



**IMPROVING STUDENTS' READING COMPREHENSION THROUGH  
LISTEN, READ, DISCUSS (LRD) STRATEGY AT EIGHT GRADE OF MTs S  
TPI SAWIT SEBERANG IN ACADEMIC YEAR OF 2017/2018**

***THESIS***

***Submitted in Partial Satisfaction of the Requirements for the  
Scholar Degree of English Education***

**By:**

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**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF  
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## ABSTRAK

**Rizky Ayu (1402030150) : Efektivitas Model Pembelajaran *Auditory Intellectually Repetition* (AIR) terhadap Peningkatan Kemampuan Pemecahan Masalah Matematika Di SMP Muhammadiyah 47 Sunggal TP.2017/2018. Skripsi, Medan : Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.**

Penelitian ini bertujuan untuk mengetahui : (1) model pembelajaran *Auditory Intellectually Repetition* (AIR) efektif terhadap peningkatan kemampuan pemecahan masalah matematika di SMP Muhammadiyah 47 Sunggal TP.2017/2018. Penentuan sampel dilakukan dengan teknik *sampling purposive*. *Sampling purposive* adalah teknik penentuan sampel dengan pertimbangan tertentu. Pengambilan sampel pada penelitian ini berdasarkan pertimbangan serta rekomendasi dari guru mata pelajaran matematika. Berdasarkan pertimbangan dan rekomendasi tersebut, kelas yang akan di teliti adalah kelas VIII-4 sebanyak 32 siswa sebagai kelas eksperimen dengan menggunakan model pembelajaran konvensional dan kelas VIII-1 sebanyak 32 siswa sebagai kelas kontrol dengan menggunakan model pembelajaran *Auditory Intellectually Repetition* (AIR). Dari hasil penelitian Rata-rata skor pretest siswa kelas eskperimen diperoleh nilai rata-rata 46,81 dengan standart deviasi 13,63 dan varians 185,83 dan kelas control di peroleh nilai rata-rata 38,28 dengan standart deviasi 12,120. Sedangkan posttest siswa yang dikelas eksperimen diperoleh dengan nila rata-rata adalah 72,968 dengan standart deviasi adalah 17,168. Sedangkan rata-rata skor dikelas kontrol adalah 67,21 dan standart deviasi adalah 16,556. Berdasarkan perhitungan yang dilakukan dengan uji t diperoleh  $t_{hitung} = 2,0019$  dan  $t_{tabel} = 1,677$  untuk taraf nyata  $\alpha = 0,05$ . Hal ini menunjukkan bahwa  $t_{hitung} > t_{tabel}$  yaitu  $2,0019 > 1,677$  maka  $H_0$  ditolak  $H_a$  diterima. Kemudian melakukan pengamatan terhadap pemahaman konsep siswa pada proses pembelajaran. pemahaman konsep kelas eksperimen 82,14% dan pada kelas kontrol 53,8%. Hal ini menunjukkan pemahaman konsep matematika siswa pada kelas eksperimen mencapai kriteria tinggi sedangkan pemahaman konsep matematika siswa pada kelas kontrol mencapai kriteria cukup. Maka dapat disimpulkan bahwa strategi *genius learning* berbantuan alat peraga mistar hitung efektif terhadap pemahaman siswa SMPTunas Karya Batang Kuis T.P. 2017/2018.

***Kata Kunci : Efektivitas, Kemampuan Pemecahan Masalah Matematika, Model Pembelajaran Auditory Intellectually Repetition (AIR)***

**Abstract.** This research aims to find out: (1) *Auditory Intellectually Repetition* (AIR) effective learning model to improve math problem solving skills in SMP Muhammadiyah 47 Sunggal for 2017/2018 and (2) To know the improvement of student's mathematical problem solving ability after the implementation of learning model of *Auditory Intellectually Repetition* (AIR) in SMP Muhammadiyah 47 Sunggal for 2017/2018. Sample determination was done by purposive sampling

technique. Sampling purposive is sample determination technique with certain consideration. Sampling was done on this research based on consideration and recommendation from teacher of mathematics subject. Based on the consideration and recommendation, the class that will be studied is class VIII-4 as 31 students as control class with conventional learning model and class VIII-1 as much as 32 students as experiment class by using model of *Auditory Intellectually Repetition (AIR)* .

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## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Reading is one of the basic English skills. Kenyon (2008) states that when you plan reading sessions with your learners, make sure there is time to talk about the text (passage, story and to write). Thus the readers can explain what they have read from the story or passage and they also can write some messages and explore their ideas in reading.<sup>1</sup>

Stone (2009) states that reading is a fundamental goal that children must master in order to be successful in school and in life.<sup>2</sup> Reading is one of skills which are very essential for each student. And reading is likewise a skill that teachers simply expect learners to acquire. By reading the readers can improve their understanding about the text or what they have read, enrich their vocabularies and knowledge.<sup>3</sup>

Based on the researcher experience when did the PPL (Teaching Practice Program) in MTs Sei Tontong in Desa Melati 2, Perbaungan. Many students still find 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

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<sup>1</sup> Kenyon, *Reading Encouraging Intermediate Phase Learners to Read More*, (South Africa : PSP, 2008), p. 5

<sup>2</sup> Stone, R, *Best Practice for Teaching Reading*, (United States of America : Library of Congress Cataloging-in-Publication Data, 2009), p. 39

<sup>3</sup> H. Douglas Brown, *Language Assessment Principle and classroom practices*. (SanFrancisco: State University. Pearson Education, 2004), p.185

knowledge, interest, attitude and the teacher. It is already known that the suitable technique and strategies can help both teacher and learners in teaching process. In this case, the writer tries to use Listen, Read, Discuss (LRD) strategy in classroom especially in teaching descriptive text to the students.

One of the skills that will be discussed in this thesis is reading. Because based on the writer's observation at MTs TPI Sawit Seberang 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 TPI Sawit Seberang for my thesis 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 Javanese 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 Descriptive text.

The aim of teaching reading is to make students are expected to read effectively and efficient.<sup>4</sup> It means that they really understand about the content.

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<sup>4</sup> Jeremy Harmer, *How to Teach English* (New York: Pearson education limited, 2007), p.80



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, so I think if the teachers use a technique 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<sup>5</sup>.

The technique of teaching reading are very important to influence the students in success reading. A technique can help students in reading so in teaching English a teacher must use technique or methods where can help students to comprehends easy what the teacher teach to them. A strategy that is Listen-Read-Discuss method is one of strategy can be used by the teacher in teaching. A technique can help students because learning strategy for students more effective than without a technique. Because teching by a technique the students more effective in learning<sup>6</sup>.

Based on explanation above, the writer is interested to carry out a research entitle “ **Improving Students’ Reading Comprehension Through Listen**

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<sup>5</sup> Ibid p.82

<sup>6</sup> Ula C. Manzo. Anthony V Manzo. Matthew M. Thomas, *Content Area Literacy. A framework for reading Based Instruction*. (New York: John Wiley bass education, 2005), p.13

**Read Discuss (LRD) Strategy ”.** The writer assumes that students still have problems in comprehending the reading text because the lack of prior knowledge. The writer use this strategy is not only to teach descriptive text to the students but also to solve the problems in reading comprehension. Moreover, the writer hopes this strategy can improve their reading comprehension.

### **B. Statements of the Study**

Based on the background above, the problems in this research can be identified as follows:

1. The students have difficulties to understand of the reading text.
2. The students feel bored when learning reading
3. The monotonous method of teaching that cannot improve the students’ reading comprehension result.
4. The strategy used by teacher did not make the students interest to teaching learning process, especially in teaching reading.
5. The students have less motivation.

### **C. Formulation of Study**

Based on the background of the study and on the description above, the statements of problem in this research are:

1. Does L-R-D strategy improve students’ reading comprehension at MTsS TPI Sawit Seberang?

2. How can L-R-D (Listen, Read, Discuss) strategy improve students' reading comprehension at eight grade of MTsS TPI in the Academic Years of 2017/2018?

#### **D. Purposes of Study**

Related to the formulation of the study, the objective of the study are:

1. To find out whether the L-R-D (Listen-Read-Discuss) strategy can improve reading comprehension at the eight grade of MTsS Sawit Seberang in Academic Year of 2017/2018
2. To describe the process students' improvement in reading comprehension through LRD strategy at the eight grade of MTsS Sawit Seberang in Academic Year of 2017/2018

#### **E. Significances of Study**

The result of the study is expected to give a contribution to the teaching and learning process of reading in English as a foreign language.

