The Effect of Using Listen Read Discuss (LRD) Strategy to Improve Students Reading Comprehension on Narrative Text at Tenth Grade SMA Negeri 5 Bungo

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Abstract

The aimed of this study was to determine the effect of using Listen Read Discuss (LRD) strategy to improve students reading comprehension on narrative text at tenth grade SMA Negeri 5 Bungo. There were some problems in this research. First, the students lack of vocabulary. Second, the students lack motivated to read. Third, the students difficult to get main idea in reading comprehension.The population of this research were 88 students. The sampling technique in this research used purposive sampling. The sample of this research X IPA 1 as the experimental class consists of 29 students, and X IPA 2 as the control class consists of 29 students. This research used a quasi-experimental design. The data collection technique was taken by giving pre-test and post-test in the form of a multiple choice of 20 questions. Data analysis techniques to improve students reading comprehension used descriptive statistics, normality test and homogeneity test, hypothesis test with independent sample t-test, and N-Gain scores.The results of the independent sample t-test showed that the significance level was $0.000 < 0.05$. The mean score of N-Gain for experimental class is 0.52 included in the medium category and the mean score of N-Gain for the control class is 0.19 included in the low category. It means that Ha was accepted while Ho was rejected. It be concluded the Listen Read Discuss (LRD) strategy was effective to improve students reading comprehension on narrative text at tenth grade SMA Negeri 5 Bungo.

Keywords: Listen Read Discuss (LRD); Reading Comprehension; Narrative Text

Introduction

Reading is one of the skills that must be competent for the students because it is a basic activity in learning process. Reading is a process connection of words in sentence critically to understand of content. Reading means understanding vocabulary, writing system, topics, words meaning, grammatical, and making conclusions. According to Rahayu (2018), Reading is obtain meaning from printed or written message, no need to translate text from English to mother tongue. This means that making readers understand about text, connecting information from the text with pre-existing knowledge to better understand.

Reading comprehension is the process of read the text to find main idea. In reading comprehension students will get information from the text such us book, article, newspaper, and invitation letter. Reading comprehension is reading more specifically. Students reading comprehension ability can be seen how the information that the person absorbs from the text. For example: when the teacher asks students, the students can responds well based on what

they read. According to Brown (2003, as cited in Ananda, 2019), main idea, detail information, grammatical and vocabulary are general criteria used to evaluate students reading comprehension.

According to the standard competence of the curriculum 2013, the goals of teaching English in senior high school, in reading skill students must be able to understand the meaning in various texts especially in narrative text and express ideas, both orally and in writing. In reading, students in senior high school not only read the book but have to understand the meaning of content. According to Atasyah (2019), the curriculum 2013, instructing English requires understudies to be more active in understanding existing writing, so it can add knowledge related to natural, social, authentic and legends that are anecdotal or no-fiction through content. It be concluded that the purpose of reading is to comprehend the meaning of content and increase students insight.

Based on the researcher experiences in practical teaching English at SMA Negeri 5 Bungo from August until December 2021, the researcher found problems in teaching reading English. First, Lack of vocabulary, students had difficult in understanding English text. Lack of vocabulary is caused by lack knowledge about vocabulary meaning. According to Ali (2010), vocabulary mastery is the skill to obtain the implication of words. Through vocabulary mastery, students know the meaning of vocabulary in the text. In reading, vocabulary has an important role for English students. To understand a reading, students have to master a lot of vocabulary.

Second, Lack motivation to read, students was lazy to read because they did not have enough vocabulary to support reading English text. Students felt bored if they read the long text. There are two types of motivations. First. The extrinsic motivation is influenced by environmental such as reward and punishment. Second, the intrinsic motivation is the internal motivation. Students do something for him self. (Santrock, 2004, as cited in Isa & Suwandi, 2021). It be concluded, Motivation is a support that encouraged someone to do something. Lack of motivation in students will decrease student's enthusiasm for learning and affect their learning outcomes. The impact on reading, students feel unhappy when they read because they do not comprehend the text.

