (LRD) from 29 samples in the research was fair achievement. The second was the student's result after they were through used Listen-Read-Discussion (LRD) from 29 samples was good achievement.

The second study was conducted by Wahyuningsih (2015). Her title was about "The Influence of Listen-Read-Discuss (LRD) Strategy on the Students' reading Comprehension Ability at the Eighth Grade of SMP N 3 Batanghari East Lampung". After implemented quantitative research at the eighth grade of SMP N 3 Batanghari and according to the result of pre-test and post-test, it could be summarized that there was a positive and significant influence before and after implemented Listen-Read- Discuss strategy in teaching recount text. It means that used LRD strategy in teaching reading is helpful. It can be shown from the result of pre-test and post-test.

The third study was conducted by Reniwati Putri (2013). Her title was about "The Effect of Using Listen-Read-Discuss (LRD) Strategy toward Reading Comprehension of the Second Year Students at State Junior High School 9 Tapung Kampar Regency". Based on the results of this study, it could be concluded that the result of the score shows that students reading comprehension taught by used LRD strategy was good category. It can be compared with the students' reading comprehension taught without used LRD strategy was enough category.

Based on the three results of research that was been done before, the research relationships conducted by the three previous researchers was

equally discussed about the LRD strategy that was able to improve students' reading comprehension, but in this study there are differences with the three previous researchers, namely Umi Latifah Nurrohmah used the convenience sampling technique, while Wahyuningsih used purposive cluster sampling technique, and Reniwati Putri used total sampling technique, but in this study the researcher is using total sampling technique.

C. Conceptual Framework

In this section the input, process, and output of the research that will be carried out by researcher will be explained. This is the description:

1. **Input**

   Input refers to the eighth grade students' reading comprehension at MTs DDI Watu

2. **Process**

   Process refers to experimental class were taught reading material by using Listen-Read-Discuss (LRD) strategy. The researcher need five treatment in this stage, once for pre-test, three time for treatment, and once for post-test. In each stage of treatment, the students have to practice after getting an explanation relates to the material.

3. **Output**

   Output refers to the improvement students' reading comprehension achievement.

The conceptual framework of this research is presented the following diagram:

