CHAPTER I

INTRODUCTION

A. Background

English language has become part and parcel of every existing field in this modern world. Especially in Indonesia, in the field of education, English has become a compulsory subject that has been formulated beginning from primary school to university level in the national curriculum. of every existing field in this modern world. Teaching English consist of four language skills, they are listening, speaking, reading, and writing, also four English aspects namely structure, pronunciation, vocabulary and grammar. Research focused on reading skill.

At the most basic level, reading was the recognition of words, from simple recognition of the individual letters and how these letters form a particular word to what each word means not just on an individual level, but as part of a text (Tennant, 2013). The ability to read is acknowledged to be the most stable and durable of the second language modalities (Bernhardt, 1991). Colins.et al (2004) states that reading comprehension is an active process, directed by intentional thinking that allows young readers to make connections between their thinking processes, textual content, and their own knowledge, expectations, and purpose of reading. This means that learners may use their productive skills, yet still be able to comprehend texts with some degree of proficiency.

Reading in learning English considered as the easiest skills. However, it was indisputable based on observation conducted in SMP Negeri 9 Parepare the researcher found the mean score of students is 49,66. The results were the students

reading comprehension categorized still low based on the standard value of the Ministry of National Education's classification in 2016. This problem mostly caused the method that used by the teacher was not effective to teach reading comprehension. This data collected through questioning the student and the result got about 80% students who stated that they were not satisfied on the teaching method especially in this situation pandemic Covid-19 students learn by online class via WhatsApp. It certainly not effective against the students and consider boredom. Thus, the material taught cannot be fully understood by the students.

One of way to solve of students problem on learning reading comprehension was through Listen-Read-Discuss (L-R-D) the one of the active learning method, more variety and more interested in reading activities. Manzo (2005) Listen–Read–Discuss (LRD) is heuristic meets these requirements for teachers and students. It offers simple lesson design that can be tried almost immediately and provides several elaborations on the basic design that can be phased in as necessary and appropriate. This is one way to develop a personal program of professional development. That method allows students discuss the material their heard and read with other friends and teacher can check their comprehension by question.

Based on explanation and the importance of Reading Comprehension Listen-Read-Discuss (L-R-D) the researcher interested to conduct a research with the title "The Effectiveness of Teaching Reading Comprehension through Listen-Read-Discuss (L-R-D) Towards the First Year Students of SMP Negeri 9 Parepare."

B. Problem Statement

Based on the background, the problems of the study can be formulated as follows:

Is Listen-Read-Discuss (L-R-D) as method effectively to improve the reading comprehension of the first year students of SMP Negeri 9 Parepare?

C. Objective of the Research

Based on the problem statement, the objective of the research was to find out and analyze whether the teaching reading comprehension through Listen-Read-Discuss (L-R-D) as method was effective towards the first year students of SMP Negeri 9 Parepare.

D. Significance of the Research

The significance of the research is divided into two parts. They will be theoretical and practical significance.

1. Theoretical significance; the result of this research was expected to be useful information the development English language study, especially in teaching Reading Comprehension through Listen-Read-Discuss (L-R-D).
2. Practical significance; the result of this research expected have some benefit not only for the researcher herself, but also for English teachers, students and the next researcher. To English teachers, the researcher hope the result of this research can enrich teacher method in teaching reading comprehension. To students, the researcher hopes they will feel more interest with Listen-Read-Discuss (L-R-D) method and not bored in learning reading comprehension. To

the researcher, the result of this research hopefully to be useful and meaningful references in their enlarging research.

E. Scope of the Research

The scope of the research was focused on the effectiveness of teaching reading comprehension through Listen-Read-Discuss (L-R-D) towards the first year students of Parepare. It was restricted by discipline, content and activity. SMP Negeri 9

1. By discipline, this research was limited to the field of applied linguistic study, in terms of Reading Comprehension through Listen-Read-Discuss (L-R-D).
2. By content, this research explain about teaching reading comprehension through Listen-Read-Discuss (L-R-D) and it will be connected by material in the Core of Competence and Basic Competence in junior high school English syllabus.
3. By activity, this research will effectiveness teaching reading comprehension through Listen-Read-Discuss (L-R-D) towards the first year students of SMP Negeri 9 Parepare.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of some previous Research Findings, Some Pertinent Ideas, Resume and Conceptual Framework, and Hypothesis.

A. Some Previous Related Research Findings

Many researchers have report to expose the identification of student's achievement in learning English to make the teaching and learning process more effective. Some of the researcher's findings related concisely below:

1. Pebriana et al. (2019) in their research "The Effectiveness of Listen-Discuss Strategy (LRD) Toward Reading Students' Comprehension". This study shows that reading comprehension through LRD strategy is more effective in increasing reading comprehension. In the other words, students' reading comprehension that were taught through LRD strategy is higher than those who.
2. Riawan (2019) in his research "The Effect of Listen-Read-Discuss (LRD) strategy to student's reading comprehension at MA Sejahtera Pare" states 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 descriptive 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.

