

**MENINGKATKAN PEMAHAMAN MEMBACA SISWA KELAS
VIII SMP NEGERI 21 PALU MELALUI STRATEGI LISTEN READ
DISCUSSION (LRD)**

***IMPROVING READING COMPREHENSION OF THE EIGHTH
GRADE STUDENTS OF SMP NEGERI 21 PALU THROUGH LISTEN
READ DISCUSS (LRD) STRATEGY***

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ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui efektivitas penggunaan Strategi LRD dalam Pemahaman Membaca siswa kelas delapan SMP Negeri 21 Palu. Desain penelitian adalah penelitian eksperimental semu. Populasi penelitian ini adalah siswa kelas VIII SMP Negeri 21 Palu. Sampel dipilih dengan teknik random sampling yang terdiri dari dua kelompok VIIIA sebagai kelompok eksperimen dengan 23 siswa dan VIII B sebagai kelompok kontrol dengan 20 siswa. Instrumen penelitian ini adalah tes yang meliputi pilihan ganda dan esai dengan jumlah 15 item dengan memberikan pre-test dan post-test. Hasil penelitian ini menunjukkan bahwa t hitung adalah 2,175 dan t tabel 1,981 dengan menerapkan tingkat signifikansi 0,05 dan derajat kebebasan (df) adalah 41 (43-2). Kemudian nilai t -hitung lebih tinggi dari nilai t -tabel. Ini berarti bahwa hipotesis alternatif diterima. Disimpulkan bahwa penggunaan strategi LRD efektif untuk meningkatkan pemahaman membaca siswa kelas VIII SMP Negeri 21 Palu.

Kata kunci: Meningkatkan, Pemahaman Membaca, Strategi LRD.

ABSTRACT

The objective of this research is to investigate the effectiveness of using LRD Strategy in Reading Comprehension of the eighth grade students of SMP Negeri 21 Palu. The research design was quasi-experimental research. The population of this research is the eighth grade students of SMP Negeri 21 Palu. The sample was chosen by random sampling technique which consisted of two groups VIIIA as the experimental group with 23 students and VIII B as the control group with 20 students. The instrument of the research is test that includes multiple choice and essay with all 15 items by giving pre-test and post-test. The result of this research shows that t counted was 2.175 and t table 1.981 by applying the level of significance 0.05 and degree of freedom (df) was 41 (43-2). Then the t -counted value is higher than t -table value. It means that the alternative hypothesis is accepted. It is concluded

that the use of LRD strategy is effective to improve reading comprehension of the eighth grade students of SMP Negeri 21 Palu.

Keywords: *Improving, Reading Comprehension, LRD Strategy.*

INTRODUCTION

Reading is one of the four important skills in English as a second language or a foreign language like listening, speaking, and writing. Reading provides many benefits if the students are able to understand the text so that students' knowledge is increasing. By reading, students can get a lot of vocabulary.

The importance of English as stated in KTSP (2006) that there are four skills must be taught in junior high school namely listening, speaking, reading and writing. Reading is one of the skills that must be mastered by students. The students have good reading skill to make them easy to understand the text.

Reading is a very complex process in which reader finds information given by the writer in the written form. In this case, reading can be said as an interactive process, checks, and ask questions about what the text is about. Many ways for the students to enrich their knowledge, such as in internet, articles, books, magazines, etc. Students have a high curiosity but if they do not understand the content of the reading, then students will be difficult to get the point what they have read. So, if the students are able to understand the contents of the reading then the students will be easy to determine the meaning of the text.

Reading comprehension is very important for the students. Comprehending English is difficult thing for students if they do not have basic knowledge, especially in comprehending reading text. Reading comprehension is not just reading with a loud voice but reading is established to understand the meaning of words, sentences, and paragraphs. If a student just reads loudly but can not understand the content of the text, it means that he/she fails in comprehending passage (Simanjuntak, 1998:4)

At the preliminary observation, the researcher found some problems the eighth grade students of SMP Negeri 21 Palu had. First, the students had difficulties in comprehending a text. It is probably caused by lack of students' background knowledge about the topic of a text that is going to be studied. Second, the students were lack of interesting topic in reading. Uninteresting topic can be one of the factors that made the students uninterested in reading text. Last, the students had limited vocabulary related to the text that students read. Lack of amount vocabulary makes them difficult to get the real message of the text.

Based on the fact above, the strategy in teaching reading is very important to influence the students in successful reading. A teacher must use strategy or technique that can help students easily comprehend what the teacher teaches to them. LRD is one of the strategies that can be used by the teacher in teaching. This strategy can build the students' prior knowledge before they read a text. It helps the students to comprehend the material presented orally and improve student's reading comprehension.