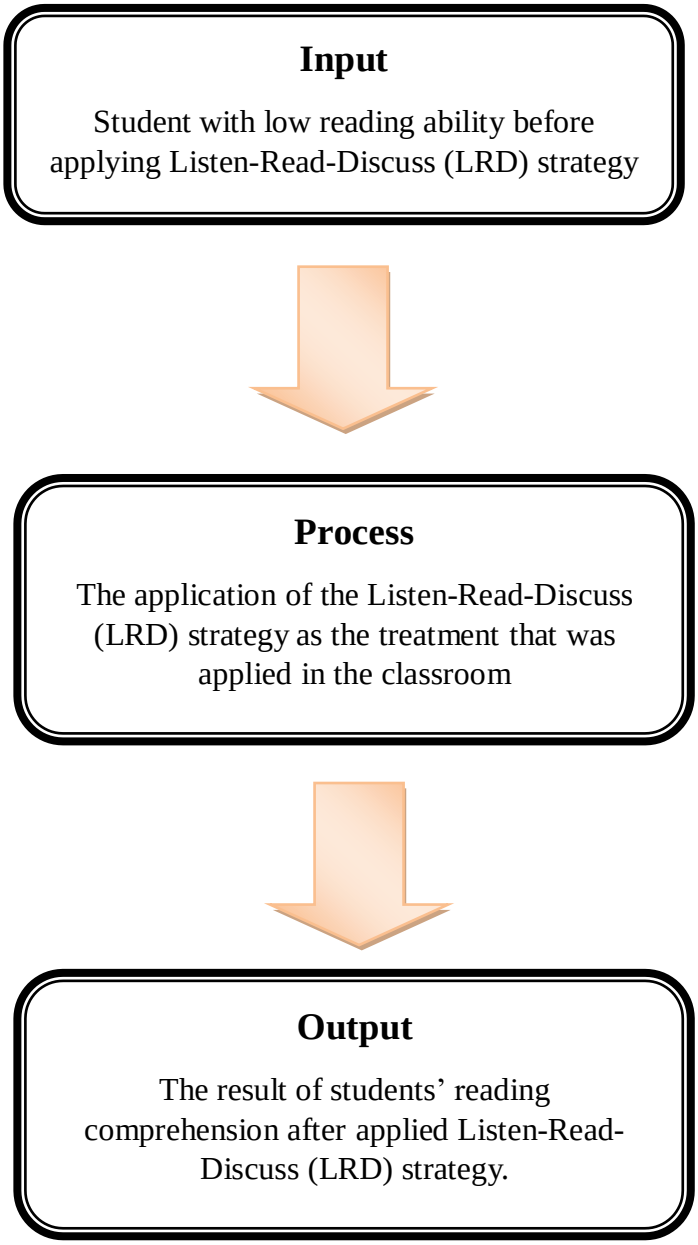


Figure 2.1. Conceptual Framework

D. Hypothesis

Based on the review of related literature and the problem statement, the researcher put forward as follows:

1. Alternative hypothesis (Ha)

   Ha: Applying LRD strategy is able to increase the students' reading comprehension at the eighth grade of MTs DDI WATU.

   Null hypothesis (Ho)

   Ho: Applying LRD strategy is not able to increase the students' reading comprehension at the eighth grade of MTs DDI WATU.

CHAPTER III

RESEARCH METHOD

The chapter presented research design, research variable and their operational definition, population and sample, instrument of the researcher, procedure of collecting data, treatment, and technique of data analysis.

A. Research Design

Research is a process in which the researchers engage in a small set of logical steps. In this research, the researcher would like to collect, process, analyze data to get conclusion of the research. This research is called quantitative research because it used numbers of statistics. Allaga and Gunderson stated that Quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).

Based on explanation before, the researcher can conclude that quantitative research is the research that is using numerical data to explain a particular phenomenon. The researcher used the form of pre-experimental design by using one group pre-test and post-test design. This research was presented as follows:

$$E = O_1 \ X \ O_2$$

Where :	
	E = Experimental Group
	O_1 = Pre-test for the experiment group

	X = Treatment in applying Listen-Read-Discuss Strategy
	O_2 = Post-test for the experiment group

B. Location and Duration

The research was conduct in MTs DDI WATU, JL. Kali Watu Poros Bulu Dua No. 11 Kabupaten Soppeng, South Sulawesi and it was take duration is about less than two months.

C. Population and Sample

1. Population

The population of this research was the eighth grade student with ten students of MTs DDI WATU, Academic year 2021/2022.

2. Sample

Based on population, the researcher takes one class from the population. The sample of this research was class VIII consist of ten students, while the sample is a group of students who are give treatment only, namely as ten students who used as the experimental class are selected based on "Attendance Class" of which ten students are selected with an attendance number from one until ten. The researcher used total sampling technique.

D. Instrument of the Research

In collecting data, the researcher used test as the instrument of the research. The students answered the reading test based on the reading provided by the teacher. Reading test included multiple choices. The kind of this test was objective test which consisted of items that the students answer by choosing one of the correct answers.

E. Variables and Operational Definition of Items

1. Variables

There are two variables of this research; these are independent and dependent variable. Independent Variable of this research is the application of Listen-Read-Discuss (LRD) strategy. Dependent Variable of this research is reading comprehension at the eighth grade students of MTs DDI WATU.

2. Operational Definition of Items

Listen-Read-Discuss (LRD) strategy is a strategy that can be used to improve the reading comprehension of students. This strategy can help the students to comprehend about the text; the students exchange ideas to his friends in small group by discuss the text. In other word, Listen-Read-Discuss (LRD) strategy to help students to comprehend the text before and during reading in small group discussion.

F. Procedures of Collecting Data

In this research, data was collected from all information that directly gathers from the research's subjects. The procedures of collection data as below:

1. Pre-test

The pre-test was give before the researcher uses the Listen-Read-Discuss (treatment) strategy measured in the form of multiple choices text with the aim to determine or measure their reading comprehension. This text was given with time (2 x 45 minute).

2. Post-Test

Post-test was given in order to finding out the significant result after implemented the treatment by used Listen-Read-Discuss (LRD) strategy measured in the form of multiple choice text. Post-test was given at the last activities and the steps were same with the steps in pre-test. Finally, the score obtained from the post-test was analyzed.

G. Treatment

After the pre-test was give to the students, the treatment begins. In this stage, the researcher was used Listen-Read-Discuss (LRD) strategy to treat the students.