3. Robby Ibrahim (2017) in his research "The Use of Listen Read Discuss Strategy and Reading Motivation Toward The Students' Reading Comprehension" states 1. Listen Read Discuss Strategy gives a significant effect on students' reading comprehension of descriptive text compared to Small Group Discussion strategy as the conventional strategy. It can be seen from the mean score of students' reading comprehension both of the classes. 2. Students with high reading motivation who are taught by using Listen Read Discuss Strategy have better result in reading comprehension of descriptive text rather than high motivated students who are taught through Small Group Discussion strategy. 3. Listen Read Discuss Strategy helps students to improve their reading comprehension of descriptive text although they are low motivated students. It can be seen from their mean score. 4. There is no interaction between strategies used and students' reading motivation on student' reading comprehension of descriptive text. Both strategies LRD and SGD can be used without considering the level of students reading motivation. LRD strategy is more effective than conventional strategy.

Based on the description of the learning reading comprehension through Listen-Read-Discuss (L-R-D) method, this method can help students more understand a text because they learn with high reading motivation by giving the new method Listen-Read-Discuss (LRD) so the students will be more attention when the teacher gives explanation or give instruction. Therefore, LRD method was an effective method in teaching reading comprehension.

B. Some Pertinent Ideas

1. The Concept of Reading

There were three points of this concept of reading, those were definition of reading, principle of reading and types of reading.

a. Definition of Reading

There were some definitions of reading that given by some expert as follows:

1) Kartika Dewi (2016) states that reading is an activity to get meaning or information through writing. Through teaching and learning of reading, the students are expected to be able to comprehend the written text they read. By understanding and interpreting the written text, the learners can be transfer the information from reading that contributes to their knowledge. However, incorrect information and response to the reading text will occur if the learners cannot understand well the content of the reading text.
2) Bassma (2013) states that reading is the process of understanding a written text by learner.

3) Brenda (2010) states that reading is hard work, responding to what you are reading and participating in a mental dialogue between yourself and an author requires concentration.

Based on the definition, the researcher concludes that reading was the process of understanding the meaning of the content and the writer's idea about the topic. Furthermore, understand means comprehending the reading materials.

b. Principle of Reading

According to Harmer (2007) the principles of reading:

1) Teachers encourage students to read as often and as much as possible
2) Students need to be engaged with what they are reading
3) Teachers encourage students to respond to the content of a text and explore their feelings about it, not just concentrate on its construction
4) Prediction is a major factor in reading
5) Teacher has to match the task to the topic when using intensive reading texts
6) Good teacher exploit reading texts to the full

c. Types of Reading

There were two types of reading. They were extensive and intensive reading. To get the maximum benefit from their reading, students need to be involved in both of them.

Supported by Parveen (2014) Extensive Reading: This means reading for pleasure and relaxation. A reader can take any topic of interest and get indulged in self-appeasement. The purpose is to enjoy. Since our childhood, we have been

reading comic books, stories, tales, novels and now general studies or specific interest books or other publications. There is no binding on us to read them and appear in some examination. This type of reading does not carry any accountability on the part of the reader and doesn't invade his pleasure of reading. And then Intensive Reading: As the term, itself states, Intensive is 'in depth. This type of reading is careful reading with the utmost concern for the understanding of the text in hand. This related more to the academic reading that we talk of today and consider as the primary goal of a student. One reads for details and for the collection of information. It is for 'knowledge'. Specialization happens through this type of reading. Research Papers, Term Papers. Oral Reports or Project Assignments are prepared and submitted through this reading.

2. The Concept of Reading Comprehension

a. Definition of Reading Comprehension

There were some definitions of reading comprehension that given by some expert as follows:

1) Dewi et al. (2020) state that reading comprehension is an activity to find meaning or message from the writer through the text they read.
2) Eka Fajar R (2013) states that comprehension is the important aspect of reading.
3) Duffy (2009) stated "Comprehension is the essence of reading because the goal of written language is communication of messages. If we do not understand the message, we are not reading".

Based on the definition, the researcher assumes that reading comprehension was when the reader got the point of the text.

b. The Elements of Reading Comprehension

There were three elements in reading comprehension:

1) The reader who is doing the comprehending

To comprehend, the reader must have a wide range of capacities and abilities. These include cognitive capacities (e.g., attention, memory, critical analytic ability, inferencing, visualization ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies).

2) The text that was to be comprehended

The features of the text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. During reading the reader constructs a different representation of the text that is important for comprehension (Catherine, 2002).

3) The activity in which comprehension is a part

A reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity, all of which occur within some specific context. The initial purpose of the activity can change as the reader reads. Processing the text involves decoding the text,higher-level linguistic and semantic processing, and self-monitoring for comprehension.

This three-dimension (reader, text, activity) defines a phenomenon that occurs within a larger sociocultural context that shapes and is shaped by the reader and that interacts with each of the three elements (Catherine, 2002).