1. The principal of MTsS Sawit Seberang to make instruction for the teacher.
2. The research can enrich the literature about development of teaching reading.
3. English teacher of MTsS Sawit Seberang, can apply this strategy in the frame work of improving teaching and increasing the students' reading comprehension.
4. Hopefully, the research will be useful and can be implemented in English Learning.

5. The students of MTsS Sawit Seberang are expected to practice reading as good as possible by using L-R-D (Listen, Read, Discuss) strategy.

#### **F. Limitation of Study**

Based on the identification of study above, the writer limits the study to improve students' reading comprehension to focuses on improving students' reading comprehension through Listen Read Discuss (LRD) Strategies at eight grade of MTsS Sawit Seberang. Then, the reading text used by the research is descriptive text.

## CHAPTER II

### REVIEW OF LITERATURE

#### A. Theoretical Framework

In conducting a research, theories are needed to explain some concept in the research concerned. The concept which are used must be clarified in order to have the same perspective of the implementation in the field. In this chapter, the writer tries to give the clear description of theoretical framework which covers the general concept of reading, reading comprehension and listen, read, discuss (LRD).

##### 1. Reading

Reading is as a cognitive process which could help readers to create meaning from text.<sup>7</sup>

Reading is essentially a complex that involves many things. It is not only recite the text, but also involves a visual activity, thinking, psycholinguistics, and metacognitive. According to Elizabeth, Reading is a process of looking at a written or printed symbol and translating it into an appropriate sound.<sup>8</sup>

Reading is a form of communication, using written language or symbols (texts). Reading is two-way communication between an author and a reader. Reading is interpretation and understanding. Reading is a process (processess).

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<sup>7</sup> Goodman, K. (1998). The Reading Process. In P.L. Carrel; J. Devine and D.E. Eskey (eds), *Interactive Approaches to Second Language Reading*. Cambridge: CUP. P.11-12

<sup>8</sup> M.E.S Elizabeth. 2012. *Methods of Teaching English*. India: Discovery Publishing House, p.278

Reading is thinking. All of these responses are correct<sup>9</sup>. Reading is an active process that depends on both an author's ability to convey meaning using words and your ability to create meaning from them. To read successfully, you need to constantly connect what you already know about the information to the words the author has written<sup>10</sup>.

Reading is one of the language skills and concurrently of the basic subjects of the English department and reading is a private, it is a mental, or cognitive, process with involve a reader in trying to follow an respond to a message from a writer who is distant in space and time<sup>11</sup>.

Reading is an activity with a purpose. People may read in order to get information or enrich their knowledge and sometimes to critique a writer's idea or writing style. People also read for pleasure or enhance knowledge of the language being read. Getting those as the consideration, the purpose for reading guide the reader's select better texts to read<sup>12</sup>.

To understand a reading text, the students must have a good competence in knowing the meaning of words, sentence, content, and the most important is to know about the writer's idea. "Believed that if we could understand reading we would understand the mysteries of human mind." Its means by reading we can

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<sup>9</sup> Debora Daiek Nancy Anter, *Critical Reading for College and Beyond*, (McGraw-Hill : Newyork, 2004) p. 5

<sup>10</sup> Ibid p. 5

<sup>11</sup> Dr. Naf,an Tarihoran. *Reading basic skills 1*. (Serang: Loquen press 2<sup>nd</sup> edition 2012) p. 1-2

<sup>12</sup> Ibid p.3-4

know everything that we do not know before. By reading we can know the lack of knowledge.

Allah SWT reveals in Surah Al-Alaq verse 1-5 Holy Quran

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۚ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۚ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۚ الَّذِي عَلَّمَ بِالْقَلَمِ ۚ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

Meaning :

*Read: In the name of the Lord Who creates. Create the man from a clot.*

*Read: And the Lord is the Most Bounteous, Who teach by the pen. Teach the man that which he knew not. (Al-Alaq : 1-5)<sup>13</sup>.*

The first word of this verse is IQRA! That means read. The verse above means that if we want to know something we must read. If we went to get some information or knowledge, we have to read. By reading much, it can enlarge knowledge, we can get a lot of information, entertainment, and etc. and reading also make someone understand a lot things because reading is a way of gathering information and books are windows of the world.

Reading is an act of reading something like articles, book etc that are intended to be read<sup>14</sup>. Reading is important for students both to develop their knowledge and to develop the way they think related to the development of their moral, emotional as well as verbal intelligence.

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

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<sup>13</sup> Mahmud Rasyid. 1990. *The Qur'an on English Translation Meaning of the Qur'an*. Libanon: Darul Choura, p.57

<sup>14</sup> A.s. Homby. *Oxford Advanced Learner's Dictionary*. Oxford: University Press Oxford. P. 357

## 1.1 Purpose for Reading

Classified the reading purpose as follow:

### 1. Reading to search for simple information and reading to skim.

Reading to search for simple information is a common reading ability, reading ability though some researches see it as relatively independent cognitive process. It is use so often in reading tasks that it is probably best seen as a type of reading ability. In reading to research, we typically scan the text for a specific piece or information or a specific word. It involves, in essence, a combination of strategies for guessing where important information might be in the text, and then using basic reading comprehension skills on those segments of the text until a general ideas is formed

### 2. Reading to learn from the texts

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. Reading to learn is usually carried out at a reading rate somewhat slower than general reading comprehension. in addition, make stronger inference demands than general comprehension to connect text information with background knowledge.

### 3. Reading to integrate information, write and critique texts.

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting



information and the likely restructuring of a theoretical frame to accommodate information from multiple sources. Both reading to write and reading to critique texts may be task variants of reading to integrate information.

#### 4. Reading for general comprehension

The notion of general reading comprehension has been intentionally saved from the last in this discussion for two reasons. First, it is the most basic purpose for reading underlying and supporting most other purposes for reading. Second, general reading comprehension is actually more complex than commonly assumed. Reading for general comprehension when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills in inferring a general meaning representation of main ideas, and efficient coordination of many processes under very limited time constraints.

##### 1.1 Kinds of reading

According to Harmer “There are two kinds of reading related to its purpose, those are intensive reading and extensive reading<sup>15</sup>.” Based on Jeremy Harmer, the writer can assume that there are two kinds of reading, they are intensive reading and extensive reading.

##### a. Intensive reading

Harmer defined that “reading detailed focus on the construction of reading texts which takes place usually (but not always) in classroom. In other words,

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<sup>15</sup> Jeremy Harmer, *How to Teach English* (New York: Pearson Education Limited, 2007), p.99

studying the construction of the text which has a certain purpose by the reader can be read intensively.

Based on the explanation above, the writer conclude that intensive reading is reading is reading a text that the reader must pay attention more deeply about the language features. Then, it also needs guidance to help and force the reader to understand. It means that the time for reading is usually in classroom.

#### b. Extensive reading

Extensive reading applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories and books.<sup>16</sup>

After discussing the intensive reading now this term will focus the extensive reading refers to reading which students do often (but not exclusively) away from the classroom. It means that, the time for reading as usual and can be done wherever the students are beside the classroom.

Extensive reading is a kind of reading in which the reader can focus for the value of story in a book not for the specific items of the text.

## 2. Definition of Reading Comprehension

Comprehension is the act of grasping with the mind, comprehending, containing, or comprising, inclusion. And other definition is comprehended or enclosed within narrow limits a summary, an epitome.<sup>17</sup>Comprehension is also

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<sup>16</sup> H. Douglas Brown. *Language Assessment. Principles and Classroom Practices*. (San francisco state University: pearson education, 2004),p. 189

<sup>17</sup> <http://Wikipedia.freedictionary.readingcomrehension.org>

a constructive process in which student creates meaning based on their background knowledge.<sup>18</sup>

Comprehension is the center of reading<sup>19</sup>.The resulting pronunciations to meaning, and finally connect these words into idea units.<sup>20</sup>It means that comprehension is ability of someone to make sense of the context based on what he or she reads or hears. It is way in which someone interprets the text.

Klinger, Vaughn and Broadman (2007) define reading comprehension as a complex process involving interactions of many components. According to RAND Reading Study Group (2002), comprehension is the process of eliciting and making meaning through interaction and involvement with written language. Duke states (2003) stated that comprehension is a process in which readers make meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text. Kintsch (1998) and van Dijk and Kintsch (1983) defined reading comprehension as the process of creating meaning from text. The purpose is to get an understanding of the text rather than to acquire meaning from individual words or sentences.<sup>21</sup>

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<sup>18</sup> Thomas Gunning. 2010. *Reading Comprehension Boosters*. USA: Jossey-Bass.