The first meeting, the researcher greeted the students and introduced themselves. After that the research was provide one topic and the title of the topic in this meeting is about "Bawang Merah and Bawang Putih". Then, the researcher explains the content of the material while the students listen carefully and pay attention to important points based on what has been heard from the researcher's explanation. Furthermore, students were formed into groups consisting of three until four students and the teacher explains the rules. Each member has a role in the group. There are tasks to read, translate, and make some questions on a piece of paper that is given at random to another group. During the first five minutes, the researcher was asked students to read the text at the same time. After that, representatives of group members were asked to read individually. In addition, other group members carry out their respective duties. Finally, after all groups have finished

reading, each question was assigned randomly to each group. Then students were given a few minutes to discuss again to answer the question. After that, representatives of each group take turns standing to read the questions and their answers, while the other groups listen carefully and then they was provide corrections. At the end of this process, the researcher was give punishment to the group that answers the questions incorrectly.

The second meeting and the third meeting had the same activities but with different topics. The steps that have been taken are the same as at the time of the first meeting, only at the beginning of learning it is first filled with vocabulary games.

H. Technique of Analysis Data

Analysis of the data to be collected through pre-test and post-test; the following procedure is used as follows:

In this way, the researcher was multiple choices to test the students reading comprehension.

Table 3.1: Scoring the students answer the researcher use the formula Multiple Choices

Indicator	Score
Correct	5
Incorrect	0

1. Calculating the students score

Students score = $\frac{students\ correct\ answer}{the\ total\ of\ testi\ tems} x\ 100$

2. Classifying the students score

The data is classified into five classifications by referring to scoring system as follows:

Table.3.2 classifying the student's scores

Score	Description
81 – 100	Very good
61 – 80	Good
41 – 60	Fair
21 – 40	Poor
≤20	Very poor

3. The mean score of the students achievement

$$\bar{x}=\frac{\sum x}{N}$$

Where:

$\bar{x}$: Mean score

$\sum x$: Total of row score

N : Number of students

(Mills & Gay, 2019)

4. The formula of standart deviation

$$SD = \sqrt{\frac{SS}{N-1}} wHereSS = \sum X^2 - \frac{(\sum X)^2}{n}$$

Where:

SS : Sum of squares

SD : Standard deviation

SS : Sum of squares

N : Total number of subjects

∑ : The sum of the squares; square each score and add up all the squares

N : Number of students

(Mills & Gay, 2019)

5. The test of significant

The formula that used to calculate the of t-test value to identify the difference between pre-test and post-test the presented as follow:

$$t = \frac{\Sigma D}{\sqrt{\frac{n\Sigma D^2 - (\Sigma D)^2}{n-1}}}$$

Where :

T : Test of significance

∑ : The sum of the squares; square each score and add up all the squares

N : Number of students

D : The difference between the paired score

(Mills & Gay, 2019)

6. Criteria of testing hypothesis

To test hypothesis, the researcher used one-tail hypothesis with = 0, 5 and degree of freedom (df) = n-1. The statistical hypothesis in this research as follows:

$$Ho: \mu 1 = \mu 2$$

$$H1: \mu 1 \neq \mu 2$$

(Sugiono, 2019:119)

Where:

Ho : Null Hypothesis

H1 : Alternative Hypothesis

μ1 : the means score of students reading comprehension before taught Listen-Read-Discuss (LRD) strategy

μ2 : the means score of students reading comprehension after taught Listen-Read-Discuss (LRD) strategy

a. Ho: μ1 = μ2: the mean score there is no different effect of using the Listen-Read-Discuss (LRD) strategy on students' reading comprehension.

b. H1: μ1 ≠ μ2: the mean score there is a different effect of using Listen-Read-Discuss (LRD) strategy on students reading comprehension.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two parts, namely findings of the research and the discussion of the research. The findings with the students' score and data analysis which were obtained through reading test, such as the mean score and calculating of t-test and t-table. In the discussion part, it deals with the explanation about findings.

A. Research Findings

The findings found of this research deal with classification of the students' pre-test and post-test. To find out the question in the previous chapter, the researcher gave the test that as given twice. The pre-test was given before treatment to know the students reading comprehension, while post-test was given after treatment trough Listen-Read-Discuss (LRD) strategy. The result of post-test of this research can answer the question of this research that aims to find out whether or not the application of Listen-Read-Discuss (LRD) strategy is able to increase the students' reading comprehension of MTS DDI WATU in academic year 2021/2022.