Third, students difficult to get main idea in reading comprehension, because the students do not comprehend the meaning of the content. Students are confused to understand the text. In reading, students must have the best strategy to understand the meaning in the text because students only focus on the text to find answers the text by the teacher. Therefore, in the learning process the teacher have to use the appropriate strategy in teaching reading. The impact, Students are not active in learning English and they become passive in the classroom.

The impact of the problems above, Students are not interested in reading text English and students do not like learning English. Student feel bored and unhappy when they reading text. The students only focus the text given by the teacher to find answers the questions. According to Mujahidah (2019), many students are not interested to reading because the teacher always gives a lot of practice makes them bored in reading. Students difficult to understand the read text. Students also do not focus on lessons because they lack vocabulary in reading text, lack motivation in learning and difficult to understand the text in learning.

To achieve goals in learning process, the use of appropriate strategy is one of the important factors to success of the learning process. Strategy is a process used by teachers in teaching and learning activities in the classroom. Strategies are used to be effective in time, increase students enthusiasm for learning and help students be active in learning. The implementation of the appropriate strategy can help students more effective in learning process and can obtain learning well. So, the teacher must be creative in teaching so that

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students interest in learning to read and use appropriate strategy. Because, students need a strategy to motivated in teaching reading and easier to comprehend the text.

Based on the problems above, the researcher applying the listen read discuss (LRD) strategy in teaching reading. LRD is a strategy that helps students easy for remember. According to Irma (2014), LRD strategy starts with listen a short description by the teacher, read the text and discuss students response with questions. In this strategy, help students easier to find information from the text. Students learn how understanding about text with teacher gives explanation before reading process.

Method

This study design by using experimental research in form of quantitative study. According to Sugiyono (2019: 111), experimental research is a research method conducted quantitative method, used to determine the effect of the treatment on the result under controlled conditions. The design in this research is quasi experimental design. The researcher used quasi-experimental research because the researcher used experimental class and control class, which was not randomly assign participants to groups. The Experimental class used (LRD) strategy as the treatment while control class used a conventional.

This research used nonequivalent control group design. According to Sugiyono (2019: 120), nonequivalent control group design is experimental group and control group not selected randomly. The pretest gave to the experimental class and control class before applying LRD strategy, the post-test gave after using LRD strategy in both classes.

The research place at SMA Negeri 5 Bungo, which is located on Tanah Tumbuh, Bungo. The subject of this research was tenth grade students of SMA Negeri 5 Bungo in academic year 2021/2022. The population consists of three classes with the total 88 students. The researcher used a purposive sampling technique. The purpose of selections the sample is because the researcher used two class as the experimental class and control class. The sample of this research X IPA 1 as the experimental class consists of 29 students and X IPA 2 as the control class consists of 29 students.

Instrument Development

To measure the students reading comprehension the test used as an instrument. The test was design based on the syllabus and indicator of the narrative text in reading comprehension. The type of test was multiple choices made by researcher. The researcher made 35 questions, after being analyzed the researcher chosen 20 questions that were used in this research. Before the questions are given to students, the questions are tested and analyzed first. The criteria of a good test are valid, reliable, level of difficulties and distinguishing power.

Data Collection

Techniques of the data collection used in this research was a test. The test aimed to determine students learning outcomes. Correct data collection techniques will result in high credibility. The test aims to see the results of the effect of using LRD strategy in reading comprehension. The test was carried out twice, namely pre-test and post-test.

Pre-test is a test carried out before the learning process using the LRD strategy. The purpose of the pre-test to find out the students initial ability about the material presented by the teacher. Post-test is a test carried out in learning process after being given LRD strategy. The final test given to see changes in students reading comprehension after using the LRD strategy.