<sup>19</sup> Karen Tankersley, *Threads of Reading : Strategy for Literacy Development*, (Beauregard:Library of Congress Cataloging in Publication Data, 2003), p. 90.

<sup>20</sup> Joanne Schudt Caldwell,*Comprehension Assessment a Classroom Guide*,(New York: the Guildford press, 2008), p. 5

<sup>21</sup> Abbas PourhoseinGilakjani. (2016). *How Can Students Imrove Their Reading Comprehension Skill?*. Journal of Studies in Education, 6(2), p.2. <http://dx.doi.org/10.5296/jse.v6i2.9201>

Based to Klinger, reading comprehension is a multi component highly complex process that involve many interaction between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to text itself (interest in text) understanding of text types.<sup>22</sup>

Reading comprehension measure should help teachers method the comprehension of their students over time and provides information that is useful in designing readers comprehension intervesion program.<sup>23</sup>

Reading comprehension is an extraordinary feat of balancing and coordinating many abilities in a very complex and rapid set of routines that makes comprehension a seemingly effortless and enjoyable activity for fluent readers.<sup>24</sup>

Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge and fluency<sup>25</sup> It means that reading comprehension is activity the readers when they read to understand and to get total meaning of the passage. Based the language assessment theory of Brown, especially for reading, there are some criteria are commonly used in measuring students'' reading comprehension ability, there are:

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<sup>22</sup> Janette Klinger. *Teaching Reading Comprehension to Students with Learning Difficulties*. (New York: The Guildford Press, 2007) p.8

<sup>23</sup> Ibid p.9

<sup>24</sup> Layne, L Steven, *Igniting a Passion for Reading: Successful Strategies for Building Lifetime readers*. (America: stenhose publisher, 2007). P.29

<sup>25</sup> Karren R. Harris and Steve Graham, *Teaching Reading Comprehension to Students with Learning Difficulties*, (London, 2007), p. 2

- a. Main idea (topic)
- b. Expressions/idiom/phrase in context
- c. Inference (implied detail)
- d. Gramatical features (references)
- e. Detail (scanning for a specifically stated detail)
- f. Excluding facts not written (unstated details)
- g. Supporting idea
- h. Vocabulary in context.<sup>26</sup>

Based on those statements, the writer concludes that students reading comprehension in this study is defined as the process of getting message from the author written text. The message may be an idea, a fact, a feeling, an argument etc, with the criteria commonly used to measure reading comprehension like grammatical features, expressions/idiom/phrases in context, supporting idea, detail, main idea, inference, excluding fact not written and vocabulary in context.

## 2.1 The Assesment of Reading Comprehension

Tuner states that in scoring the students' reading comprehension, they are some aspects of measuring reading comprehension. they are:<sup>27</sup>

- a. Different Sound

While the students are asked to read the text, the teacher will assess them by hearing their pronunciation or the sound that the students may say.

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<sup>26</sup> H Douglass Brown, *Language Assessment Principle and Classroom Practices*, (San Fransico, California, 2003), p. 206

<sup>27</sup> T. Turner, *Comprehension: Reading For Meaning: Teaching Reading*, (London: Scott, Foresman, 1988), p. 161

#### b. Paraphrase Recognition

Paraphrase recognition means that the students are able to develop the main idea by using their own words. The teacher will assess them by looking at the way of they develop the main idea and also coherence between main idea with supporting idea.

#### c. Information Transfer

The teachers assess the students reading comprehension not only through their pronunciation, but also how they transfer the information to other (listener).

#### d. Finding the Stated Information

This study focuses on literal comprehension, so the aspect to be concluded in text are paraphrase recognition and finding the states information. It means that the teacher does not assess students through their findings on the printed page.

### 3. L-R-D (Listen, Read, Discuss) Strategy

According to Manzo “Listen, Read, Discuss (LRD) is a comprehension strategy that helps students comprehend text.<sup>28</sup> McKenna states that “Listen, Read, Discuss is a strategy especially designed for struggling readers. Its there stages represents before, during, and after stages of all reading lesson format.<sup>29</sup>

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<sup>28</sup> Ula C Manzo, Anthony V Manzo, Matthew M. Thomas, Content area literacy. *A Framework for Reading Based Instructions*. (New York: John Wiley, 2005) p.11

<sup>29</sup> Mc. Kenna. Mickhael C, and Robinson, Richard. *Teaching Through Text: A Content Literacy Approach to Content Area Reading (3rded)*. (New york: Stenhouse Publisher, 2002), p.94

It means that, there are three stages in this strategy. First, the students listen the explanation about the material from the teacher. Second, the teacher asks the students to read the text to get their comprehension. Finally, the teacher guides the students to discuss to know the students comprehension about the text. In this strategy, the teacher efforts in order that, the students comprehend about the text by giving explanation in earliers section. It simulates students' mind in section discussion.

During the first stage, in LRD strategy, students listen as teacher presents the content of their reading through a lecture, often paired with a graphic organizer. A graphic organizer is a visual display that is used to depict the relationships between facts, terms and ideas within a learning task. They form a powerful visual picture of the information and this allows the mind to discover patterns and relationship.

Next, the second stage of LRD strategy is the students read the text and compare what they learned during the lecture to their understanding of reading the text on their own. In this stage, the students discuss their understanding of the text with other students in their small group or large group.

According to Manzo "The teacher should do in the class: (a) review the reeading selection and prepare a brief, (b) present the summary orally to students, (c) have the students read the text book version of the same material, (d) discuss the material students have heard and read (e) begin the discussion

with the information and ideas students were directed to look for.<sup>30</sup> It means in applying Listen Read Discuss we need some procedures to help easy the teacher and students comprehend the text.

Manzo's explanation gives us understanding about the teacher do in the class to apply the Listen Read Discuss Strategy<sup>31</sup>. Firstly, the teacher prepare the material. The teacher also prepare about how to deliver the material through ask about background knowledge of the students about the material. Then, the teacher present or show the summary of the text to the students by using graphic organizer. The students listen explanation of the teacher. After that, the students read the text. The last, the teacher and the student discuss about the material. It meets about the teacher explanation and the students' comprehension. in discussion group, the students also discuss about their difficulties that they found in the text. So, by apply LRD strategy, the activities of teaching reading comprehension can run well.

Manzo and Casale (1985) stated that LRD strategy is a comprehension strategy that builds students' prior knowledge before they read a text<sup>32</sup>. LRD is also a powerful tool for engaging struggling readers in classroom discussion. LRD strategy is relatively easy to create because they can enhance student's understanding about many lesson. There are procedure of LRD to follow:

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<sup>30</sup> Ula C. Manzo. Anthony V Manzo. Matthew M. Thomas, *Content Area Literacy. A framework for reading Based Instruction*. (New York: John Wiley bass education, 2005), p.13

<sup>31</sup> Ula C. Manzo. Anthony V Manzo. Matthew M. Thomas, *Content Area Literacy. A framework for reading Based Instruction*. (New York: John Wiley bass education, 2005), p.15

<sup>32</sup> Ibid. p. 16



- (1) Listen : Teaching presents a lecture on the content of the reading that includes a graphic organizer of the information you discuss.
- (2) Read : Students read the selection, guided by idea that the reading may provide another understanding or interpretation of the content.
- (3) Discuss : Discussion of material. Encourage students to reflect the differences between their reading of the content and presentation.

Finally, based on the explanation above, using LRD strategy, can help students in reading text because the entire process of teaching reading by using LRD strategy will active students in reading. They will interact with others to discuss the option of target language. In this strategy students will be motivated to gain the meaning of the text.

### 3.1 Advantages of Listen Read Discuss Strategy

There are some advantages and disadvantages of listen-read-discuss strategy. The Advantages of Listen-Read-Discuss, they are:

- a. LRD can be used for proficient or weak reader.
- b. Teachers observe reluctant reader approaching the text with more confidence.
- c. It is easy to use and require little preparation.
- d. It helps students to comprehend the material presented orally.
- e. It builds students' prior knowledge before they read a text.
- f. It engages struggling readers in classroom discussion.
- g. Students bring more information and enthusiasm to be post-reading discussion.

- h. Students capable of reading with greater understand.
- i. They have more to contribute to class discussion.
- j. LRD is flexible strategy can be use across all curriculum areas with almost any text.<sup>33</sup>

According to Manzo's explanation, the writer can assumes that Listen, Read, Discuss is can helps the students easy to comprehend the material to the students orally, and Listen, Read, Discuss also build the students' prior knowledge before students read the text, and it is engages the struggling for the readers in the classroom for discussion<sup>34</sup>.