1. The Pre-test scores

The researcher conducted pre-test in order to know students' ability before the treatment. The pre-test as administrated on January 5th 2022. The data of pre-test scores can be seen in the table below:

Table 4.1 the students' scores of the pre-test

Student scores	Pre-test	X^2
∑	**490**	**24500**

Based on the result of analyzed in the table 4.1, the researcher found that the total mean score of pre-test was 49, while the highest score was 60 and the lowest score was 40. However, the overall students achieved 49 as the average and standard deviation was 7,37 for student's reading comprehension before learning by percentage o pre-test, there were descriptive table below:

Table 4.2 The Score percentage of pre-test

No	Qualifications	Scores	Frequency	Percentage (%)
1	Excellent	81-100	-	0%
2	Good	61-80	-	0%
3	Fair	41-60	7	70%
4	Poor	21-40	3	30%
5	Very Poor	0-20	-	0%
	Total		**10**	**100%**

Based on the result of data in the table 4.2, the research found that from 10 students there are many students were poor qualification than good qualification, even no one students was excellent qualification. It means that the students' reading comprehension before applied the treatment still low category.

2. The Post-test scores

The researcher also gave post-test to know students' reading comprehension after treatment. It was administrated on February 10th 2022. The data of post-test scores can be seen in the table below:

Table 4.3 the students' score of post-test

Student scores	Pre-test	X^2
∑	**890**	**81700**

Based on the result of post-test analyzed in the table 4.3, it shows that the highest total score was achieved by students 7 with 100 total score. On the other hand, the students 2 achieved 60 as the lowest total score. However, the overall students achieved 89 as the average score and standard deviation was 16, 63 or their students' reading comprehension after the treatment by used Listen-Read-Discuss (LRD) strategy. To know more the score percentage of post-test, there were descriptive table below that showed the score percentage of post-test:

Table 4.4 the score percentage of post-test

No	Qualifications	Scores	Frequency	Percentage (%)
1	Excellent	81-100	7	70%
2	Good	61-80	1	10%
3	Fair	41-60	2	20%
4	Poor	21-40	-	0%
5	Very Poor	0-20	-	0%
	Total		**10**	**100%**

Based on the result of data in the table 4.4, the researcher found that there are many students were good qualification than fair qualification. It means that the students' reading comprehension after applied the treatment and given post-test was got high category.

3. The Mean score of the students on pre-test and post-test

The mean score of the students on pre-test and post-test, there were descriptive table below:

Table 4.5 The Mean score of pre-test and post-test

Test	Mean Score	Standard Deviation
Pre-test	49	7,37
Post-test	89	16,63

Standard deviation is a statistical value used to determine how close the data from a statistical sample is to the mean or average of the data, while the means score is used to get a picture of the average tendency of each research variable.

Based on the table, before the treatment in pre-test, the students reading comprehension got the mean score 49 and standard deviation 7,37, while after the treatment in post-test the students' reading comprehension got the mean score 89 and standard deviation 16,63. It proved that there was an improvement to the students' reading comprehension by used Listen-Read-Discuss (LRD) strategy.

4. The Overall result of pre-test and post-test

To know more the overall result of pre-test and post-test, there were descriptive table below:

Table 4.6 The Overall result of pre-test and post-test

Student scores	Experiment Class	
	Pre-test	**Post-test**
∑	**490**	**890**

The table shows that there were differences between the pre-test and post-test result. The students got an improvement by gaining score before and after the treatment. It means that the students got improvement in their ability test after learning English by using Listen-Read-Discuss (LRD) strategy. The improvement could be measured by taking a look the total score in the pre-test and post-test. The score of pre-test was 490, it is included "low category" and the total score of post-test after the treatment was 890, it is included "good category".

5. The t-test analysis

To know more the t-test analysis, there was the descriptive table of the worksheet of calculated o the score pre-test and post-test below:

Table 4.7 The Worksheet of calculated of the score pre-test and post-test

Students	Pre-test	Post-test	D	D^2
Score (∑)	**490**	**890**	**400**	**190000**

Table 4.8 T-Test and T-table value in pre-test and post-test

Test	df	Level of significance	Table value	Test value
Pre-test	9	0,05	0,82	1,83
Post-test	9	0,05	2,87	1,83

The t-test value is one of the statistical tests to test the truth of the hypothesis proposed by the researcher in differentiating the average in the two populations. The t-value measures the size of the difference relative to the variation in sample data.

Having analyzed the data of pre-test and post-test with using t-test formula, the result showed that the t-test value (2, 87) was higher than t-table value (1,83) with significance 5%. It means that there was an improvement in teaching reading comprehension by using Listen-Read-Discuss (LRD) strategy.