3. The Concept of Listen-Read-Discuss (L-R-D)

a. Definition of Listen-Read-Discuss (L-R-D)

There were some definitions of reading that given by some expert as follows:

1) Robby Ibrahim (2017) states LRD (Listen Read Discuss) strategy is an appropriate strategy to teach reading, here the students will get the explanation about text from the teacher before they read and the students could enhance their comprehension about the text by doing discussion.
2) Ngatimah & Hanipa (2018) state Listen – read – discuss strategy is a strategy helps students understand text. The teacher gives a short teach to the students. Then the students read the text that the teacher spoke about. After reading, the students discuss the information they read and the lecture of the teacher give. This strategy also helps the students use their prior knowledge.
3) Mc Kenna (2002) states that LRD strategy is a strategy especially designed for struggling readers. It means that LRD (Listen Read Discuss) is strategy by student difficulty to read the text.
4) Manzo & Csale (1985) states LRD (Listen Read Discuss) strategy is one teaching strategy for the teacher and learning strategy for the students more active in comprehending material. It means that LRD (Listen Read Discuss) strategy can help the students to comprehend about text and students can

discuss make students exchange ideas to their friends in small group. Manzo also say that "Listen read discuss meets these requirements for teachers and students. It meets about the teacher explanation and students comprehension."

Based on the definition, the researcher assumes that L-R-D (Listen-Read-Discuss) was a method that builds students background knowledge in comprehends the text.

b. Steps of Listen-Read-Discuss (L-R-D)

Sharon & Mc. Kenna (2011) state there were steps for teaching reading comprehension by using LRD strategy :

1) Before reading

LRD begins with the teacher presenting the content of the reading selection fully and completely. This may involve approaches such as lecture, demonstration, and discussion. Reading however is not involved.

2) During reading

The initial step of the lesson, during which students listen, but don't read, that subsequent reading may seems like unnecessary. In fact, LRD has been compared favorably with other lesson formats. Reading was the best guide by presenting questions and tasks.

3) After reading

Post reading discussion was anchored in the tasks presented by the teacher at the outset. This tasks serve both as a focus for discussion and memory prompt because students can refer to write products that they have created.

There were the procedures of Listen-Read-Discuss by Alvermann:

a) Listen : The researcher present the informational to the students' about the text that they will be reading and this can be in the form of a short lecture on the reading material selected, here the researcher tries to active students' prior knowledge by using graphic organizer to guide the lecture. The time for this step is approximately 10-15 minute.
b) Read: Then, the students read a text selection about the topic. This explanation is compared with the information from the lecture. The passage from the textbook should cover the same information introduced in the lecture. Long reading assignment that bring in other topics are not appropriate. The researcher should let the students know that the purpose of reading is to experience another explanation of the topic and to compare it to the information they have just read.
c) Discuss: The researcher will lead a classroom discussion of the material that was read and encourage students to reflect on any differences between their readings of the content on the researcher's presentation. So, in this step the researcher make a small or large group and they ask question.

Based on the procedures, the researcher concludes that LRD was the suitable strategy that can help the students comprehending the text. The students read the text selected to compare the information that was read by writer. Finally, they discuss the text with their group.

c. The Advantages of Listen-Read-Discuss (L-R-D)

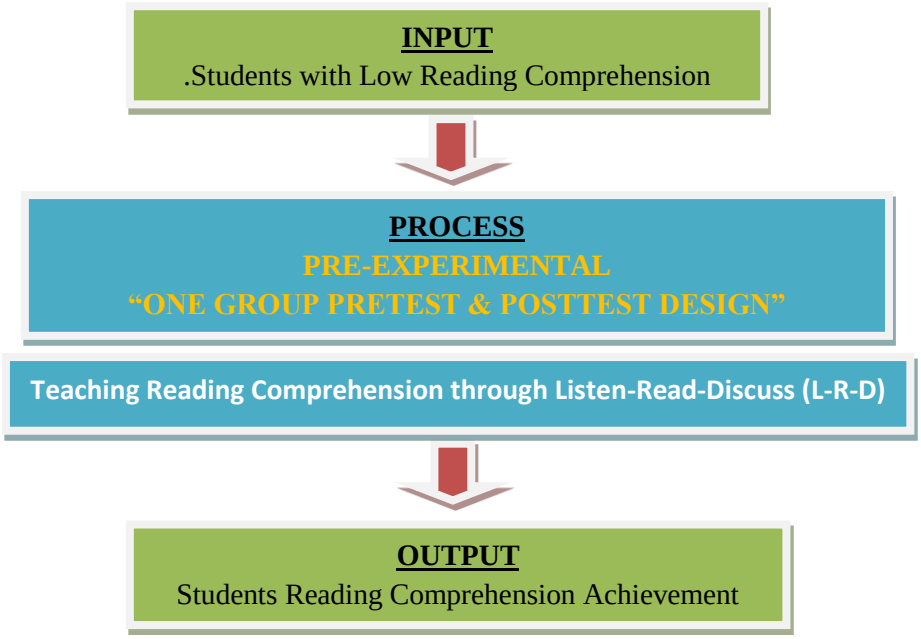
WETA (2016) states the advantages of Listen Read Discuss strategy, they were:

1) LRD can be used for proficient or weak reader.
2) Teachers observe reluctant reader approaching the text with more confidence.
3) It is easy to use and require little preparation.
4) It helps students to comprehend the material presented orally.
5) It builds student's prior knowledge before they read a text.
6) It engages struggling readers in classroom discussion.
7) Students bring more information and enthusiasm to be post-reading discussion.
8) Students capable of reading with greater understand.
9) They have more to contribute to class discussion.
10) LRD is flexible strategy can be use across all curriculum areas with almost any text.