Data Analysis

Data analysis are organization based on variables and performing calculation to test the

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proposed hypothesis. Data Analysis that are normality test, homogeneity test, N-Gain score and hypothesis test. The data analyzed were the results of the students pre-test and post-test. Techniques of data analysis in quantitative research using statistics. The data analysis used IBM SPSS 23 by the researcher.

Results

Descriptive Statistics

The pre-test and post-test conducted on 14 April until 14 June 2022. The data was collected from the students pre-test and post-test scores of in classes, they were X IPA 1 as the experimental class and X IPA 2 as the control class. The pre-test was given before the treatment began and the post-test was given after the treatment finished in the experimental class. The experimental class and control class used different strategies, the experimental class used LRD strategy and the control class used conventional strategy.

The tests given to students were the same questions. The reading tests were conducted in the experimental class and the control class. The result of student scores in the experimental class and the control class used post-test. The results of the data by using IBM SPSS 23.

Table 1. Pre-test and Post-test in Experimental Class and Control Class

Class	N	Min	Max	Sum	Mean	Std.	Variance
Pre-test Experimental Class	29	25	85	1465	50.52	13.845	191.687
Pre-test Control Class	29	25	80	1445	49.83	17.397	302.648
Post-test Experimental Class	29	60	95	2215	76.38	9.439	89.101
Post-test Control Class	29	35	90	1755	60.52	13.252	175.616

Hypothesis test

Hypothesis test used to analyze data in experimental research. Data analysis proved whether the proposed hypothesis is accepted or rejected.

Table 2. The Result T-test for Pre-test

T-test	T-table	Sig (2-tailed)	Conclusion
167	2.00324	0.868	Ho is Accepted

Based on the table 2. It can be seen that the sig (2-tailed) is 0.868. The t-test is 167 and t-table 2.00324. It means that t-test was lower than t-table. As the result that Ho is accepted. So, the initial ability of students between the experimental class and control class was the same.

Table 3. The Result of T-test for Post-test

T-test	T-table	Sig (2-tailed)	Conclusion
5.250	2.00324	0.000	Ho is rejected

Based on the table 3. It can be seen that the sig (2-tailed) is 000. The t-test is 5.250 and t-table 2.00324. It means that t-test was higher than t-table. As the result that Ho is rejected. So, there is an effect of using LRD strategy to improve students reading comprehension on narrative text at tenth grade SMA Negeri 5 Bungo.

N-Gain Scores

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The N-Gain score aims to determine the effect of using a treatment in research. N-Gain score test was done by calculated the difference between the pre-test and post-test score. According to Atasyah (2019), N-Gain score aims to measure the size of the difference between two groups. By calculated the difference between the pre-test and post-test scores, it can be seen the effect of using LRD strategy can improve students reading comprehension or not.

Formulation of N-Gain scores :

$$N\ Gain = \frac{Score\ Posttest - Score\ Pretest}{Score\ Ideal - Score\ Pretest}$$

Table 4. N-Gain Scores from the Experimental Class and Control Class

Class	Mean Score N-Gain	Category
Experimental Class	0.52	Medium
Control Class	0.19	Low

Based on the table 4. It shows that the mean of N-Gain score for experimental class was 0.52 included in the category medium. The mean of N-Gain score for control class was 0.19 included in the category low.

Table 5. The Result of T-test for N-Gain

T-test	T-table	Sig (2-tailed)	Conclusion
4.139	2.00324.	0.000	Ho is rejected

Based on the table 5. It can be seen that the sig (2-tailed) is 000. The t-test is 4.139 and t-table 2.00324. It means that t-test was higher than t-table. As the result that Ho is rejected. So, there is an improve of using LRD strategy to improve students reading comprehension on narrative text at tenth grade SMA Negeri 5 Bungo.