6. Hypothesis Testing

To find out degree of freedom (df), the researcher used the following formula:

Df = N-1

=10-1

=9

For the level of significance (p) = 5% and df = 9. The value of table is 1, 83, while the value of t-test is 2, 87. It means that the t-test value was higher than t-table value. Thus, it can be concluded that there was an improvement in learning reading comprehension by using Listen-Read-Discuss (LRD) strategy. So, the null hypothesis (H_o) is rejected and the alternative hypothesis (H_1) is rejected.

B. DISCUSSION

To find out the answer of the research question in the previous chapter, the researcher administrated the test. The test was a reading test was given before and after treatment, which aim to know the answer of the problem statement. At the beginning of the research, the researcher decide there were five meetings for doing this research divided to meetings for doing test such as pre-test and post-test, then three meetings for implemented the treatment by using Listen-Read-Discuss (LRD) strategy. To make it prove that teaching reading by using Listen-Read-Discuss (LRD) strategy in learning was got improvement in students' reading comprehension.

Based on the pre-observation when the research saw in learning process in MTS DDI WATU in academic year 2021/2022, the researcher found the problem there, such as the students still difficulties to comprehend the English text, while they had to read their books or other materials related to their lesson and still confused to answer the question in reading text. Some student unable to read the entire text, and they are able to gain at least surface level of understanding about the reading.

From the problem were faced the students above, there are many possible reasons that might it happened, such as the teacher taught monotonously and ineffectively. The teacher did not use various strategy and material in teaching reading to stimulate the students' motivation on learning process. To solve these problems, the researcher used the suitable strategy in learning process that is Listen-Read-Discuss (LRD) strategy.

Listen-Read-Discuss (LRD) strategy that have been taught to make the students be engage in their learning, understood a lot of material quickly, share information with other group, and then the students be individually accountable in their learning. It is also improve knowledge the students' reading comprehension in long text. The application of Listen-Read-Discuss (LRD) strategy can help the students more active in reading, the students was easier to comprehend the text and learning process successfully, such as Manzo (2005) stated that Listen-Read-Discuss (LRD) strategy is a good transfer strategy for teacher as well as the students. It means that the teacher explained and the students comprehend.

For the first meeting, the researcher gave pre-test to the students to answer the test of reading by their comprehension. Before the students started to answer the question of pre-test, the researcher greeting or students, and also gave information about her aim with the students. It was administrated to know students' achievement in reading comprehension before they were given the treatment by the researcher. After that, the researcher explained about how to do the pre-test and guide the students to discipline during the process. Then, the researcher gave students a chance to ask the researcher, they did not understand about the process. If there is no question from the students, well the researcher gave the students chance to started answer the pre-test.

In the pre-test, from 10 students no one got "excellent and good", 7 students got "fair", 3 students got "poor" and no one got "very poor". The

mean score of pre-test is 49. It means that the mean score of pre-test showed the students standard comprehension were “low”. Based on the data, the researcher found that from 10 students, there are many students got fair qualification than good qualification. From this result, the researcher can concluded that students’ reading comprehension still low before gave the treatment by used Listen-Read-Discuss (LRD) strategy. The students faced some problems in reading comprehension, such as they are lazy to read a long text, difficulties to comprehend the text because they are lack vocabulary to translate the English text and also still confused to answer the question because they did not understand the meaning of the text.

The second meeting, third meeting, and the fourth meeting had the same activities but with different topics. The second meeting with the topic “Bawang Merah and Bawang Putih”, the third meeting with the topic “The Donkey of Ghuizhou”, and the fourth meeting with the topic “Snow White and the Seven Dwarfs. This steps that had been taken are the same as at the time of the first meeting, only at the beginning of learning it is first filled with vocabulary games. All of meeting was the most successfully than the previous meetings because students were familiar with this strategy and the class as run successfully.

At the end of the research, after did third times of treatments, the researcher gave the post-test to the students to measure the improvement of the students’ reading comprehension after the treatment was done. Before the students started to answer the question of post-test, firstly the researcher gave

information about how to do the post-test and guide them to discipline during the process. In the post-test, there were 7 students got “excellent”, 1 student got “good”, 2 students got “fair”. The mean score of post-test is 89. It means that the mean score of post-test showed the students’ standard ability was “good”. Based on data of post-test scores, the researcher found that there are many students got excellent qualification than the other qualification. It means that from the result of post-test showed that there was an improvement in students’ reading comprehension before and after taught by used Listen-Read-Discuss (LRD) strategy. After gave the treatment, the students also interested to read the English text, easy to translate the text, understand the meaning of the long text, and then they were individually accountable in their learning.

