

# CHAPTER I

## INTRODUCTION

### A. Background of the Research

English is one of the important subjects because it is an international language. Most of the people in the world use it, not only as the communication but also as transferring knowledge. In learning English, there are four skills that have to be learned by the students. They are listening, speaking, reading and writing. 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<sup>1</sup>. By reading, the readers can increase their understanding about the text or what they have read, enrich their vocabularies and knowledge.

Many student 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 knowledge, interest, attitude and the teacher. It is already known that the suitable technique and strategies can help both teacher and learners in teaching

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<sup>1</sup>H. Douglas Brown, *Language Assessment Principle and classroom practices.*( SanFransisco: State University. Pearson Education, 2004), p.185

process. In this case, the writer tries to use LRD (Listen Read Discuss) strategy in classroom especially in teaching recount 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 SMPN 1 Kramatwatu, 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 SMP 1 kramatwatu for my thesis research.

In this research the writer take the research in SMPN 1 Kramatwatu, which located in Jalan Raya Cilegon KM.10 kramatwatu Serang Banten. In SMPN 1 Kramatwatu include 970 students, 45 teachers, and 27 classes. And the chief of school is Mr.Yana Suryana, S.Pd, M.Pd. SMPN 1 Kramatwatu is a clean school, it has many students' creativity. SMPN 1 Kramatwatu is a good school and on of favourite school because it has many facilities and almost the students are get good achievement, but there are the students who 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, some of students comes authentic from Serang and some of them comes from another cities, there for English is difficult to comprehend, because their mother language is Indonesian language 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 L-R-D (Listen,Read,Disscus) strategy to make easier their reading comprehension especially in Recount text.

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

Based on explanation above, the writer is interested to carry out a research entitle **“The Use of LRD (Listen,Read,Discuss) strategy on the Eight Grade Students’Reading Comprehension in Recount text at SMPN 1 Kramatwatu”**. 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 recount 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. The Identification of Problems**

Based on the background above, the writer identifies the problem as follow:

1. Students' feel difficult in comprehend text in reading session.
2. Students' feel bored when learning reading.
3. The strategy used by teacher did not make the students interest to teaching learning process, especially in teaching reading.
4. The students' are not interested to learn english.
5. Students have less motivation in learning English
6. The monotonous method of teaching that cannot increase the students' reading comprehension result

## **C. The Statement of the problem**

Based on the explanation about, the writer would like to formulate the main problems in research as follows:

1. How is the students' reading comprehension before and after using Listen-Read-Discuss (L-R-D) strategy?
2. How is the influence of Listen-Read-Discuss (L-R-D) strategy on students' reading comprehension in recount text?

#### **D. The Limitation of the Problem**

Based on the problem above, the writer focused on the effectiveness of using Listen-Read-Discuss (LRD) strategy towards the students' reading comprehension in recount text.

#### **E. The Objective of the Research**

The general objective of this research is to find out the effectiveness of using LRD strategy can improve the students' ability in comprehending recount text of the eight grade students at SMPN 1 Kramatwatu.

#### **F. Significance of the Research**

##### **1. Theoretically Use**

The theoretical significance of this study is the writer hopes that this research will help the teachers in order to improve students' reading comprehension. The writer assumes that using Listen Read Discuss strategy help students' in improving their reading especially in recount text. Because use of the L-R-D tends to benefit teachers, students, and the school program in ways that are not always immediately apparent.

## **2. Practically Use**

### **a. For the Students**

This research is hopefully important for them. The students can improve their knowledge in reading comprehension through LRD strategy which becomes more responsive to help them.

### **b. For Teachers**

The result of study will hopefully give benefit information for the teacher of English. It is expected that the teacher used this strategy to increase the ability and the willingness of the students to get information in the reading comprehension.

### **c. For School**

The benefits of the research for school are it can increase the students' achievement and it can develop learning strategies and stimulate students' interesting in reading.

**d. For Other Researcher**

The result of this study is hoped as a basic consideration, brief knowledgeable of teaching reading comprehension by using LRD strategy, and for giving information for doing a further research.



## CHAPTER II

### THEORETICAL FOUNDATION

#### A. Reading

##### 1. The Definition of Reading

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 which involve a reader in trying to follow an respond to a message from a writer who is distant in space and time<sup>2</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 ides or writing style. People also read for pleasure or enhance knowledge of the language being read. Getting those as the consideration, the purposes for reading guide the reader's select better texts to read.

