

THE EFFECT OF USING LISTEN READ DISCUSS (LRD) STRATEGY ON STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT AT ELEVENTH GRADE OF STUDENTS MAS FASTABIQUL KHAIRAT

¹Efrini Panjaitan, ² Silvia Herleni, ³ Siti Aminah

STKIP Budidaya Binjai
efrinipanjaitan@gmail.com
syl_nst@yahoo.com
ina040717@gmail.com

1,2,

ABSTRAK

Penelitian ini bertujuan untuk mengetahui Pengaruh Penggunaan Strategi Listen Read Discuss (LRD) terhadap Pemahaman Membaca Siswa dalam Teks Naratif Siswa Kelas XI Fastabiqul Khairat. Populasi penelitian ini adalah siswa kelas XI MAS Fastabiqul Khairat, sampel sebanyak 60 siswa yang dipilih melalui teknik total sampling, yang dikelompokkan menjadi dua kelas yang masing-masing kelas terdiri dari 30 siswa yaitu kelas eksperimen dan kelas kontrol. Metode yang digunakan dalam penelitian ini adalah metode kuantitatif. Desain penelitian ini adalah Pretest Posttest Control Group. Rancangan penelitian ini adalah tes. Data skor pretest dan posttest dianalisis menggunakan uji-t yang dilakukan dengan bantuan rumus. Hasil penelitian menunjukkan bahwa terdapat perbedaan yang signifikan antara kedua kelas pada rata-rata skor postes kelas eksperimen. adalah 50,5, sedangkan nilai rata-rata postes kelas kontrol adalah 33,6. Uji hipotesis menunjukkan bahwa nilai t-observed (t_o) lebih tinggi dari nilai t-tabel (t_t), ($t_o = 4,333 > t_t = 1,701$). Artinya, ada pengaruh penggunaan strategi Listen Read Discuss (LRD) terhadap Pemahaman Membaca siswa dalam Narrative Text pada Siswa Kelas XI MAS Fastabiqul Khairat.

ABSTRACT

This research aims to know The Effect of Using Listen Read Discuss (LRD) Strategy on Students' Reading Comprehension in Narrative Text at Eleventh Grade of Students MAS Fastabiqul Khairat. The population of this study were students of eleventh grade MAS Fastabiqul Khairat, a sample of 60 students selected through a total sampling technique, which were classified into two classes each class consisted of 30 students, namely the experimental class and the control class. The method used in this research is a quantitative method. The design of this study is the Pretest Posttest Control Group. The design of this study is a test. Pre-test and post-test score data were analyzed using the t-test which was carried out with the help of the formula. The results showed that there was a significant difference between the two classes in the average post-test scores of the experimental class. was 50.5, while the average post-test score for the control class was 33.6. The hypothesis test shows that the value of t-observed (t_o) is higher than the value of t-table (t_t), ($t_o = 4,333 > t_t = 1,701$). It means that there is effect of using Listen Read Discuss (LRD) strategy on student's Reading Comprehension in Narrative Text at Eleventh Grade of Students MAS Fastabiqul Khairat.

Keyword: Listen Read Discuss (LRD), Reading Comprehension, Narrative Text, learning Strategy

I. INTRODUCTION

Nowadays, education is an equally important thing. It takes over values, good morals, cultures, job opportunities, and knowledge to the owner. It can also bring the future for the nation in the midst of a very modern global world civilization. Education is a conscious and planned effort to realize learning activities and learning processes so that students are actively able to develop their potential so that they have religious spiritual

power, control of self, personality, intelligence, noble character, as well as the skills needed by himself and society (UU SISDIKNAS, 2003:20). Therefore, the government implements a quality system to improve the quality of education in Indonesia.

Language is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world. As an international language, English is very needed and has many

interrelationships with various aspects of life owned by human being. In Indonesia, English considers as the first foreign language and taught formally from elementary school even up to the university level.

Actually, In Englis, there are four language skills. The four language skills, namely listening, speaking, reading, and writing. The reading skill becomes very important in the education field, students need to be exercise and train in order to have a good reading skill. Nunan said that reading is the process of readers combining information from the text and their own background to build meaning (Virgoani and Panjaitan, 2021: 17). This means that readers must combine the knowledge and information they read. So this is a very important way that students need to succeed in their studies.

Other than reading skills, students are also required to have the ability comprehend to reading. Reading comprehension is a person's ability to understand and derive meaning from a reading text that is carried out carefully by involving the knowledge and experience of the reader to be associated with the content of the reading which aims to to increase knowledge, so that there is a sense of satisfaction after the reading material is read to completion (Ayu, et all, 2019:330).

To help them solve their problems, researcher will apply Listen Read Discuss (LRD) strategies in teaching reading skills in the classroom. McKenna (In Yusanti, LET : Linguistics, Literature and English Teaching Journal, vol. 8, 2018: 64-77) state that Listen Read Discuss (LRD) is a strategy specifically designed for readers with difficulties. The three stages represent before, during, and after the stages of all reading lesson formats. That means, there are three stages in this strategy. First, the students listen to the explanation about the material from the teacher.