It can be seen that the advantages of L-R-D (Listen Read Discuss) method can build the students in reading comprehension for proficient or even to weak reader. It builds students prior knowledge before read the text, and comparing the information during they read the text. The last students will be engaged class discussion which builds their understanding of the text and improve student's confidence in class discussion.

C. Conceptual Framework

The conceptual has underlying in this research were given in the following diagram below:



a. Input

In this stage, the data of student's reading comprehension ability was collected by gave them a test named pre-test. The total number of the test was 20 items which was divided into 10 items of multiple choice test and 10 items essay test to measure the ability of the students to comprehend the reading text. The students answer some question about the text or materials. This stage requires one meeting to conduct.

b. Process

In this stage, the researcher gave a treatment which devided into four meetings. The researcher implemented teaching reading comprehension through Listen-Read-Discuss (L-R-D). The researcher read a descriptive text and students focus listen and then students read and discuss the text with their group to answer some question about the text. The researcher gave different material in every meetings.

c. Output

In output, the researcher collected the data of student's reading comprehension ability by gave them a test named post-test. The total number of the test was 20 items which was divided into 10 items of multiple choice test and 10 items essay test. The research identified whether or not there was an improvement after treatment.

D. Research Hypothesis

The researcher formulates two hypotheses as follows:

a. H_0 (Null Hypothesis): The Listen-Read-Discuss (L-R-D) method cannot improve reading comprehension of the first year students of SMP Negeri 9 Parepare.

b. H_1 (Alternative Hypothesis): The Listen-Read-Discuss (L-R-D) method can improve reading comprehension of the first year students of SMP Negeri 9 Parepare.

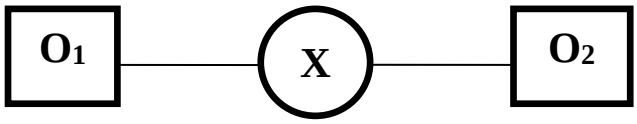
CHAPTER III

RESEARCH METHOD

A. Research Design

The research design of this research was pre-experimental class with one group pre-test and post-test design. This design illustrated as follows:

Figure. 3. 1 Research Design



(Sugiyono, 2014:74)

Where:

O_1 : Pre-test giving before treatment

O_2 : Post-test giving after treatment

X : Treatment

B. Research Variables and their Operational Definitions

1. Research Variables

There were two variables in this research namely independent variable and dependent variable.

a. The independent variable was Teaching Reading Comprehension through Listen-Read-Discuss (L-R-D).
b. The dependent variable was reading comprehension of the First Year Students of SMP Negeri 9 Parepare.

2. Operational Definition of The Variables

Reading was the process of constructing meaning from written texts. It was a complex skill requiring the coordination of a number of interrelated sources of information.

Listen-Read-Discuss (L-R-D) was one teaching strategy for the teacher and learning strategy for the students more active in comprehending material. It means that Listen-Read-Discuss (L-R-D) strategy can help the students to comprehend about text and students can discuss make students exchange ideas to their friends in small group.

C. Population and Sample

1. Population

The population of this research was the first year students of SMP Negeri 9 Parepare consist of 201 students which divided into six classes.

2. Sample

The researcher use cluster random sampling technique with VII.5 consists of 20 students as a sample of this research.

D. Instrument of The Research

The instruments that used in this research were a reading test namely multiple choice test and essay test. The total number of the test was 20 items which was divided into 10 items of multiple choice test and 10 items essay test to measure the ability of the students to comprehend the reading text. The test applied as a pre-test and post-test. The pre-test used to find out comprehend of the

students before giving treatment, and post-test used to find out the reading comprehension after giving treatment.

E. Procedure of Collecting Data

The data collected in the pre-test and post-test.

1. Pre-test

a. Distribute the worksheet in WhatsApp group.

b. Giving instructions.

c. All students collect the worksheet to researcher by personal chat.

d. The pre-test was used to find out comprehend of the students before giving treatment.

2. Post-test

a. Distribute the worksheet in WhatsApp group.

b. Giving instructions.

c. All students collect the worksheet to researcher by personal chat.

d. Post-test was used to find out the reading comprehension after giving treatment.

F. Treatment

The treatment actually holded in school, but because of pandemic we cannot did it at school so the researcher applied this technique and also take the data via WhatsApp as media to teach. There were four meetings of this research.