Based on explanation above, the researcher conducted the research with entitled "Improving Reading Comprehension of the eighth grade students of SMP Negeri 21 Palu through LRD Strategy."

RESEARCH METHODS

In this research, the researcher used experimental research. The kind of experimental research was quasi experimental research. This research needed two groups. One group is as the experimental group and another one as the control group. The researcher administered pre-test and post-test design to the students.

The design of this research is adopted from Sugiyono (2010:112) as follows:

Quasi-Experimental Design

Group: Pre-test Treatment Post-test

Experimental: O1 X O1

Control : O2 O2

Where:

O1 = Pre-test

O2 = Post-test

X = the treatment that the researcher gave to the experimental group by using LRD.

The population of this research is all the eighth grade students of SMP Negeri 21 Palu. This group consists of 3 groups VIII A, VIII B, and VIII C. The number of each groups consists of 23-20-25 students. The total is 68 students. In this research, the sample is two groups; they are experimental group and control group which is selected by using Simple Random Sampling Technique. Simple Random Sampling is used if there is not stratified class. It is applied to avoid the subjectivity in the research (Setiyadi, 2006: 39).

This research has two variables. They are dependent variable and independent variable. The dependent variable is the students' reading comprehension of the eighth grade students of SMP Negeri 21 Palu while the independent variable is the use of LRD.

RESEARCH FINDINGS

Result of the Deviation of Pre-test and Post-Test Experimental Group

The result of the individual score of the experimental grup is presented in following table 4.5, table 4.6 Attachments.

Then, the researcher calculated the mean deviation score by using formula as follows:

$$M_x = \frac{\sum x}{N} = \frac{600}{23} = 26.09$$

$$M_y = \frac{\sum y}{N} = \frac{230}{20} = 11.5$$

The mean deviation of the experimental group is 26.09 while the control one is 11.5. Then, the researcher calculated the mean square deviation of experimental and control group by using formula as follows:

Experimental Group: ControlGroup:

$$\begin{aligned} \sum x^2 &= \sum x^2 - \frac{(\sum x)^2}{N} & \sum y^2 &= \sum y^2 - \frac{(\sum y)^2}{N} \\ &= 17050 - \left(\frac{600^2}{23} \right) & &= 3600 - \left(\frac{230^2}{20} \right) \\ &= 17050 - (26.09)^2 & &= 3600 - (11.5)^2 \\ &= 17050 - 680.69 & &= 3600 - 132.25 \\ &= 16369.31 & &= 3467.75 \end{aligned}$$

The mean square deviation score of the experimental group 16369.31 is greater than the mean square deviation score of the control group is 3467.75. The degree of freedom in presented in following formula: $N_x + N_y - 2 = 23 + 20 - 2 = 41$. The degree of freedom was 41 (43-2).

In other words, to find out the significant difference between experimental and control group, the researcher analyzes the data by using t-test formula as follows:

$$\begin{aligned} t &= \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \right) \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}} \\ &= \frac{26.09 - 11.5}{\sqrt{\left(\frac{16369.31 + 3467.75}{23 + 20 - 2} \right) \left(\frac{1}{23} + \frac{1}{20} \right)}} \\ &= \frac{14.59}{\sqrt{\left(\frac{19837.06}{41} \right) \left(\frac{1}{23} + \frac{1}{20} \right)}} \end{aligned}$$

$$t = \frac{14.59}{\sqrt{\left(\frac{19837.06}{41}\right)\left(\frac{43}{460}\right)}}$$

$$t = \frac{14.59}{\sqrt{(483.831)(0.093)}}$$

$$t = \frac{14.59}{\sqrt{44.996}}$$

$$t = \frac{14.59}{6.708}$$

$$t = 2.175$$

After counting the score of experimental and control group, the researcher the t-counted was 2.175. To determine t-table value of 41 degree of freedom, the researcher applied interpolation formula because 41 degree of freedom is not found in the t-table value. The calculation is as follows:

Degree of freedom = $N_x + N_y - 2$

$$23 + 20 - 2 = 41$$

Level of significance is 0.05

- a. $60 - 41 = 19$
- b. $60 - 40 = 20$
- c. $2.021 - 2.000 = 0.021$

$$\frac{a}{b} \times c = \frac{19}{20} \times 0.021 = 0.019 \quad \square$$

If degree of freedom 41 is $2.000 - 0.019 = 1.98$. In the t-table value of 41 degree of freedom is 1.981. If the t-counted 2.175 is higher and t-table 1.981 the alternative hypothesis is accepted. In other words, Listen-Read-Discuss strategy is effective to improve students' reading comprehension of the eighth grade students of SMP Negeri 21 Palu/

DISCUSSION

The object of this research was the eighth grade students of SMP Negeri 21 Palu. The researcher gave the treatment to VIII A by using Listen-Read-Discuss Strategy. This strategy can provide an opportunity for the students to improve their knowledge especially in reading comprehension. It can be seen from the results of the tests given to the students.