Reading is one of the most important skills in language learning. Reading activities are the only way to absorb and interpret written information. Reading as a means of language acquisition of communication and sharing information on ideas and knowledge. Reading as the process of thinking, understanding and making meaning from written texts.It means that the readers need to interact with texts as

they try to extract meaning in that text (Jennifer, 2010: 230). So, it is needed significant skills that have received the special focus on students reading proficiency. It is also supported by the opinion of that the main goal of reading is to gain the correct message from a text that the writer intended for the reader to receive informations (Gilakjani, 2016: 230). Therefore reading is an interactive process between the reader and the text which results in smooth reading. From all of the opinion about reading, it can be concluded that reading is a process of interaction between reader and the written material in transferring, understanding and comprehending about the reading text.

In reading a text, the reader needs the understanding to be able to obtain information correctly. Comprehension is the ability to understand completely and be familiar with a situation and fact. comprehension is an active process of acquiring meaning in the text by involving the knowledge and experience of the reader which is related to the contents of the reading (Scanlon, 2010: 276). It means 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.

Reading comprehension is a reading activity which constructs reasoning and extracting of meaning through interaction with written language simultaneously (Snow, 2002: 11). Reading in reasoning is a reading activity carried out by someone to understand the implicit meaning in written things, therefore to understand a meaning one must train reasoning power in order to be able to grasp the meaning implied in written things. Also argued that reading comprehension is an active process that involves the interaction of readers, their background knowledge and experiences, the text, their interesting to the text, their strategy in reading the text. All of that interact with one another in comprehending a text (Klingner, Vaughn, and Broadman, 2007:8). When interference appears in those interactions, the readers find difficulties in their reading comprehension. Based on the definition stated above, it can be concluded that reading comprehension is a reading activity carried out by someone to comprehend the contents of the

reading as a whole. Reading comprehension is done by linking the initial knowledge that the reader has and new knowledge gained when reading, so that the understanding process is built to the maximum.

A narrative comes from the word “to narrate” which means telling stories. The stories have a series of chronological events that are connected, both facts and fiction. Narrative text is a type of text that deals with actual, various experience in different ways, and imaginative story (Pratyasto, 2008: 94). A narrative text also deals with problematic events which lead to a crisis, which in turn find a resolution. It means that narrative text is a description of a series of events, either real or imaginary, that is written or told in order to entertain the readers. This type of text structurally organizes the action, thought, and interactions of its characters into a pattern of a plot.

Strategy is a plan, method or series of stratagems or way for obtaining a specific goal or result. There are so many strategies to increase the students’ ability in mastering reading comprehension, one of the strategies is Listen-Read-Discuss strategy. Listen-Read-Discuss is a reading lesson strategy is designed for the readers that struggling or difficulty in understanding the content of a text. Its strategy has three important stages, namely listening as the first stage, reading as the second stage and discussing as the last stage (Michael, 2002: 94). This strategy is markedly different from the directed listen-read discuss by teacher, however, because of its first and last step. During the listen phase of the lesson, the teacher completely presents the content of the text, almost as though there was to be no reading at all on the part of the students. Doing so this to get prior knowledge to a very high level, making the reading itself much easier.

Listen-Read-Discuss may not sound like the most exciting instructional approach ever devised. But its capacity builds background knowledge of the students more than alternative approaches or directed reading-thinking by a teacher. Reading is almost like a review since new concepts and ideas have already been thoroughly introduced in listen stage of LRD strategy. Decoding is also facilitated since new terms are heard and read

must be written on the piece of paper. Tacher can use this strategy before and during reading and within a small group in a whole- class setting (Murni, 2014: 4). It means that listen-read-discuss strategy is to help students share an idea with a discussion about the materials or presented orally. So, this strategy can help students to increase knowledge in reading the text learning.

The LRD strategy is suitable for understanding a reading because the LRD strategy consists of innovative steps that help students better understand the purpose of reading. The students who have good knowledge of vocabulary and grammar are needed in the reading process because the students will easier to understand the reading text (Harahap, 2018: 3).

II. RESEARCH METHODOLOGY

The type of research used in this research is experimental research. Experimental research methods can be interpreted as research methods used to find the effect of certain treatments on others under controlled conditions (Sugiyono, 2016: 72). In this study, the treatment given was the use of LRD strategy on the ability to write narrative texts in eighth grade students at MAS Fastabiquil Khairat

The research design is Pretest Posttest Control Group Design. In this design, there are two sample classes that will be distinguished, namely the experimental class and the control class. Here, the experimental class is given treatment, namely learning by using the LRD strategy, while the control class is not given treatment

Talking about the types of methods and instruments of data collection is actually not like talking about evaluation problems (Arikunto, 2013: 193). evaluating is nothing but obtaining data about the status of something compared to a predetermined standard or measure, because evaluating is also taking measurements. Based on this understanding, if we mention the types of methods and tools or data collection instruments, then it is the same as calling evaluation tools, or at least almost entirely the same. Broadly speaking, the evaluation tool used can be a test.