According to Daniel 'Reading is an extraordinary achievement when one considers the number of levels and

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

components that must be mastered. Consider what it takes to read a simple story”.<sup>3</sup>

According to the statement above, It means that reading is one of the extraordinary achievement for everyone which to be mastered, because reading is one of the language component.

Many experts have shared their own definitions about the definition of reading. According to Pearson “ Reading is often referred to as a complex cognitive process”.Supported by Allington, states that “Reading is an active cognitive process that does indeed require using graphic (letter) and phonic (sounds) information; but for fluent readers particularly, the language-based cues-semantic (meaning) and syntactic (grammar) seem far and away more important than graphic and phonic cues<sup>4</sup>.”

Based on the definition above, the writer takes the definition that reading is process of cognitive that using graphic latter and sound or information.

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<sup>3</sup>Danielle S. McNamara. *Reading Comprehension Strategy*. (University of Memphis. 1999) p.71

<sup>4</sup>Allington. Longman Rainsky, *Reading Comprehension: Strategy That Work*. (America: the international reading association, 2003), p.93

Harmer states that reading is useful for language acquisition, provided that students more or less understand what they read, the more they read, the better they get it all.<sup>5</sup>

According to the definition above, the writer concludes that reading is very important for language acquisition, because it is made the students better after they read, and also reading is the information process from the author to the reader to tell about the messages, or ideas or to entertain the reader.

To understand a reading text, the students must have a good competence in knowing the meaning of words, sentences, 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 mean by reading we can know everything that we do not know before. By reading we can know the lack of knowledge, Allah as our Lord also command us to Read, as Allah's Say in the Holy Qur'an in Surah Al-'Alaq verse 1-5:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ  
(٣) الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

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<sup>5</sup>Jeremy Harmer, *How to Teach English*. (Longman: Pearson Education Limited, 2007), p.99

“(1) proclaim (or read) in the name of the Lord and Cherisher, (2) who create man out of a mere clot of congealed blood, (3) proclaim! And thy Lord is the most Bountiful, (4) He taught the use of pen, (5) taught man that which he knew not day”

Therefore, Allah SWT told our prophet Muhammad SAW to read in his first vision; it means that reading is the first priority for human kind to live in this world. By reading we can get a lot of information, knowledge, entertainment, and etc. and reading also makes someone understand a lot of things because reading is a way of gathering information and books are windows of the world.

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

## **2. Definition of Reading Comprehension**

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>6</sup>

The other research that available at the free dictionary:

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<sup>6</sup>Layne,L Steven, *Igniting a Passion for Reading: Successful Strategies for Building Lifetime readers.*(America: stenhouse publisher, 2007). p.29

“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>7</sup>.

According to the definition above, the writer can assume that comprehension is as same as containing or enclosed within the limits or a summary.

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>8</sup>

In Addition, reading comprehension is essentially the ability to understand what has been read. The student will read more willingly if they have visible signs of their own progress, after reading an interesting text or book, they quickly experience the satisfaction of this improvement.

Reading comprehension measure should help teachers method the comprehension of their students over time and provides

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<sup>7</sup>[Http://Wikipedia.freeDictionary.readingcomprehension.org](http://Wikipedia.freeDictionary.readingcomprehension.org)

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

information that is useful in designing readers comprehension intervention program<sup>9</sup>

According to Goodman “Reading comprehension is redundant phrase, because without comprehension, reading has not truly happend.<sup>10</sup>” Besides that, comprehension has the same meaning with understanding. It can be explained that comprehension is capacity to understand the meaning in a text and also the writer’s idea. It is not guarantee that students have known the meaning of the words, they can comprehend the text. Therefore, readers should more concentration in reading activity in order to get better understanding.

Harmer said that reading comprehension is a holistic process which some have equated with reasoning. Besides, describes reading comprehension as a constant process of guessing, and what one brings to the text is often more important than what one fun in it.

In addition, Anderson and Hiebert point out that “Reading comprehension is the process of constructing meaning by

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<sup>9</sup>Janette Klinger. *Teaching Reading Comprehension to Students with Learning Difficulties*. (New York: The Guidford Press, 2007), p.18

<sup>10</sup>Goodman. *Kenneth . Theoretical Models and Process of Reading*.(New York.: International Reading Association, 1973) p.16

coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.<sup>11</sup>” Therefore, the students’ prior knowledge is important in comprehending a reading text.