Steps in teaching reading comprehension through Listen-Read-Discuss (L-R-D) method :

1. The First Meeting

a. The researcher introduced the procedure of this method.

b. The researcher divided the class into 4 groups via WhatsApp Group Class and then the researcher sent 4 links WhatsApp Group.

c. All students joined in Whatsapp Group consist of their group.

d. The researcher sent a voice note in WhatsApp Group Class that read a descriptive text about animal.

e. All students listened that voice note and try to guess what the descriptive text talk about.

f. The researcher sent that descriptive text to each group.

g. The researcher gave the student's times to read and understand the text.

h. All students discuss with their group to answer some question about the text.

i. Before close the meeting the researcher checked comprehension students by give some random question about that descriptive text in WhatsApp Group Class.

j. The researcher gave conclusion about that material.

k. The researcher closed the meeting and motivates to learn and practice reading more.

2. The Second Meeting

a. The researcher sent a voice note in WhatsApp Group Class that read a descriptive text about friend.

b. All students listened that voice note and try to guess what the descriptive text talk about.

c. The researcher sent that descriptive text to each group.
d. The researcher gave the student's times to read and understand the text.
e. All students discuss with their group to answer some question about the text.
f. Before close the meeting the researcher checked comprehension students by give some random question about that descriptive text in WhatsApp Group Class.
g. The researcher gave conclusion about that material.
h. The researcher closed the meeting and motivates to learn and practice reading more.

3. The Third Meeting

a. The researcher sent a voice note in WhatsApp Group Class that read a descriptive text about house.
b. All students listened that voice note and try to guess what the descriptive text talk about.
c. The researcher sent that descriptive text to each group.
d. The researcher gave the student's times to read and understand the text.
e. All students discuss with their group to answer some question about the text.
f. Before close the meeting the researcher checked comprehension students by give some random question about that descriptive text in WhatsApp Group Class.
g. The researcher gave conclusion about that material.
h. The researcher closed the meeting and motivates to learn and practice reading more.

4. The Fourth Meeting

a. The researcher sent a voice note in WhatsApp Group Class that read a descriptive text about family.
b. All students listened that voice note and try to guess what the descriptive text talk about.
c. The researcher sent that descriptive text to each group.
d. The researcher gave the student's times to read and understand the text.
e. All students discuss with their group to answer some question about the text.
f. Before close the meeting the researcher checked comprehension students by give some random question about that descriptive text in WhatsApp Group Class.
g. The researcher gave conclusion about that material.
h. The researcher closed the meeting and motivated to learn and practice reading more.

G. Technique of Data Analysis

To analyses the data that was collected through pre-test and post-test, the following procedures follows:

1. Calculating the students' score:

$$\text{Students' score} = \frac{students \quad gained\ score}{maximum\ score} s\ 100$$

(Dirjen Pendidikan Dasar dan Menengah, 2005:28)

2. Classifying the student's score:

The data classify into five classifications by referring to the scoring system as follows:

Table. 3.1 Classifying The Student's Score

Score	Description
86 – 100	Very good
76 – 85	Good
56 – 75	Fair
41 – 55	Poor
≤40	Very poor

(Department Pendidikan Nasional Republik Indonesia 2016)

a. Calculating the mean score of the class using the following formula:

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

Where:

$\bar{x}$: Mean score

$\sum x$: Total of row score

N : Number of students

(Gay, at.al.2006:320)

b. The formula of standard deviation was presented as follows:

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

SD: Standard Deviation

$\sum x$: Total of row score

N : Student of Total Number

1) Finding the differences of mean score between the pre-test and the post-test by calculating the value of the t-test, the formula as follows:

Find Out D

$D = \frac{\sum D}{n}$

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

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

2) Criteria of Testing Hypothesis

To test the hypothesis, the researcher used a one-tail hypothesis with = 0,05 and degree of freedom (df) = n-1. The statistical hypothesis in this research as follows:

$H_0 : \mu 1 > \mu 2$

$H_1 : \mu 1 \nless \mu 2$

(Sugiono, 2010:119)

Where:

H_0 : Null Hypothesis

H_1 : Alternative Hypothesis

μ1 : The means score of students reading comprehension before taught through Listen-Read-Discuss (L-R-D).

μ2 : The means score of students reading comprehension after taught through Listen-Read-Discuss (L-R-D).

H_0 : μ1 > μ2: The Listen-Read-Discuss (L-R-D) method cannot improve reading comprehension of the first year students of SMP Negeri 9 Parepare.

H_1 : μ1 ≠ μ2: The Listen-Read-Discuss (L-R-D) method can improve reading comprehension of the first year students of SMP Negeri 9 Parepare.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher analyzed the data from the pre-test and post-test. the pre-test was used to measure the prior ability of the students' reading comprehension, and the post-test was used to measure how far the improvement of students' reading comprehension after the treatment.

A. Research Findings

In this point the researcher applied all procedures that had been shown in the previous chapter besides, the research has given pre-test and post-test to the students in VII.5 of SMP Negeri 9 Parepare. The result of each test was different. Moreover, it was continued by analyzing the students' scores in the pre-test and post-test in the pre-experiment class. It aimed to find out the significant improvement of students' reading comprehension.

1. The Result Scores of Pre-test and Post-test

a. The Result of The Pre-test

A pre-test conducted by the researcher to know the reading comprehension of the students before gave the treatment. Based on the pre-test in this class, the researcher gave the frequency and percentage analysis as follow

Table. 4.1 : the students reading comprehension of achievement in pre-test.