III. THE DATA AND ANALYSIS

A. The Data Collection

1. The Data Experimental Class

a. Pre-test and Post-Test

The experimental group was taught using the LRD strategy in understanding. Subjects in the pretest and post-test experimental groups totaled 30 students. From the results of the pretest, the highest score achieved by students was 55 and the lowest score was 20. For the post-test score the highest score was 95 and the lowest score was 70. The average (mean) score achieved by students in the pretest and post-test experimental groups was 50.5, standard deviation is 68.7, the value of the pretest and post-test variants in the experimental class was 55.8 and the correlation value was 0.39.

1. The Data Control Class

a. Pre-test and Post-Test

The control class group learned use the conventional method. Subjects in the control group pretest and post-test class totaled 30 students. From the results of the pretest, the highest score achieved by students was 45 and the lowest score was 15. For the post-test score in the highest score was 75 and the lowest score was 45. The average (mean) score achieved by students in the control class group and the post-test was 33.6, standard deviation is 59.3, the value of the pretest and post-test variants in the control class was 61.3 and the correlation value was 0.04

B. The Data Analysis of Hypotesis

Based on the results of the data normality test above, it shows that the pretest results for the experimental class have a significance of 0.101. This shows that the data is normally distributed because the significance is $0.101 > 0.05$. Likewise with the pretest results of the control class, the significance was 0.199. It also shows that the data is normally distributed because the significance is $0.199 > 0.05$. So it can be concluded that the pretest results of both the experimental group and the control group were both normally distributed.

The reseacher applied the technique of T-test analysis to find out the effect of using Listen Read Discuss (LRD) strategy on students' reading comprehension in narrartive

text. The formula was displayed in Appendix 9. From the calculation of t-test in Appendix 9, it was got that critical values were 4.333 Then, it was consulted to the t-table of distribution and the degree of freedom (df) 28 ($n - 2 = 30 - 2 = 28$). In the line of 28, the t-table was 1,701 at level of signigance 0,05 (See Appendix 10). In testing the hypothesis, the value of t-observed (t_o) was higher than the value of t-table (t_t), ($t_o = 4.333 > t_t = 1,701$).

IV. CONCLUSION

From the result of the data analysis in the previous chapter, the writer came to the conclusion that in testing the hypothesis, the value of t-observed (t_o) was higher than the value of t-table (t_t), ($t_o = 4,333 > t_t = 1,701$). Therefore, the hypothesis proposed by the researcher was accepted. In the other words, using Listen Read Discuss Strategy significantly affects on reading comprehension in narrative text at eleventh grade of students MAS Fastabiqul Khairat

REFERENCE

- Abbas Pourhossein Gilakjani, & Ahmadi, S. M. 2011. *The effect of visual, auditory, and kinaesthetic learning styles on language teaching*. International Conferences on Social Science and Huminity, 5, 469–472
- Arikunto, S. 2013. *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Ayu, A., Aisha, N., Hendriani, A., & Heryanto, D. 2019. *Penerapan Strategi Pq4r Dalam Meningkatkan Keterampilan Membaca Pemahaman Siswa Kelas V Sd*. Bandung: JPGSD. Vol. 4 (3): hal 329-339.
- Harahap. P. Khairunnisa. 2018. *Pengaruh model pembelajaran Conceptual Understanding Procedures (CUPs) dengan strategi Think Talk Write (TTW) terhadap kemampuan pemahaman dan disposisi matematis siswa SMA*. Skripsi. UNPAS Bandung: Tidak diterbitkan

- Jenifer. 2013. *Phatogenesis and epidemiologi of osteoarthritis. Rhoté island medical journal*, Page 19-22
- Klingner, Janette K., Sharon Vaughn and Alison Boardman. 2007. *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guildford Press.
- Michael. 2010. *Manajemen Sumber Daya Manusia*. PT Elexmedia Komputindo. Jakarta.
- Pratyasto, P. 2011. *Jenis teks bahasa Inggris*. Jakarta: PT. Pustaka Pitaloka
- Scanlon, Valerie C. 2006. *Buku Ajar Anatomi dan Fisiologi*. Jakarta; EGC.
- Snow, Catherine. 2002. *Reading for Understanding: Toward an R & D Programm in Reading. Comprehension*. Pittshburgh : RAND
- Sri, Murni, Dewi. 2014. *Meningkatkan Pemahaman Membaca Siswa Melalui Strategi Listen-Read-Discuss (LRD)*. Jurnal Bahasa Indonesia. Boyolali: SMA Negeri 1 Musuk, 2014/2015.
- .Sugiyono. 2016. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung:PT Alfabet
- Virgoani,Witari & Panjaitan Efrini, 2021. *The Effect of Grasp (Guide Reading and Summary Procedure) on Students Ability Reading Comprehension in Narrative Text of Eleventh Grade At SMK Taman Siswa Binjai*. Binjai: Jurnal Serunai Bahasa Inggris. Vol 13 (1).
- Yusnanti,Elfa. 2018. *Listen-Read-Discuss (LRD) In Teaching Second Language Reading*. Bandar Lampung: LET: Linguistics, Literature and English Teaching Journal. Vol 8 : hal 64-77.