Moreover, reading comprehension involves much more than readers’ responses to text. “Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself.” As quoted from Klingner<sup>12</sup>

From the explanation above, it is clear that comprehending text is not easy to do because English is still a foreign language. It needs some special skill and knowledge. Many readers can not be able to catch the reader idea because of the limitation of thinking and analyzing the meaning of words and sentences. Besides that the readers should know about lexical, grammatical, cultural meaning, text organization and connection between sentences.

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<sup>11</sup>Anderson. Hiebert Richard .*Learning to Teach*. (English: published by McGraw Hill, 1988) p.81

<sup>12</sup>Janette Klinger. *Teaching Reading Comprehension to Students with Learning Difficulties*. (New York: The Guildford Press, 2007), p.8

Therefore, comprehension needs fully attention and concentration in reading activity.

When constructing reading skills exercise on a given text, it starts with the overall meaning of the text, its function and aim, rather than studying vocabularies. Of course it should be started with the global understanding and go toward detailed understanding. The texts are given to begin with more global kind within the importance of the students. Gradually, they read more fluently and get the gist of the text easily.

Based on the definition above, reading comprehension is not only an activity: such as with the printed materials to get meaning out of it but also involves the interaction of reader and the material being read.

### **3. Kinds of Reading**

According to Harmer“There are two kinds of reading related to its purpose, those are intensive reading and extensive reading<sup>13</sup>.”

Based on Jeremy Harmer, the writer can assumes that there are two kinds of reading, they are intensive reading and extensive reading.

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<sup>13</sup>Jeremy Harmer, *How to Teach English*.(New York: Pearson education limited, 2007), p.99



**a. Intensive reading**

The notion intensive reading, Harmer defined that “reading detailed focus on the construction of reading texts which takes place usually (but not always) in classrooms.. In other words, 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 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>14</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

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<sup>14</sup>H.Douglas Brown. *Language Assessment. Principles and Classroom Practices.*

(San francisco state University: pearson education, 2004), p.189

that, the time for reading as usual and can be done wherever the students are beside the classroom.

Therefore, to summarize, 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.

#### **4. The Purpose of Reading**

Nunan stated that, “We read because we wanted to get something from the writing; facts, ideas, enjoyment even feelings of family community (from a letter): whatever it was, you wanted to get the message that the writer had expressed<sup>15</sup>”. Based on the definition from Nunan, the writer assumes Even though our reading is just for spending time, it is still a purpose. In this case, the purpose is reading for pleasure. It is different when we read a textbook or a recipe. We read it because we need information. In this case, our reading is to get information.

Harmer stated that, “divided the purpose of reading into two general purposes. First, reading for pleasure. People reading the material is interesting, such as comics, novels or magazines. Second, reading for usefulness of the text. People read because

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<sup>15</sup>Nunan David, *Second Language Teaching and Learning*. (New York: Heinly Publisher, 1999), p.3

they need the information contained in the text, such as book, newspaper, encyclopedia, and so on<sup>16</sup>.”

Related to the statement above, whatever materials we read, we always read it on purpose. In this case, the purpose is reading for pleasure. It is different when we read a textbook or a recipe. We read it because we need information, when we read anything like comic, novel, newspaper, magazine and others, it does not mean that our reading does not have a purpose.

## **B. Recount Text**

### **1. The definition of Recount Text**

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative.

There are many kinds of text that students have to be mastered in Junior High School. One of them is recount text. According to “Recount is a piece of text that retells past events.

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<sup>16</sup>Jeremy Harmer. *How to Teach English*. (Longman: Pearson education limited, 1998) p.182

Based on the definition above, recount text is a text which retell events for the purpose of informing or entertaining a listener/reader. Recount is a text which retells events or experiences in the past.

Agustien says that the function of recount is to retell the events which took place in the past. It is useful not only for informing but also entertaining<sup>17</sup>

Based on Think Quantum:

Recount is a text which retells events or experiences in the past. Its purpose is to entertain the audience. There is no complication among the participants and that differentiates from narrative. And also explained, recount text is a text written to retell for information or entertainment. A fictional recount may consist of scene-setting, starting point, a problem, account and conclusion. The language is descriptive, and there may be dialogue. Characters are defined and often named.

The other research that is available from Puguh explained that recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative

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<sup>17</sup><http://jurnal.recount.text.definition.and.explanation.co.org//>

In addition of it, explained Language Feature of Recount there are:

- a. Introducing personal participant; I, my group, etc
- b. Using chronological connection; then, first, etc
- c. Using linking verb; was, were, saw, heard, etc
- d. Using action verb; look, go, change, etc
- e. Using simple past tense

From the definition above, it can be concluded that recount text is a text which retells events or experiences in the past. Its purpose is to inform and to entertain the audience.