No	Classification	Score	F	Percentage
1	Very Good	86-100	0	0%
2	Good	76-85	3	15%
3	Fair	56-75	9	45%
4	Poor	45-55	6	30%
5	Very poor	≤40	2	10%
	TOTAL		**20**	**100%**

The results of students' reading comprehension in the pre-test showed that the students have varying scores. In this class, some students are classified as being poor and very poor, because some students do not understand the contents of the reading text. Automatically most of their answers are wrong. The reading comprehension achievement was still low in the pre-test. Where the pre-experiment class or class VII.5 which consists of 20 active students can be concluded that the class is still classified as poor and very poor during pre-test.

A treatment conducted by the researcher to teach the student about reading comprehension by use the Listen-Read-Discuss (L-R-D) method. Based on the treatment in this class, the researcher gave the classification analysis as follow :

Table. 4.2 : the students reading comprehension of achievement in treatment.

NO	Classification	Score	Meeting			
			First	Second	Third	Fourth
1	Very Good	86-100	-	3	3	6
2	Good	76-85	5	5	6	5
3	Fair	56-75	3	3	1	4
4	Poor	45-55	7	5	5	2
5	Very Poor	≤40	5	4	5	3

Based on the classification of treatment, it has increased from every meeting. This shows that after doing a treatment, there is a better value than before using the Listen-Read-Discuss (L-R-D).

b. The Result of Post-test

Post-test conducted by the researcher to know the reading comprehension of the students after giving the treatment. Based on the post-test in this class, the researcher gave the frequency and percentage analysis as follow :

Table. 4.3 : The students reading comprehension of achievement in post-test.

No	**Classification**	**Score**	**F**	**Percentage**
1	Very Good	86-100	9	45%
2	Good	71-85	10	50%
3	Fair	56-70	1	5%
4	Poor	41-55	0	0%
5	Very poor	≤40	0	0%
	TOTAL		**20**	**100%**

Based on the percentage of students' reading comprehension at moderate, poor, and very poor grades, it has increased significantly. This shows that after doing a treatment, there is a better value than before using the Listen-Read-Discuss (L-R-D).

Furthermore, the scores of each student on the post-test were analyzed using the standard scores of the Ministry of National Education of the Republic of Indonesia, so that the level of success of the students after being given treatment can be seen which can be seen in the table above.

It can be concluded that after being given treatment, students who have experienced an increase can be seen from the table before doing the treatment and the table after doing the treatment.

2. The Means Score and Standard Deviation of Pre-Test of The Students

The means score and standard deviation in this class after calculating the result of the student's pre-test are presented in the following table :

a. Means Score and Standard Deviation of Pre-Test

Table. 4.4: Means score and standard deviation of pre-test

Class	Mean Score	Standard Deviation
Pre-Experiment	40.25	15.59

The table showed that the mean score of pre-test in the reading comprehension of students in pre-experiment was still low. It showed that the means score of the pre-experiment class is 40.25. It means that the mean score of pre-test was obtained by the students before giving the treatment in pre-experiment class a category moderate.

The standard deviation of pre-test in pre-experiment 15.59 was categorized high. It indicated that the students' ability in reading comprehension was still varied.

b. Means Score and Standard Deviation of Post-Test

Table. 4.5 : Means score and standard deviation of post-test

Class	Mean Score	Standard Deviation
Pre-Experiment	78.25	7.826

The table shows that the students' reading comprehension ability has increased but it is not significant. The result of standard deviation also shows that students do not understand the reading with a standard deviation of 15.59 before

treatment and after treatment, there is an increase, namely 7.826. This is due to the application of reading comprehension using the Listen-Read-Discuss (L-R-D).

3. The Hypothesis Testing

Hypothesis testing was conducted to know and conclude that the metacognitive strategy was a success or not to improve the reading comprehension in the first year students of SMP Negeri 9 Parepare.

The following table was the result of the t-test value statistical analysis. It described the hypothesis testing of pre-test and post-test as follows :

Table.4.6 : the result of statistical analysis of students reading achievement.

Types of test	Level significant	T-test Value	T-table Value
Pre-test and Post-test	0.05	0.839	1.729

As a result pre-test and post-test the researcher found that the t-test value (0.839) was lower than the t-table value (1.729) it means that the null hypothesis (H_0) was accepted and the Alternative Hypothesis (H_1) was rejected.

Therefore, the researchers concluded that there was an increased in students' reading comprehension before and after the treatment but it is not significant. In this case, The implementation of the Listen-Read-Discuss (L-R-D) based in teaching reading comprehension. Finally, the researchers concluded that the Listen-Read-Discuss (L-R-D) is not effective to improve the reading comprehension of the students.

B. Discussion

In this study, the writer applied Listen-Read-Discuss (L-R-D) in teaching English subject for the students of SMP Negeri 9 Parepare. The writer successfully collected the data using tests, in order to answer the writer questions. The purpose of this research is to know the effectiveness of using the Listen-Read-Discuss (L-R-D) in teaching reading comprehension.