McKenna adds about "The advantages of using Listen Read Discuss Strategy has been found to be a powerful means of improving reading comprehension and content learning in both weak and proficient readers<sup>35</sup>.

So the writer concludes that the advantages of LRD strategy is can builds students prior knowledge. It can improve students' reading comprehension and content learning in both weak and proficient. And the reader can find the real meaning from the text because the reader easy to understand because can exchange of though with their friends or discuss each other.

In addition that is advantages of LRD, there is also disadvantage of LRD strategy is difficult to use on a daily basis because developing the lecture and

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<sup>33</sup> Rusy Rusyidah Salman, *The Effectof Using LRD STRATEGY Toward Students' Reading comprehension Senior High School Students*, English Journal, (STKIP PGRI Sumatera Barat), P. 3

<sup>34</sup> Ula C. Manzo. Anthony V Manzo. Matthew M. Thomas, *Content Area Literacy. A framework for reading Based Instruction*. (New York: John Wiley bass education, 2005), p.20

<sup>35</sup> Mc. Kenna. *Teaching Through Text: A Content Literacy Approach to Content Area Reading (3rded)*. New york. 2002: p. 94

the students prior knowledge is time intensive.<sup>36</sup> It means that you can see the disadvantages about LRD the students will be confusion and difficult in to daily basis.

### 3.2 Teaching Reading Comprehension through Listen, Read, Discuss Strategy

According to Manzo “The Listen-Read-Discuss (L-R-D) method was created as a „starter“ method for bridging from traditional instruction to a more interactive approach.<sup>37</sup>

Traditional reading-based instruction typically begins by having students read the assignment, listen to a brief lecture or overview by the teacher, and then discuss their responses to questions. The L-R-D simply inverts the first two steps. According to Bruner “Effective learning, including learning how to be an effective teacher, needs something to get it started, something to keep it going, and something to keep it from becoming random or misguided.<sup>38</sup>

Manzo said It is a simple lesson design that can be tried almost immediately and that offers several variations that can be phased in as a personal program of professional development. The L-R-D is a heuristic, or hands-on, activity designed to induce self-discovery about effective teaching by teachers and about effective learning by students.

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<sup>36</sup> WETA Public Broadcasting, Listen-Read-Discuss, available reading, [http://www.readingrockets.org/strategies/listen\\_read\\_discuss](http://www.readingrockets.org/strategies/listen_read_discuss), accessed on January 15<sup>th</sup> 2016

<sup>37</sup> Ula C. Manzo. Anthony V Manzo. Matthew M. Thomas, *Content Area Literacy. A framework for Reading Based Instruction..* (New York: John Wiley and Sons Education, 2005), p.12-13

<sup>38</sup> Ibid p.12

Therefore, the writer conclude that the teacher must be selective and choose specific text where the students lack prior knowledge about the text and need more support with LRD text. Most students don't need that high level of support for the content material they will read, but struggling readers and early English language learners will benefit greatly from this strategy.

a. Listen

Teacher presents information to students about the text they will be reading. This can be in the form of a short lecture on the topic, using graphic organizer to a guide the lecture. Presenting the information from the portion text in a well organized lecture format is about 5-15 minutes while the students are listening the lecture of the content of their reading.

b. Read

In this stage, students read the text and compare what they learned during the lecture to their understanding or reading the text on their own. Students should read silently because silent reading increases comprehension and encourage students to practice study strategies independently.

c. Discuss

After reading, students discuss their understanding of the text with other students in their small group or large group. The teacher guides students in a review and reflect of the content. Discuss the material students now have heard and read. Three questions adapted from Smith are useful in guiding this post reading discussion:

1. What did you understand most from what you heard and read?
2. What you understand least from what you heard and read?
3. What question or thought did this lesson raise in your mind about the content or about effective reading and learning?

From explanation about LRD strategy above, the writer has big expectation that using LRD strategy can be useful to apply in teaching comprehension in classroom. Moreover, it will give valuable contribution for the students in comprehending the reading texts. For the English, it can make a better information in teaching English subject. And the last, this strategy will be useful for the writer to motivate herself in teaching and learning English

### 3.3 Listen-Read-Discuss Practice

The L-R-D Strategy Manzo offers a simple alternative strategy to this approach simple by changing the sequences instructions, students are better prepared for reading notice, in the steps below, how this approach quickens the pace instruction and provides for several repetition of the information.

#### **Steps in the Listen-Read-Discuss strategy:**

Step 1 : select a portion of text to be read

Step 2 : present the information from that portion text in a well organized lecture format for about 5-15 minutes.

Step 3 : have students read the book's version of the some material, students now will be reading in an empowered way, since they have just listened to an over view information

Step 4 : Discuss the material students now have heard and read.

Three questions adapted from Smith are useful in guiding this post reading discussion:

1. What did you understand most from what you heard and read?
2. What you understand least from what you heard and read?
3. What question or thought did this lesson raise in your mind about the content or about effective reading and learning?

## **B. Related Study**

The research conducted by: Norzazili (2011), He focused on The Application of “Listen-Read-Discuss” to Increase the Ability of the Second Year Students of Ma Darel Hikmah Pekanbaru in Comprehending Analytical Expository Texts. The Use LRD strategy could increase student’s ability in comprehending analytical expository texts. The improvements can be seen from the increase of the students’ scores in reading test from the post test. In fact in the data, we can see the average score of the pre-test was 48.78 (poor level). Even though, the average score of post-test was 72.13 (average to good level). The students’ ability was increased from the pre-test to the post-test, 23.35 points. It means that the attainment of learning passing grade post-test was better than pre-test.<sup>39</sup>

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<sup>39</sup> Norzazili. *The Application of “LRD” to Increase the Ability of the second year students of Ma Darrel Hikmah Pekanbaru in Comprehending Analytical Expository Texts* (Pekanbaru:2011)

Amar Akbar (2013) in his research entitled “Improving The Students’ Ability in Reading Comprehension of Narrative Text by Using the Power of Two Strategy at MTs Al- Washliyah Tembung. This research aimed to know the reciprocal questioning can improve students’ ability at comprehension reading of narrative text at MTs Al-Washliyah Tembung. The population of this research was the students of MTs Al-Wahliyah Tembung. That consists of three classes and the total numbers of the population were 99 students. He used purpose sampling; there were 30 students and this research applied by classroom action research. He used purpose sampling; there were 30 students and this research applied by classroom action research. Based on the research result, the mean at the post test of first cycle was 66,33. The mean of post test at second cycle was 79. The percentage of students who got point up to 65 also grew up. In post test at the first cycle, students who got up 65 there were 18 of 30 students (60%). In the post test of the second cycle, students who got up 65 there were 27 of 30 students (90%). From the data it indicate that the implementation of reciprocal questioning strategy was affective and from the data above it could be conclude that the students’ ability at comprehension reading of narrative text have been developed by using reciprocal questioning strategy.<sup>40</sup>

### **C. Conceptual of Framework**

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<sup>40</sup> Amar Akbar. *Improving The Students’ Ability in Reading Comprehension of Narrative Text by Using the Power of Two Strategy at MTs Al- Washliyah Tembung.* (Tembung 2013)

There are many aspects which should be considered to achieve good reading comprehension of the text. Those aspects are related to students vocabulary mastery, students interest, students ability to use an effective reading strategy, a teaching technique, materials and media. From those aspects, the obstacles of reading comprehension come from. When one or some of those aspects were not sufficient enough to support the reading proces, the comprehension will be difficult to be achieved.

In MTs S TPI Sawit Seberang, most of students have limited vocabulary mastery which is the main aspect supporting reading comprehension. Then, they have less motivation in the reading activity. They are not focus on what they read. The next problem is relatetd to the reading strategy. The teacher has taught them some strategies but they rarely use these strategies because they prefer to translate the text in their mother language using google transtool. The last problem is related to the teaching in which the teacher can not fulfil the students need. As a consequence, the obstacles of reading comprehension can not be overcome.

The previous discussion shows that schema and background knowledge play role in comprehending a text. By employing schema and background knowledge in the reading process, the comprehension can be achieved. The LRD strategy which uses schema and background knowledge as the basis of processing information can help the students achieve comprehension.

The LRD strategy is can builds students prior knowledge. It can improve students reading comprehension and content learning in both weak and



proficient. And the reader can find the real meaning from the text because the reader has listened the next before and the reader easy to understand because can exchange of thought with their friends or discuss each other.

Considering the strengths of the LRD strategy, the researcher wants to implement this strategy in the teaching reading in MTs S TPI Sawit Seberang. The researcher believes that the strengths of LRD which are discussed before can overcome the students' problem in comprehending the text. Then, the research finds improvement in students' reading comprehension through LRD strategy.