## **2. Purpose of Recount Text**

According to Sue Stubbs and K. Wood: the purposes of recount text is reconstruct an events, experiences, and achievement from the past in a logical sequence<sup>18</sup>. Some recount will be purely informative and some others will aim to both inform and entertain.

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<sup>18</sup>Sue tubbs, Michael C, and Robinson, Richard D. *Teaching Through Text: A Context Literacy Approach to Content Area Reading (3rded)*.( New York: pearson education 2002), p.99

The purpose of recount text is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative.

Based the explanation above, the writer pointed that the purpose of Recount text is to retell or to reconstruct an experiences or events and to inform about the events to the readers.

### **3. The Types of Recount Text**

According to Sue Stubbs and K. Wood, there are five types of recount:

- a. Personal recount is retelling an event that the writer was personally involved in. For example: personal experience, personal letter. Personal recount are usually written in the first person (I and we) and often to entertain and inform.
- b. Factual recount is concerned with recalling events accurately. For example: accidents, structured research, science, news recording and police report. Use the third person pronoun (she,he,it,they)

- c. Imaginative or literary recounts entertain the reader by recreating the events of an imaginary world as though they are real such as fiction.
- d. A procedural recount records the step making something.  
Example: steps of making a tea or steps of making fried rice or steps of making rainbow cake.
- e. A biographical recount tells the story of a persons' life using a third person narrator (he, she, amd they). In this case of autobiography.

#### **4. Generic Structure of Recount Text**

- a. Orientation

Introducing the participant, place and time.

- b. Events

Describing series of event that happened in the past.

- c. Reorientation

This final section concludes the recount summarizing result, evaluating the topic, or offering personal comments.

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

### 1. The Definition of L-R-D (listen, read, discuss) Strategy

According to Manzo “Listen – Read – Discuss (LRD) is a comprehension strategy that helps students comprehend text.<sup>19</sup>” In other hand this strategy engages students in active learning.

Manzo also say that “Listen read discuss meets these requirements for teachers and students. It meets about the teacher explanation and students comprehension.<sup>20</sup>”

According to the definition from Manzo, the writer assumes that listen, read, discuss are the requirements for both teacher and students, because it make ease for the teaching learning.

McKenna states that “Listen read discuss is a strategy especially designed for struggling readers. Its three stages represents before, during, and after stages of all reading lesson format.<sup>21</sup>” It means that, there are three stages in this strategy. First,

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<sup>19</sup> Ula C Manzo, Anthony V Manzo, Matthew M. Thomas, *Content area literacy: A Framework for Reading- Based Instruction.*(New York: john Wiley, 2005) p.11

<sup>20</sup>Ula C Manzo, Anthony V Manzo, Matthew M. Thomas, *Content area literacy. A Framework for Reading- Based Instruction.* (New York: john Wiley, 2005) p.12

<sup>21</sup>Mc. Kenna. Mickael C, and Robinson, Richard. *Teaching Through Text: A Context Literacy Approach to Content Area Reading (3rded).* (New york: Stenhouse Publisher, 2002), p.94



the students listen the explanation about the material from the teachers. 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 earlier section. It stimulates 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 reading 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>22</sup> Its mean 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. Firstly, the teacher prepares 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 student listen explanation of the teacher. After that, the students read the text. The last, the teacher and the students discuss about the material. It meets about teacher explanation and the students’ comprehension. In discussion group,

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<sup>22</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

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.

## **2. Advantages of Listen Read Discuss Strategy**

Manzo and Casale explain “The benefits of using LRD strategy are:

(a) it helps students to comprehend the material presented orally.

(b) it builds students’ prior knowledge before they read a text.

(c) it engages struggling readers in classroom discussion.<sup>23</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 builds the student’s prior knowledge before students read the text, and it is engages the struggling for the readers in the classroom for discussion.

McKenna adds about “The advantages of using Listen Read Discuss strategy has been found to be a powerful means of

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<sup>23</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.10

improving reading comprehension and content learning in both weak and proficient readers.<sup>24</sup>”

So, the writer concludes that the advantages of LRD strategy is can builds students prior knowledge. It can improves 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 text before and the reader easy to understand because can exchange of though with their friends or discuss each other.

### **3. Teaching Reading Comprehension through LRD 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>25</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

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<sup>24</sup>Mc. Kenna. *Teaching Through Text: A Context Literacy Approach to Content Area Reading (3rded)*. New york. 2002: p.94

<sup>25</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.12-13

teacher, needs something to get it started, something to keep it going, and something to keep it from becoming random or misguided.<sup>26</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.