In this research, the researcher has conducted four meetings. The first meeting conducted by researchers in this study was to provide a pre-test for the respondent class. The researcher then conducted treatment for four meetings for class according to the predetermined strategy. After carrying out the treatment, the researcher then distributed the post-test to determine the increase in students' abilities. The treatment and the test carried out by Whatsapp and Google meet. The following is a detailed explanation of the problems in the research.

In this section the researcher explains the background of the research until the research results are obtained. This research was started after the researcher found some facts when making observations at SMP Negeri 9 Parepare, namely the fact that students' found reading in English quite difficult. Before we seem to explain the importance of reading, we need to know reading. According to Cline (2006) reading is a process undertaken and used by readers to obtain the message, a method used to communicate with yourself and sometimes others, which communicates the meaning contained or implied in the written symbols. Reading is the process of thinking, it also supported by Sheng (2000), that is when a person is reading, then someone is going to recognize the words

that require interpret of graphic symbols - cymbals. To fully understand a passage, one should be able to use the information to make a conclusion and read critically and creatively in order to understand figurative language, the researcher set goals, evaluate the ideas written by the researcher and use such ideas in the right situation . This whole process is a process of thinking.

The researcher found several facts why researchers conducted this study with the aim of improving students' reading comprehension. The first fact is based on a written test the researcher performs during observation. The students said that reading comprehension is quite difficult in English. The second fact is the researcher found the fact that students were not satisfied with the learning method used by the teacher in teaching. English teachers should try to use interesting learning method to motivate students to be more active in the learning process, especially in reading descriptive text. The third fact, students' reading skills are still low. This is evidenced by the results of the written test on the observation. Based on the DEPDIKNAS 2016, this score is categorized as a low achievement. Therefore, researchers used the Listen-Read-Discuss (L-R-D) to improve students' reading comprehension in descriptive text in the first year of SMP Negeri 9 Parepare.

Before giving the treatment, the researcher conducted a pre-test on the respondent's class to determine the students' reading skills. The pre-test was given to all students using 60 minutes (2 hours of lessons) for the respondent class. After conducting the pre-test, the researcher treated the respondent class four times.

In the first meeting until the end, the researcher ensured that students were active in the Whatsapp application. Whatsapp application is a messaging app that let user text, chat, and share media, including voice messages and video with individual or group. This app used by the researcher as the media to check the attendance, share the material, share the test and college the test.

In every meeting, the researcher start the class with said hello and ask about the condition of the students. Then the researcher will check the attendance of students in the chat group on Whatsapp. Each meeting consists of 60 minutes.

The first meeting, the researcher would make an introduction through social media Whatsapp. The researcher would be explained about descriptive text. The researcher sent a voice note about animal in Whatsapp Group and all students listened that voice note and try to guess what the descriptive text talk about. After that, the researcher sent that descriptive text to each group and gave the student's times to read and understand the text and then students discuss with their group to answer some question about the text. Before close the meeting the researcher checked comprehension students by give some random question about that descriptive text in WhatsApp Group Class. The researcher gave conclusion about that material. The researcher close the meeting and motivates to learn and practice reading more.

The second meeting, because in the previous meeting the students were impressed with the new method learning, so the students were enjoy the learning process about friend. The concept used was still the same but with a different

material. So the researchers concluded that students were interested in learning English.

In the third meeting, students learn about house. Some of the students look interest to discuss about that. Developments and results can be seen from the students were active to show their opinion.

In the fourth meeting, the researcher explained the new material, about family. In this last meeting students collected the results of their assignments. However, from the second to the last meeting the learning process might be performed well, and it is proven by the students' excitement every meeting and the students' learning results that have improved in each meeting.

After the treatment was carried out, the researcher conducted a post-test. The post-test was carried out after all treatments were carried out in the respondent's class to determine the students' reading comprehension. The post-test was given to all students using 60 minutes (2 hours of lessons) for the respondent's class using Whatsapp.

Before giving treatment, the students' reading comprehension was categorized as quite low, as evidenced by the percentage of the total pre-test score and the mean score of the students from the pre-test obtained by the students was 40.25 and a standard deviation is 15.59. Then after being given treatment four times to the students in the respondent class, the students' reading comprehension was categorized as good, as evidenced by the percentage of the total post-test score and the average post-test score obtained by the students was 78.25 and the standard deviation was 7.826. This means that the mean value and standard

deviation of pre-test and post-test obtained by students in the respondent class are different, where the t-test value (0.839) is lower than the t-table value (1.729) for a significant level of 0.05. Degrees of freedom df (N-1) 19. This means that the learning achievement of students who are taught by use the Listen-Read-Discuss (L-R-D) was increased but not significant.

As a consideration in this study, there are several tables that show the results of the data in the respondent class. The table 4.1 shows the percentage of students' reading comprehension scores on the pre-test. This shows that the frequency of student achievement and the percentage during pre-test is still poor and most of them get poor classification scores. The table 4.2 shows the students' reading comprehension scores on the treatment in every meeting. The table 4.3 shows the percentage of students' reading comprehension scores on the post-test. This shows that the frequency of student achievement and the percentage is good because most students get good grades.