#### **D. Hypothesis**

Based on the theoretical framework and the framework upon which the action becomes the hypothesis in this study, if the LRD strategy is applied well, it will improve the students' reading comprehension at MTs TPI Sawit Seberang.

## CHAPTER III

### METHODOLOGY RESEARCH

#### A. Research Design

Classroom action research is the research in which combination the research procedures with substantive action, an action which going on inquiry disciplines, or somebody's effort to comprehend what is while join to the process of improving and icreasing.<sup>41</sup>

In the field of education, especially in practice the study, action research round into class action research round into class action research. Classroom Action Research is action reeseach executed in class when study take place. Classroom action research conducted as a mean to improve study quality. Classroom Action Research conducted as a mean to imrove study quality. Classroom Action Research focuses on class of process that happened in class.<sup>42</sup>

Based on the definition above, the writer conclude that classroom action research is the way to make the learning process more active and disciplines,

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<sup>41</sup> Rochiati Wiratmaja, *Metode Penelitian Tindakan Kelas*, (Bandung, PT Remaja Rosda Karya, 1993), p.11

<sup>42</sup> Chandra Wijaya and Syahrums, *Penelitian Tindakan Kelas*, (Bandung, Cita Pustaka Media Perintis, 2013), p.39

and as the alternatives to improve their practice, it aimed to improve students learning and the achievement in learning process.

Thus, it involved four steps, namely: planning, action, observation, and reflection. This research applied by Classroom Action Research. It only took one class in which the treatment will be given.

### **B. Research Setting and Subject**

The location of the research will be conducted at MTs TPI Sawit Seberang. The school is located in Dusun Kampung I. The location is chosen by the researcher because: first, the location of the school is near from the researcher's house; second, the problem of writing recount text was founded as same as the researcher done when did the teaching practice program in this school; last, the method has never been done in this school, and the schedule of the research will be conducted in the middle of April 2018.

The subject of the research is the eighth grade students of MTs TPI in academic year 2017/2018. The subject will be taken only one class, it is the class of VIII-A, which is consist of 36 students; they are 23 female students and 12 male students.

**Table of Participants 3.1**

Class	VII-A
Students	36

### **C. Data Collection**

The technique of collecting the data in this research are: interview, observation, test.

#### **1. Interview**

Interview would be conducted to get information about the students ability at reading comprehension correctly before giving treatment and after giving treatment. So interview would be only conducted in analyzing situation. The English teacher and some of students will be interviewed.

The closely interview is the researcher already know about the information obtained and resarcher have prepared research instruments in the form of questions written and alternative answers. The interview sheet can be seen in appendix I and II

#### **2. Observation**

In this case, observation would be done by investigating in the field of research. First, I observed about the condition in the class when teaching-learning processes go on and the condition of the students. the last, I observed about the condition in teaching-learning process especially in teaching English.

The researcher employed observation sheet to find out the data about “Listen, Reread, Discuss” as a strategy to reading comprehension the descriptive text. Observation will be used to identify all condition that happen during the teaching learning process. See on appendix III and IV.

### 3. Test

After teaching by using listen read discuss strategies, the teacher gives some test to the students. The procedures are:

- a. Distributing the test material to the students
- b. Giving instruction that the test should be done directly
- c. Specifying the time
- d. Collecting the test when the time is up
- e. Evaluating the score

The written test will be used in this research. There will be pre-test and post-test. The time bound for both tests is 30 minutes and the test are done. The test can be seen in appendix V and VI.

### **D. Data Analysis**

The technique of analyzing data of this research would be applied by using qualitative data and quantitative data. The qualitative data would be use to describe the situation during teaching and learning process. They would be analyzed from interview and observation. In qualitatif data analysis use

interactive analytical technique consist of: (1) Data reduction (2) Display Data (3) Conclusion

### 1. Data Reduction

Data reduction is the process of selecting, focusing simplifying, abstracting and transforming the data that appear in written –up fields notes or transcriptions. It means that the researcher had been reducing the data before, during, after the data as well as analyzing the data. The data reduced in this study were data found in the interview transcript.

### 2. Data Display

The next step is analyzing the data is data display. It is an organized, compressed assembly of information the permits conclusion drawing and action. By displaying the data, the researcher will easy to understand and to analyzed what will happen with the data presented.

In this study, the researcher will use the multiple choices in displaying the data, because it is most common data display will be used in qualitative research.

### 3. Conclusion Drawing and Verification

The last step of analysis that will draw conclusion and verification. From the start of the data collection, the qualitative data analysis is beginning to decide what things mean is nothing regulation, patterns, explanation, possible configuration, causal flows and preposition. The conclusion in qualitative research was a new discovery that can be an answer of the research problem.

The conclusion was in the from description of the object of this study. Finally, in this step the researcher will get the result and conclusion of the research.

While the quantitative data use to analyse students' scores. To know the means of the students score in each cycle, it was applying the following formula:<sup>43</sup>

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

Where: M = the means of the students' score

$\sum x$  = the total of the score

N = the number of the students

Next, to category the number of the students who passed the test successfully, it was applying the following the formula.<sup>44</sup>

$$P = \frac{R}{T} \times 100\%$$

P = the percentage of students who got points 70

R = the percentage of students who got points 70 above

T = the percentage of students who took the test

## **E. Research Procedures**

The procedure of data collection for this research will be conducted by implanting two cycles. Each cycle consist of four steps namely planning, action, observation, and reflection.<sup>45</sup>

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<sup>43</sup> Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: PT Bumi Aksara, 2006), p.264

<sup>44</sup> Ibid p. 265

<sup>45</sup> Suhardjono. 2009, *Penelitian Tindakan Kelas dan Penelitian Tindakan Sekolah*, p. 74

Here the explanation of the component each cycle:

## 1. Planning

Planning is arrangement for doing something. Considered in advance and it was also the reflection of the action that would be done. Teacher did not only to do a lesson plan but the most important thing was the teachers have to know the students problems. Some preparation in planning phase is:

- a. Making lesson plan
- b. Preparing the facilities and media that is used in teaching-learning
- c. Preparing the interview and observation sheet that
- d. Preparing the pre test as instrument to collect the data about students' problem in Reading comprehension.
- e. Preparing research instrument, such as : test, observation sheet and Test.
- f. Deciding the material that is suitable with the study.
- g. Designing the procedure of teaching learning writing descriptive text by using Listen Read Discuss Strategy.
- h. Analyzing the weakness in learning process and reflecting the result of teaching learning process.
- i. Preparing the test to measure the result of the study.

## 2. Action



The second step is action. Action is the process of doing the implementation of LRD strategy based on the lesson plan that has been made. There are some activities that :

**Table 3.2**

<b>Teachers' Activity</b>	<b>Students' Activity</b>
1. Explained the topic to the students	1. Listened seriously to the teacher.
2. Introduce the LRD strategy and explain the step it.	2. Listened to the teachers' explanation about strategy and the step of strategy.
3. Demonstrate the strategy of teaching writing descriptive text by using LRD strategy.	3. Start to do the step of LRD strategy.
4. The teacher ask students to read a text  5. The teacher divide students into some group, consisting 2-4 students each the member of group. (determine the group by having one students say the number 1 and proceed with the next students with the next	4. The students read a text  5. The students make a group and sit with their group. (students determine group leaders, authors, explorers and visitors to other groups.

number, so it continues until the number 4. Number 1 will join with the students gets the number one also, and so on.	
6. The teachers control classroom conditions.	5. The students discuss about descriptive text and make summary/important note in plano paper or paperboard.
6. After the students finish make the summary in plano paper, the teacher asks the students to paste the summary on the wall.	6. The students paste summary on the wall.
7. The teacher asks the students that as explorer to stay in each summary of their group.	7. The student stay on beside of the summary.
8. The teacher asks the student that as visitors to visit another group.	8. The student stay on beside of the summary and sharing knowledge about descriptive text.
9. The teacher give conclusion of the material about descriptive text.	9. The students make their conclusion self, with helped by the teacher.
10. Conducting Post test I.	10. The students work individually after apply LRD strategy and sitting like an early learning.

### 3. Observation

The third step is observing. In this step the writer took a note for every event that occurred in the classroom in order to get accurate data to repair next cycle. It held when the classroom action research in progress.