The result, we can see that the score of pre-test was 49 while the score of post-test was 89. It means that the score of post-test was higher than the score of pre-test. From the t-test analysis, it can be concluded that the t-test value was higher than t-table (2, 87 > 1, 83) for the degree of freedom is 0, 05. It means that there was an improvement of the students’ reading comprehension after being taught used Listen-Read-Discuss (LRD) strategy.

On research activities during treatment was considered very good. The support of the preview findings from Nur Faindah Syamsir (2020). She stated that the use LRD strategy has been proven effective in improving reading skill. This study supports the theory that has been put forward and by the research, which is to find out the increase in reading comprehension after the

Listen-Read-Discuss (LRD) strategy is applied. Researcher also strongly agrees with the existence of this theory.

The next researcher for this strategy is conducted by Wahyuningsih (2015). She researched with quantitative research methods. She applied the Listen-Read-Discuss (LRD) strategy by teaching recount text material and the results were very helpful both for students and for their learning. This positive side was also felt by the researcher even though the type of text was different because the researcher applied this strategy with narrative text and the results were very helpful for students in improving reading comprehension.

In addition, Melinda Julianti (2018) also in her research said that this model made the students have responsibility and feel enjoy the learning process. It meant that Listen Read, Discuss (LRD) strategies can be used as one of the alternative to teach how to comprehend reading text. The researcher sees that when the researcher applies this strategy with this theory, it is very real. Students become active in class and feel happy in learning reading.

During the research at MTs DDI WATU, the researcher does not face difficulty because the teachers and all of the staff at school are very welcome and also the students were very happy and friendly with the researcher. It made the researcher feel comfortable, so the researcher was run successfully. It proved that began the first meeting until the last meeting the students always happy and enjoy in the classroom.

Based on the explanation, the researcher concluded that before applied Listen-Read-Discuss (LRD) strategy the students' reading comprehension still low, even they are faced some problems in reading comprehension. To solve their problems, the researcher decided to apply the suitable strategy that is Listen-Read-Discuss (LRD) strategy.

The researcher used pre-test and post-test as the instrument to measure an improvement of the students' reading comprehension. The result of post-test was higher than pre-test. It means that there was an improvement in reading comprehension after applied Listen-Read-Discuss (LRD) strategy. It concluded that the application of Listen-Read-Discuss (LRD) strategy be able to increase the students' reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on findings and discussion in the previous chapter, the researcher proposed conclusion related to the result of the research namely the students reading comprehension before being taught by Listen-Read-Discuss (LRD) strategy. This study was categorized pre-experimental research with ten students. The results of this study examine the students' ability in reading comprehension. This research is supported by several previous findings about the LRD strategy that this strategy is highly recommended for use by teachers in the classroom. This strategy makes students in learning more active and feels more comfortable in learning reading. This strategy can also be conveyed through several researchers who have proven the merits of this strategy. Practically, this strategy can help teachers in teaching comprehension material to see how students' real abilities are in understanding the contents of reading texts.

The application of Listen-Read-Discuss (LRD) strategy was able to increase the students' reading comprehension at eight grades at MTS DDI WATU. It was proved by the result of data analyzed such as the mean score of pre-test was higher than the score of pre-test. It was supported by the result of t-test analyzed where the t-test value was higher than t-table. It means that

the alternative hypothesis (H_a) was accepted while the null hypothesis (H_o) was rejected.

B. Suggestion

Based on the conclusion, the researcher would like to give some suggestion from this research. The suggestions are proposed to:

1. For the teacher

a. The teacher should be read more books or thesis about strategy in teaching reading.

b. The teacher can apply Listen-Read-Discuss (LRD) strategy as one of the alternative teaching reading in learning process.

2. For the students

a. The students have to improve their reading comprehension by using Listen-Read-Discuss (LRD) strategy in learning process.

b. The students should have more time to read English books or English magazine in everywhere.

3. For the future researcher

The researcher would like to suggest other researcher to develop this research with the new innovation such as the use of LRD strategy with different material to increase students' reading comprehension. Moreover, hopefully the result of this research can be a reference.

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