The table 4.4 shows the results of the t-test. The t-test value (0.839) was lower than the t-table value (1.729). That is, the null hypothesis (H_0) is accepted and the alternative hypothesis (H_1) is rejected. This shows that there is an increased of the students who are taught using the Listen-Read-Discuss (L-R-D) but it is not significant.

Based on Pebriana et al. (2019) in their research "The Effectiveness of Listen-Discuss Strategy (LRD) Toward Reading Students' Comprehension". This study shows that reading comprehension through LRD strategy is more effective

in increasing reading comprehension. In the other words, students' reading comprehension that were taught through LRD strategy is higher than those who.

Riawan (2019) in his research "The Effect of Listen-Read-Discuss (LRD) strategy to student's reading comprehension at MA Sejahtera Pare" states 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 descriptive 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.

Robby Ibrahim (2017) in his research "The Use of Listen Read Discuss Strategy and Reading Motivation Toward The Students' Reading Comprehension" states 1. Listen Read Discuss Strategy gives a significant effect on students' reading comprehension of descriptive text compared to Small Group Discussion strategy as the conventional strategy. It can be seen from the mean score of students' reading comprehension both of the classes. 2. Students with high reading motivation who are taught by using Listen Read Discuss Strategy have

better result in reading comprehension of descriptive text rather than high motivated students who are taught through Small Group Discussion strategy. 3. Listen Read Discuss Strategy helps students to improve their reading comprehension of descriptive text although they are low motivated students. It can be seen from their mean score. 4. There is no interaction between strategies used and students' reading motivation on student' reading comprehension of descriptive text. Both strategies LRD and SGD can be used without considering the level of students reading motivation. LRD strategy is more effective than conventional strategy.

Based on the results in this research, the researcher argues that the use of the Listen-Read-Discuss (L-R-D) in the learning process can increase students' reading comprehension, especially class VII.5 SMP Negeri 9 Parepare but not significant. This was stated by the researcher because before the treatment was carried out, students could not understand the reading comprehension. But after the treatment for students there are some improvements because in terms of motivation to learn students are more interested in what researcher provided. The teaching system is not monotonous because the researcher provided reading with the help of image so that students can more quickly understand what the meaning of the story line. In addition to helping improve students' reading comprehension, there are other advantages to using the Listen-Read-Discuss (L-R-D) as a medium in the learning process.

There are several problems in the treatment process that influence this research. The first is the students' cohesiveness when discussing is still lacking

because of the emotional between students that has not been involved due to online learning. Beside that the students also does not focus in learning process because their home situation. Most of them got problem on bad network, so they cannot join the discussion properly. An hour was not enough to teach the students because this method has three parts, listening audio, read the text and discuss about the text. So we need more time to make it more effective.

Based on the description of the learning reading comprehension through Listen-Read-Discuss (L-R-D) method, the researcher concluded that using different method could make students more interested in the learning process and researchers believe that it can improve the reading comprehension ability of first year students of SMP Negeri 9 Parepare by using the Listen-Read-Discuss (L-R-D) but maybe in different and more complete applied. So the students reading comprehension can improve significantly.

CHAPTER V

CONCLUSSION AND SUGGESTION

The chapter consists of two parts, the first was a conclusion which based on the research findings and discussion. The second was a suggestion which was made for further study.

A. Conclusion

The result of the data analysis shows that the reading comprehension of the students improved but not significantly.The results showed that the pre-test got an average score of 40.25 while the post-test got an average score of 78.25. It mean that teaching reading comprehension through Listen-Read-Discuss (L-R-D) is helpful for several students in understanding the contents of the reading text. Besides that, by means score of post-test was 78.25 is higher than the criteria minimum in SMP Negeri 9 Parepare is 70 scores. Analyzing the data by using the t-test formula, the result of the-test value (0.839) was lower than the t-table (α = 0.05 : 1.729). This means that the Null Hypothesis (H_0) was acceptted and (H_1) Alternative Hypothesis was rejectted. The research concluded that teaching reading comprehension through Listen-Read-Discuss (L-R-D) is able to improve the reading comprehension of the students but not significant.

B. Suggestions

Based on the conclusion above, the researcher gives suggestions as follows :

1. It is not suggested that teaching reading comprehension through the Listen-Read-Discuss (L-R-D) to be continually implemented in online class at the first year of SMP Negeri 9 Parepare.
2. Teachers of English should be creative to manage the materials for online teaching reading comprehension in the pandemic era.
3. Most of the students got problem on bad network, so they cannot join the discussion properly. So the next researcher should pay attention about the network in their area before teaching by online class.
4. In this research, the researcher used the Listen-Read-Discuss (L-R-D) to help students of Junior High School by online class, especially on descriptive text. Maybe it can be more effective if we teach in offline class.
5. An hour was not enough to teach the students because this method has three parts, listening audio, read the text and discuss about the text. So we need more time to make it more effective.
6. Creative students are expected to build a positive activity where students can practice, give their ideas and opinions that can improve their reading comprehension.
7. For the next researcher, it is suggested to be meaningful information to the next invention in learning reading comprehension.
8. The next researcher should manage the learning process properly.

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