### 4. Reflection

The last step is reflecting. Reflection is a feedback process from the action that has been done before. Reflection use to help the researcher makes the decision. In this case the researcher reflected on everything that had been done. Researcher took the feedback of teaching and learning process from the result of the observation. If the result did not reach the goal determined, there will be continued to the second cycle. In this case researcher and teacher discussed collaboratively further some problems occurred in the class. Thus, the reflection is able to be determined after implementing the action and observation outcomes. If the issue has not been resolved, continue the next cycle.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSIONS

#### A. Research Finding

In this phase, would be described some findings in the field, either before and after implementing Listen,Read,Discuss (LRD) strategy on students' reading comprehension in descriptive text.

##### A.1 Data Description

This research involved quantitative and qualitative data. The quantitative data was obtained from mean of students' taking test was given to the students was a set of multiple choices. The qualitative data was obtained from the interview and observation sheets.

The data was taken from a class which consist of 36 students. the class was VIII-1. It was accomplished in two cycle. Every cycle consist of four steps of action reseach like planning, action, observationand reflection. The first and second cycle were gathered in six meetings. The first cycle including pre-test and post test 1 was conducted in three meetings. The second cycle was conducted in three meetings also in the last of second cycle the students were taken the test as post test 2. So, there were six meetings in this research.

### A.1.1 The Quantitative Data

The quantitative data was taken from the test result, which was carried out in two cycles (cycle I and cycle II). In two cycle, there were six meetings were conducted. The test was given to the students in form test of cycle I and cycle II. The result of the students' score could be seen following table.

**Table 3.3: The mean of students' score**

No	The Name Of Students	Score		
		Pre-Test	Post-Test I	Post-Test II
1	ASN	70	60	80
2	AM	40	50	60
3	AS	50	60	80
4	AP	50	60	90
5	AM	40	60	70
6	AP	40	50	70
7	BS	70	70	90
8	CDA	50	70	90
9	COG	40	60	80
10	DA	50	60	80
11	DAM	50	60	70
12	DG	50	60	80
13	DAF	50	60	80
14	DS	50	60	80
15	DNF	50	60	80
16	DAD	70	80	90
17	ERF	30	50	60
18	ESP	30	50	70
19	FR	70	70	90
20	IAP	60	70	80

21	JN	50	60	80
22	LM	70	70	80
23	MA	70	70	90
24	MJM	70	70	80
25	MFN	50	60	80
26	MP	50	60	70
27	NA	40	60	80
28	NDC	70	60	80
29	NE	50	60	80
30	NW	60	70	90
31	PZ	40	70	90
32	SZA	40	50	60
33	SS	50	60	70
34	TA	60	70	90
35	TAL	50	70	90
36	WKP	40	50	60
37	SHP	50	60	80
38	SF	50	60	70
	Total	$\sum X = 2040$	$\sum X = 2360$	$\sum X = 2990$
		$X = 53,68$	$X = 62,10$	$X = 78,68$

### A.1.2 The Qualitative Data

The qualitative data was taken from the two sources, namely from interview and observation sheets.

#### a. Interview

The interview was done before conducting the first cycle. It was found out that the teachers problem in teaching reading were lack of strategy in teaching reading comprehension.

The teacher said *"I asked them to reading aloud, and the other students listened to the students was reading and sometimes i guided them to translate*

*the text, after that i asked them to answer the question based on the text.*” It’s mean the strategy the teacher used uninterested for the students. The interview also found the students’ difficulties at reading comprehension of descriptive text.

Some of students said *“I like miss, but sometimes I don’t know the meaning of the word”*. It’s mean not all the students did not like English, but they are lack in vocabulary, and got confused how to comprehend the text because felt difficult to meaning the text.

The inteview also done after implemented the strategy, it was found that the teacher agreed to use the strategy because she said that the strategy is good to use, and the students also gave positive input, she said that using the strategy could help them to understand the meaning of text that they have read. When we were interviewing she said *“Yes, of course, it’s very motivated. Because this strategy can help the students to comprehend the text easier. As we know that reading is one of skill in english, so it’s vey important. With this strategy, can help them to understand the reading text, and the strategy that use is not monotous.”*

The student also said *“Yes miss, because this is the first time I learn use this strategy, and i enjoy miss, and help me to understand reading text easier use this strategy. (iya miss, karena saya baru kali ini belajar menggunakan strategi ini, dan menyenangkan miss, dan saya lebih mudah memahami materi reading dengan cara miss mengajar yang seperti ini.)”* It’s mean the students felt

interested in learning reading used Listen, read, Discuss (LRD) strategy and help them to understand the reading comprehension easier

### **b. Observation Sheets**

The researcher observed the students, situation, condition and what problem was found during the teaching learning process in every meeting. The researcher filled the observation sheet in order to know the students' activities during teaching learning process which Listen,Read,Discuss Strategy was applied to improvement the students in reading comprehension in descriptive text. It also was done to know how to the interactions between the teacher and the students. From the observation, the researcher noted that the students were active and enthusiastic in learning descriptive text by using Listen, Read, Discuss (LRD) Strategy.

### **A.2 Findings**

There were findings in the each cycle, they were :

#### **1. The Quantitative Data**

The quantitative data were taken from the result which were carried out into two cycle. In two cycle, I conducted 6 meetings. I gave test at the end of each cycle. The students' score increase from the first reading test to the last reading test. It can be seen at table below:

**Table 3.4**

**Score The Students in Three Reading Test**

No	The Name Of Students	Score



		Pre-Test	Post-Test I	Post-Test II
1	ASN	70	60	80
2	AM	40	50	60
3	AS	50	60	80
4	AP	50	60	90
5	AM	40	60	70
6	AP	40	50	70
7	BS	70	70	90
8	CDA	50	70	90
9	COG	40	60	80
10	DA	50	60	80
11	DAM	50	60	70
12	DG	50	60	80
13	DAF	50	60	80
14	DS	50	60	80
15	DNF	50	60	80
16	DAD	70	80	90
17	ERF	30	50	60
18	ESP	30	50	70
19	FR	70	70	90
20	IAP	60	70	80
21	JN	50	60	80
22	LM	70	70	80
23	MA	70	70	90
24	MJM	70	70	80
25	MFN	50	60	80
26	MP	50	60	70
27	NA	40	60	80
28	NDC	70	60	80
29	NE	50	60	80
30	NW	60	70	90
31	PZ	40	70	90
32	SZA	40	50	60
33	SS	50	60	70
34	TA	60	70	90
35	TAL	50	70	90
36	WKP	40	50	60

37	SHP	50	60	80
38	SF	50	60	70
	Total	$\sum X = 2040$	$\sum X = 2360$	$\sum X = 2990$
		$X = 53,68$	$X = 62,10$	$X = 78,68$

Researcher gave a multiple choice test to the students in the end of each cycle. It was found that the means of students' score was kept improving from the pretest until posttest second cycle. To know the mean of students' score can be seen in the following formula:

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

In the pre-test, the total score of the students was 2040 and the number of the students who took the test was 38 students, so the mean of the students score was:

$$X = \frac{2040}{38} = 53,68$$

In the post-test of the first cycle, the students score was 2360 and the number of the students who took the test was 38, so the mean of the students score was:

$$X = \frac{2360}{38} = 62,10$$

In the post-test of the second cycle, the students score was 2990 and the number of the students who took the test was 38, so the mean of the students score was:

$$X = \frac{2990}{38} = 78,68$$

The number of pass students was calculated by formula:

$$P = \frac{R}{T} \times 100\%$$

In the pre-test, the students who got point up to 70 consisted of 5 students, so the percentage was:

$$P1 = \frac{5}{38} \times 100\% = 13,15 \%$$

In the post-test I the students who got point up to 70 consisted of 12 students, so the percentage was:

$$P2 = \frac{12}{38} \times 100\% = 31,57 \%$$

In the post-test II, the students who got point up to 70 consisted of 34 students, so the percentage was:

$$P3 = \frac{34}{38} \times 100\% = 89,47 \%$$

Where :

P1 = The percentage of master students on pre-test

P2 = The percentage of master students on post-test I

P3 = The percentage of master students on post-test II

R = Number of students who got points 70 above

T = The total number of students who took the test

**Table 3.5: The percentage of the improving students' in reading comprehension of descriptive text**

Test	Students who got up to 70	Percentage
Pre-Test	5	13,15%
Post-Test Cycle I	12	31,57%
Post-Test Cycle II	34	89,47%

Table 3.5 : shows the improvements of the students score of the pre-test to the second post-test. In the pre-test, there was 13,15% from 5 students who got points up to 70. The first post-test was 31,57% from 12 students who got points

up to 70. The second post-test was 89,47% from 34 students. The improvement was about 35%. It meant during the test, there was improvement in reading comprehension of descriptive text.