Discussion

The aimed of this research is to know the effect of using Listen Read Discuss (LRD) strategy to improve students reading comprehension at tenth grade SMA Negeri 5 Bungo. Based on the research, this research was divided into three phases. There are the preparation phase, the lesson plan was designed by the researcher. In the application phases, the researcher applying Listen Read Discuss (LRD) strategy as the treatment. In the final phase, the post-test gave after three meetings by the researcher for the experimental class and control class. This study proved that there was significance difference in score between the students reading comprehension with LRD strategy and conventional strategy.

Based on the outcomes of data analysis, it can be explained that after the researcher teaches reading using the LRD strategy, the researcher found that the post-test scores of the students were higher than the pre-test scores in the experimental class, after being taught using the LRD strategy and gave positive effect on students reading comprehension. It is because LRD strategy helps students comprehend the text. According to Atasyah (2019), the students who have no initial knowledge of the content in understanding the reading text, during the listen stage, enabling them to more easily understand the text as long as the reading and discuss stage. This strategy is effective to improve students reading comprehension because the students would remember explanation by the researcher before they read the text.

In this research, the researcher conferred the pre-test to the students in the experimental class and control class. The test was multiple choice questions consists 20 items

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with five options that are a, b, c, d, and e. In the experimental class, the researcher asks questions to relate the background knowledge of students to the material and present the material about narrative text. The students listen to the researcher explanation important point in reading. The teacher conferred the students a text. The students read and analyzed the text in group based on the previous researcher direction. Then, the researcher lead the class discussion and students discuss in small group about the material to presents the results of their reading. In the control class, the researcher using conventional strategy in teaching, where the researcher explained the narrative text and gives examples. The researcher asks student if they understand or not, if students already understand, the researcher will have asks questions and provide assignment.

After the treatments were given, the researcher gave the post-test in the experimental class and control class. Based on result of students post-test the mean score in the experimental class was 76.38 and control class was 60.52. There are differences between score experimental class and score control class, the difference was 15.86. The score in the experimental class higher than the control class because in experimental class the researcher applies the LRD strategy to help the student's comprehension in reading text. According to Richardson (1999: 10, as cited in Mita Dewi Putri, 2021), LRD is a strategy that can increased initial knowledge before reading the text, as long as reading, and thence reading with listening to the teachers deliver, selection the text to be read and discuss. LRD strategy consists of three stages, the students listen description by the teacher, the students read the text, and the teacher lead the class to discuss the results of reading text. It be concluded that the LRD strategy can helps students in reading comprehend the text.

The results of the post-test show that there is an effect of using LRD strategy in the experimental class. The result of the hypothesis found t-test = 5.250 and t-table = 2.00324. at the level of significance = 0.05. It showed that t-test > t-table. According to Lynne (2004: 135, as cited in Rudianto, 2018), LRD strategy is effective with low-ability readers. In the group all students are involved in discussion and share understanding with each others. The students will have active to find information contained in the text and express their opinions. The mean score of N-Gain for experimental class is 0.52 included in the medium category and the mean score of N-Gain for the control class is 0.19 included in the low category. It means that Ha was accepted while Ho was rejected. So, the Listen-Read-Discuss (LRD) strategy is effective to improve students reading comprehension on narrative text at tenth grade of SMA Negeri 5 Bungo.

Conclusion

Based on the results of the research, the post-test was given to find out the effect of LRD strategy to improve students' reading comprehension on narrative text in experimental class and control class after the treatments done. It be concluded that using of the LRD strategy for students reading comprehension at the tenth grade of SMA Negeri 5 Bungo is effective. The average of post-test the experimental class was 76.39. and the average of control class is 60.52. It means that the average score of experimental class was higher than the control class, there is significant difference in score between the students in experimental class and control class. The result can be seen from Sig. (2-tailed) in the independent samples test table. It shows that the results of the hypothesis test have an effect. The mean score of N-Gain for experimental class was 0.52 included in the medium category and the mean score of N-Gain for the control class was 0.19 included in the low category. It means that Ha was accepted while Ho was rejected So, LRD strategy is effective to improve students reading comprehension on narrative text at tenth grade of SMA Negeri 5 Bungo.

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