The researcher gave pretest to both groups VIII A and VIII B. The pretest was given on November, 8th 2018. In the pretest, she gave the text and asked the students to answer questions related to the material. The average value of the experimental group in the pretest was 45.65 and 52.5 for the control group.

The researcher gave interesting activities before starting teaching and learning process in the class. It aimed to refresh students mind and they can enjoy when they follow learning process. In the first meeting, the researcher started the lesson by providing reading text. Then she read the text while the students' listen it. In the Second and third meetings, the researcher asked the students to read again the text with silently. In the Fourth and fifth meetings, the researcher divided the students in to pairs. She asked to discuss about the text and she asked them to find out the important information.

During the treatment, the researcher faced some problems when teaching and learning process. 1) Most students are still confused when the teacher reads the text because they do not know the meaning in the reading text. 2) They do not pay attention to the teacher's explanation in front of the class. This happens because of a lack of students' interest in English subjects. 3) They lose a lot of focus or concentration during learning because many students interfere with each other.

On the contrary, the researcher got some progress during the process of teaching and learning. First, the students have many vocabularies after doing treatment. Second, the students are more motivated and interested to learn English especially in reading. Third, the students get more understanding in reading. Last, they can comprehend the content of the text, especially narrative text. The researcher conducted post-test on December, 1st2018. The researcher gave post-test to both classes VIII A as the experimental group and VIII B as the control one. The result of the post-test shows a significant score. The post-test result of the experimental group is 68.69 and the control one is 63.25.

There is an improvement of the result of the experimental group, the improvement is 23.04. It is taken from 45.65 to 68.69

CONCLUSION AND SUGGESTION

The researcher concludes that Listen-read-discuss strategy is effective to improve students' reading comprehension. The researcher gave test (pre-test and post-test) and treatment. The result of test was t_{counted} (2.175) which is higher than t_{table} (1.981). It indicates that the research hypothesis is accepted. It is proved from the results of pre-test and post-test that has improvement.

Based on the conclusion of the research above, it is known that using LRD strategy can improve the students' reading comprehension. Therefore, Listen, Read, Discuss strategy is one of the choices by English teachers in order to improve students' reading

comprehension. The researcher would like to propose some suggestion to: First, teachers of English subject use LRD strategy in teaching and learning process because it can improve students' reading comprehension and can make students active in sharing their thinking of the text to others. Second, students must read various text and they can comprehend the text well. Third, school must provide many methods, techniques, and strategies in teaching and learning English so the students can interest to follow the learning process.

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ATTACHMENTS

Table 4.5
Students' Score Deviation of the Experimental Group (N=23)

No.	Initials	Student's Scores		Deviation	Square Deviation
		Pre-test	Post-test	$X^2 - X^1$	X^2
1.	AGN	30	60	30	900
2.	DNI	35	60	25	625
3.	RN	40	65	25	625
4.	AD	30	70	40	1600
5.	AI	40	65	25	625
6.	RO	50	60	10	100
7.	MH	40	65	25	625
8.	YT	45	80	35	1225
9.	M	35	60	25	625
10.	H	35	75	40	1600
11.	IS	45	70	25	625
12.	A	60	75	15	225
13.	R	55	80	25	625
14.	O	45	75	30	900
15.	IM	55	65	10	100
16.	AD	50	70	20	400
17.	NR	40	65	25	625
18.	MS	50	75	25	625
19.	UA	40	70	30	900
20.	AD	50	75	25	625
21.	D	35	70	35	1225
22.	DN	45	65	20	400
23.	F	30	65	35	1225
Total		980	1580	600	17050

Table 4.6
Students' Score Deviation of the Control Group (N=20)

No.	Initials	Student's Scores		Deviation	Square Deviation
		Pre-test	Post-test	$X^2 - X^1$	X^2
1.	RO	45	60	15	225
2.	I	45	55	10	100
3.	AN	40	60	20	400
4.	NR	55	80	25	625
5.	PI	45	65	20	400
6.	AS	55	60	5	25
7.	SU	50	60	10	100
8.	EA	60	60	0	0
9.	FI	55	65	10	100

10.	NA	70	70	0	0
11.	AD	60	60	0	0
12.	MA	55	65	10	100
13.	DK	50	60	10	100
14.	RZ	55	65	10	100
15.	HA	50	70	20	400
16.	WU	60	70	10	100
17.	SI	50	60	10	100
18.	RM	45	55	10	100
19.	MN	55	70	15	225
20.	AD	45	65	20	400
Total		1045	1275	230	3600