### A.2.2 The Qualitative Data

The qualitative data was taken from interview sheet and observation sheet. Those are gained within two cycle.

#### 1. First Cycle

##### a. Planning

In this phase, the researcher prepared everything that was needed related to the teaching and learning process. The preparation were lesson plan, the teaching material of descriptive text, the instrument for collecting data like interview and observation sheet. Firstly, the researcher explained about the advantages of reading comprehension. Researcher introduced about Listen,Read,Discuss strategies. Then was correlated into the subject to the students in reading comprehension of descriptive text through Listen,Read,Discuss strategies.

##### b. Action

In this phase, there were some activities was done by researcher. They were made sure students understood the aims and the benefits of Listen,Read,Discuss strategies for English learning emphasizing of Listen,Read,Discuss strategies in activities.

### c. Reflection

Based on the result of the score of the test in cycle I and also observation, action of increasing was needed. Actually, students' score in test of cycle I was improved than the score of pretest. But it was needed more increasing in their descriptive text to solve their problems in material because some of them still confused and difficult to understand reading comprehension in descriptive text.

In the second cycle, researcher as teacher improved their reading comprehension in descriptive text by gave more explanation and simple example of descriptive text.

## 2. Second Cycle

Based on the result of the cycle I, the researcher needed to do cycle II. It can be seen from the students' score that still failed classification. These phase continued the aim of the research. The phases of the cycle II were constructed based on the reflection of the previous cycle I in the cycle II, all the phases was done like in the cycle II, but special in action the researcher gave more chances for students to ask something which they didn't understand yet. The second cycle of action research as follow :

### a. Planning

In this cycle, listen, read, discuss strategies still was applied in teaching learning process. In this cycle, teaching learning process more emphasize students in reading comprehension of descriptive text through answered some

of question test. The researcher created more supportive condition in order to foster the students to give more their responses and their participations actively in the class.

b. Action

In this phase, the researcher was try to the best in teaching the students and was motivated them to increase their ability in reading comprehension by following the steps of Listen, Read, Discuss (LRD) Strategies.

c. Observation

The observation was done for the second cycle. The students' activity during teaching learning process had been observed.

d. Reflection

In this phase, the feedback of the teaching learning process was taken from the result of the observation. As the observation and result test, the researcher could be concluded as follows:

- 1) The researcher could be increased on the students' ability in reading comprehension of descriptive text by using listen, read, discuss strategies. Every group discussed enthusiastic, every students had braveness to asking what they didn't know and gave their opinion.
- 2) Students score had improvement too, it was based on the observation sheet that showed the improvement in every meeting. Based on the percentage of the students' score, there were 31,57% at the first cycle and was 89,47% at the second cycle. The total improvement of the students' score from the test

cycle I and Cycle II was 35%. It made the researcher felt that the second cycle could be stopped because the students could be comprehend the text and understood descriptive text

## **B. Discussion**

Based on the quantitative data gathered from students' score in four treatments, it was found that the students made improvement during teaching learning process. The mean of the students in the second test were higher than the score in the first test and the third score was the highest. The students were understand the text about and could read the text well, they were could answered some question given by the teacher. The mean the students happy in learning reading comprehension by using Listen,Read,Discuss (LRD).

This research was conducted to find out the increasing of the students' reading comprehension in descriptive text by using Listen,Read,Discuss strategy. Listen,Read,Discuss strategy is one of strategy that could be used the teacher in teaching English to improve the students' Reading comprehension in descriptive text. The result of research indicated that there was an improvement on the students' in reading comprehension by using Listen, Read, Discuss strategies. It was proved by the data, which showed the progression mean of the students.

Based on qualitative data gathered from, interview and observation sheet during cycle I and II, it was found that the students also made improvement while teaching-learning process. Observation sheet and interview result showed that the students were more active during the teaching-learning

process. In the beginning, not all the students were interested in studying. There were found some students clucted during the lesson. Besides that, they were still shy when they were given chances to ask questions about unclear points, but in the next meetings, the students showed their enthusiastic other in asking or answering questions. The interview showed that the students strongly agreed that the use of LRD strategy had helped them in comprehending the text. These all qualitative data supported the research findings which were based on the quantitative data. Based on the result of quantitative and qualitative data, it was found that the use of LRD strategy had been successfully improved the students' ability in reading compréhension.

Based on the quantitative data, The mean of the students' score in the second cycle (79,68) was higher than the mean of the students' score in the first cycle (62,10) and the mean of the pre-test (53,68). The percentage of the students who got point up to 70 also grew up. In the pre-test, the students who got up 70 were only 5 of 38 students (13,15%). In the post-test I of cycle I, the students who got up 70 there were 12 of 38 students (31,57%). In the post-test II, students who got up 70 there were 34 of 38 students (89,47%). The improvement was 35%. In order words, there was improvement of the students became better in the first meeting to the next meeting.

## CHAPTER V



## CONCLUSIONS AND SUGGESTIONS

### A. Conclusions

Based on the result of the research, it could be conclude that:

1. This research deals with the implementation of the Listen Read, Discuss strategies on the students' in reading comprehension of descriptive text. After analyzing the data, it was found out that the students' in reading comprehension of descriptive text got improvement by Listen Read, Discuss strategies. It was showed from the mean of the score and percentage score.
2. Teaching reading comprehension by using Listen Read, Discuss strategies was effective rather than traditional method. It can be seen from the scores. The mean of the students' score in the second cycle (78,68) was higher than the mean of the students' score in the first cycle (62,10) and the mean of the pre-test (53,68). It also provide by observation sheet and interview sheet, result which indicated improvement in teaching learning process from cycle I and cycle II.
3. Based on the data analysis, there was a improvement on the students' ability. So, the students have responsibility and feel enjoy the learning process. It meant that Listen Read, Discuss strategies can be used as one of the alternative to teach how to comprehend reading text especially in descriptive text.

### B. Suggestions

Based on those findings above, the writer here wanted to give the solutions to solve the problem in teaching English by giving these following suggestion as follows:

1. The teacher should implement various strategies in learning English especially in reading comprehension.
2. The students should have some efforts to learn English by reading the kind of English books.
3. The institution should give the media and also complete the facility in order to make better progress achievement of English, and make teaching learning more effective.
4. The finding of this research was subject matters which can be developed largely and deeply by adding other variables or enlarging the samples.

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## **Appendix 1**

**THE INTERVIEW SHEET WITH THE TEACHER BEFORE  
IMPLEMENTING STRATEGY**

NO	Question	Answer	Conclusion
1	Strategy Apa yang biasa Mis Terapkan di dalam kelas untuk mengajar Bahasa Inggris terutama Membaca (reading) ?		
2	Bagaimana prosedur strategy yang Mis terapkan tersebut ?		
3	Adakah kesulitan kesulitan yang sering Mis alami ketika mengajar membaca dengan strategy yang Mis terapkan didalam kelas ?		
4	Menurut Mis Apakah strategy yang Mis terapkan Siswa/I yang Mis ajarkan pemahaman membaca mereka meningkat lebih baik ?		
5	Sejauh ini bagaimana Penilaian Mis tentang kemampuan pemahaman membaca siswa/I didalam kelas		

Sawit Seberang, 18 Mei 2018

Interviewee

Interviewer

Melinda Julianti

Ivo Krisna Dilla

**Appendix II : INTERVIEW WITH THE TEACHER AFTER USING LRD  
STRATEGY**

NO	Question	Answer	Conclusion
1	What do you think about LRD strategy to improve the students' Ability in reading comprehension?		
2	Do you get difficulties to implement this strategy?		
3	Do you get motivation after use LRD strategy?		

Sawit Seberang, 18 Mei 2018

Interviewee

Interviewer

Melinda Julianti

Ivo Krisna Dilla

### Appendix III

#### THE INTERVIEW SHEET WITH THE STUDENT

NO	Question	Answer	Conclusion
1	Apa kalian suka pelajaran Bahasa Inggris? Mengapa?		
2	Menurut kamu materi reading itu mudah dipahami atau sulit? Mengapa?		
3	Bagaimana kalian untuk memahami materi reading?		
4	Bagaimana biasanya miss ivo mengajarkan materi reading?		
5	Selama ini Apa yang membuat kamu sulit untuk memahami teks yang kamu baca ?		
6	Metode/ strategi apa yang Mis Ivo gunakan dalam mengajar teks deskriptif misal nya ada strategy kah ?		

Sawit Seberang, 18 Mei 2018

Interviewee

Interviewer

Melinda Julianti



**Appendix IV : THE INTERVIEW OF STUDENTS AFTER  
IMPLEMENTING STRATEGY**

<b>NO</b>	<b>Question</b>	<b>Answer</b>	<b>Conclusion</b>
<b>1</b>	Bagaimana menurutmu belajar reading comprehension dengan menggunakan strategy Listen,Read,Discuss (LRD)?		
<b>2</b>	Apakah LRD strategy ini cukup baik untuk membantu memahami materi reading?		

Sawit Seberang, 18 Mei 2018

Interviewee

Interviewer

Melinda Julianti

## Appendix V

### STUDENTS' OBSERVATION SHEET ACTIVITY CYCLE I

No	Observation Point		Yes	No
	Teachers	Students		
1	Introduce the LRD strategy and explain the step it	Listened to the teachers' explanation about strategy and the step strategy		
2	Demonstrate the strategy of teaching reading comprehension in descriptive text by using LRD strategy?	Start to do the step LRD strategy		
3	Explained the topic to the students	Listened seriously to the teacher		
4	The teacher ask students to read a text	The students read a text		
5	The teacher divide students into some group, consisting 2-4 students each the member of group. (determine the group by having one students say the member 1 and proceed with the next students with the next number, so it continues until the number 4. Number 1 will join	The students make a group and sit with their group. (students determine group leaders, authors, explorers and visitors to other groups.		

	with the students gets the number one also and so on.			
<b>6</b>	The teachers control classroom condition.	The students discuss about descriptive text and make summary/important note in plano paper or paperboard		
<b>7</b>	After the students finish make the summary in plano paper, the teacher asks the students to paste the summary on the wall.	The students paste summary on the wall		
<b>8</b>	The teacher asks the students that as explorer to stay in each summary of their group.	The students stay on beside of the summary.		
<b>9</b>	The teacher asks the students that as visitors to visit another group.	The students stay on beside of the summary and sharing knowledge about descriptive text.		
<b>10</b>	The teacher give conclusion of the material about descriptive text.	The students make their conclusion self, with helped by the teacher.		
<b>11</b>	Conducting Posttest 1.	The students work individually after apply LRD strategy and sitting like an early learning		

Sawit Seberang, 18 Mei 2018

Observee

Observer

Melinda Julianti

Ivo Krisna Dilla

## Appendix VI

### STUDENTS' OBSERVATION SHEET ACTIVITY CYCLE I

No	Observation Point		Yes	No
	Teachers	Students		
1	Introduce the LRD strategy and explain the step it	Listened to the teachers' explanation about strategy and the step strategy		
2	Demonstrate the strategy of teaching reading comprehension in descriptive text by using LRD strategy?	Start to do the step LRD strategy		
3	Explained the topic to the students	Listened seriously to the teacher		
4	The teacher ask students to read a text	The students read a text		
5	The teacher divide students into some group, consisting 2-4 students each the member of group. (determine the group by having one students say the member 1 and proceed with the next students with the next number, so it continues until the number 4. Number 1 will join	The students make a group and sit with their group. (students determine group leaders, authors, explorers and visitors to other groups.		

	with the students gets the number one also and so on.			
<b>6</b>	The teachers control classroom condition.	The students discuss about descriptive text and make summary/important note in plano paper or paperboard		
<b>7</b>	After the students finish make the summary in plano paper, the teacher asks the students to paste the summary on the wall.	The students paste summary on the wall		
<b>8</b>	The teacher asks the students that as explorer to stay in each summary of their group.	The students stay on beside of the summary.		
<b>9</b>	The teacher asks the students that as visitors to visit another group.	The students stay on beside of the summary and sharing knowledge about descriptive text.		
<b>10</b>	The teacher give conclusion of the material about descriptive text.	The students make their conclusion self, with helped by the teacher.		
<b>11</b>	Conducting Posttest 2.	The students work individually after apply LRD strategy and sitting like an early learning		

Sawit Seberang, 18 Mei 2018

Observee

Observer

Melinda Julianti

Ivo Krisna Dilla

**Appendix VII****PRE-TEST**

## Teks 1

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

1. How old is Peter? He is ... years old.
  - a. Four
  - b. Fourteen
  - c. Forty
  - d. Ten
  
2. The writer is ..... years old.
  - a. Fourteen
  - b. Sixteen
  - c. Eighteen
  - d. Nineteen
  
3. Which of the following statement is not true about Peter?
  - a. He has long and straight hair.
  - b. He has bright eyes.
  - c. He is not interested in sports.
  - d. He plays football and tennis.
  
4. According to the passage, we know that Peter is .....
  - a. The writer's youngest brother
  - b. The writer's elder brother



- c. A naughty boy
  - d. A friendly boy
5. It is implied in the passage that ....
- a. Peter is naughty.
  - b. Peter is lazy.
  - c. Peter is unfriendly.
  - d. Peter is diligent
6. From the text, we may conclude that....
- a. Many people do not like Peter
  - b. Peter is older than the writer
  - c. Peter is a welcoming person
  - d. Peter is not diligent at all
7. What is the text mostly about?
- a. Peter
  - b. Peter's hobby
  - c. Peter's family
  - d. Peter's elder brother
8. "He is fourteen years old . . . Than me." The underlined word refers to ....
- a. Peter
  - b. The writer
  - c. The writer's brother
  - d. The writer's family
9. "Peter is interested in sports very much, and at school he plays football and tennis." The underlined phrase can be replaced by ....
- a. Dislike sport
  - b. Really likes sport
  - c. Hates sport very much
  - d. Finds sport not really entertaining

10. "But he usually does what he is asked to do" The underlined phrase means

...

- a. He does anything he wants
- b. He always asks
- c. He is lazy
- d. He is diligent

Key Words:

- 1. B
- 2. C
- 3. C
- 4. A
- 5. D
- 6. C
- 7. A
- 8. B
- 9. B
- 10. D

**Appendix VIII****POST TEST**

Teks 2

**Natural Bridge National Park**

Natural Bridge National Park is lush tropical rainforest.

It is located 110 kilometers from south of Brisbane and is reached by following the Pacific Highway to Nerang and then by travelling through the Numinbah Valley. This scenic roadway lies in the shadow of Lamington National Park.

The phenomenon of the rock formed into a natural 'arch' and the cave through which a waterfall cascades is a short one-kilometer walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique feature of the glow worms. Picnic areas offers toilets, barbeque, shelter sheds, water and fireplaces; however, overnight camping is not permitted

1. What is the function of paragraph 1?
  - a. As an identification
  - b. As an orientation
  - c. As a thesis
  - d. As a classification
  
2. The text above is in form of .....
  - a. Hartatory exposition
  - b. Narrative
  - c. Descriptive
  - d. Report
  
3. What is the communicative purpose of the text?
  - a. To present two points of views about natural bridge national park
  - b. To explain the bridge national park
  - c. To describe the bridge national park
  - d. To retell the bridge national park

4. Where is the natural bridge national park located?
  - a. 110 kilometers from South Of Brisbane
  - b. 110 kilometers from Pacific Highway
  - c. 110 kilometers from Nerang
  
5. What the visitors will see in the night?
  - a. A common glow worm
  - b. The unique feature of the glow worms
  - c. A great dark cave
  - d. The unique rocks
  
6. The word “lussions” in the text means ....
  - a. Succulent
  - b. Dense
  - c. Dull
  - d. Dry

Teks 3

### **My Pet**

I have a pet. It is a dog and I call it Dolgy. Dolgy is a Chinese breed. It is small, fluffy, and cute. It has got thick black fur. When I cuddle it, the fur feels soft. Dolgy does not like bones. Every day it eats soft food like steamed rice, fish, or bread. Every morning I give him milk and bread. When I am at school, Dolgy plays with my rabbit. They get along well, and never fight maybe because Dolgy does not bark a lot. It treats the other animals in our house gently, and it never eats shoes. Dolgy is reallt sweet and friendly animal.

7. How does Dolgy look like?
  - a. big, fierce and small
  - b. big, fluffy and cute
  - c. small, cute and fierce
  - d. small, fluffy and cute
  
8. What does Dolgy eat every morning?
  - a. Fish and rice
  - b. Bread and milk
  - c. Bone and milk
  - d. Rice and bone
  
9. Whom Dolgy plays with when the writer go to school?

- a. The writer's rabbit
  - b. The writer's sister
  - c. The writer's mother
  - d. The writer's brother
10. What is the name of the cat ....
- a. Dolgy
  - b. Dolly
  - c. Dollyer
  - d. Ryder

Key words

- 1. A
- 2. C
- 3. C
- 4. A
- 5. B
- 6. A
- 7. D
- 8. B
- 9. A
- 10. A