Therefore, the writer concludes 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 guide the lecture. Presenting the information from the portion text in a well organized lecture

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<sup>26</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

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.

#### **4. 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?



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Place and Time of the Research**

This research was conducted at the eighth grade students' of SMPN 1 Kramatwatu. This school is located on Jl. Raya Cilegon km.8 kramatwatu Serang Banten. The writer did experiment in SMPN 1 Kramatwatu, when they were studying English subject in the class.

#### **B. Population and Sample**

##### **1. Population**

According Sugiyono says that “ Population is a generalization region consisting of the objects/subject that have certain qualities and characteristics defined by the researchers to learn and then drawn conclusion.<sup>27</sup>”

The writer can conclude from the definition above that population is a generalization of the subject or the object to

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<sup>27</sup>Sugiyono, *Metode Penelitian*. (Jakarta: Bumi Askara, 2010) P, 117

qualities and characteristics by the researchers to know and learn the conclusion of the research.

Arikunto said : the population is the group will be result of the study to be generalized. And sample is the individuals representing the large group from which are selected.<sup>28</sup>

From the definition of Arikunto Suharsimi, writer assumes that population is the group which will be generalized and be result of the study and sample is part of population for representing from the large group which selected.

Population is all cases, situation, or individuals who share one or more characters. Population Gay states that "population is the group of interest to the researcher<sup>29</sup>". The group to which she/he would like to the result of the study to be generalization" the population on this research is taken from all VIII students of SMPN 1 kramatwatu. In this research the population was the eighth class.

In this research, the population was all the eighth grade students at SMP N 1kramatwatu. There were nine classes. There were 292 students.

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<sup>28</sup>Arikunto Suharsimi, *Prosedur Penelitian: Pendekatan. Praktek*. (Jakarta: Rineka Cipta, 2006) p.27

<sup>29</sup>Mardalis *.Metode Penelitian*. (Jakarta: Bumi Askara, 1987), p.102

### The Distribution Population of this Research

<u>NO</u>	<u>CLASS</u>	<u>POPULATION</u>
1	VIII A	34
2	VIII B	32
3	VIII C	33
4	VIII D	33
5	VIII E	32
6	VIII F	33
7	VIII G	33
8	VIII H	31
9	VIII I	32
<b>TOTAL</b>		<b>292</b>

## 2. Sample

A sample is simply a subset of the population. The concept of sample arises from the inability of the researchers to test all the individuals in a given population. The sample must be representative of the population from which it was drawn and it must have good size to warrant statistic analysis.

Arikunto Suharsimi defines a part of population is called sample. Based on Arikunto's statement "if the population is less than 100 units, all should be taken as the sample of the study"<sup>30</sup>. Sample is a subject of individuals or case from within population. Sample in this research uses as data to strengthen research that there

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<sup>30</sup>Arikunto Suharsimi. *Prosedur Penelitian*. (Jakarta: Rineka Cipta, 2006), p.130

is the effect for students in learning reading comprehension using LRD strategy.

The sampling technique used in this research is *Cluster Random Sampling*; is the technique for taking sample based on the group, and not as an individual, it means that every class has the same opportunity to be chosen as sample. Therefore in determining type of sample, the writer has to consider the characteristic of the group. Here are the procedures of cluster random sampling:

1. Cutting three pieces of paper
2. Writing the names of the class
3. Forming the paper into a small roll and putting them into a glass covered with a paper with a small hole on it
4. Shuffling the paper and letting one of the three pieces out through the small hole.

The first paper which came out of the glass was the experimental group, it is class VIII B and the second that came out of the glass was the control group, it is class VIII C.

grade students of SMPN 1 kramatwatu, from class VIII B is include 32 students and VIII C is 32 students. The sample of this

research were two classes of the eight grade at SMPN 1 Kramatwatu class VIII B and VIII C.

### **C. Technique of Data Collecting**

In this research the writer used quasi experimental method with two variables, this research use quasi experimental type Nonequivalent Control Group Design to know the effectiveness of using LRD strategy in teaching recount text for the eighth grade students. It involved two groups, there were experiment group and control group. The experiment group was teaching by LRD strategy and the control group was that without LRD strategy. Before doing experiment, the students were given a pre-test. Meanwhile, the control group was not given the treatment. After the treatment, the students were given a post-test. And this research consisted of two variables, independent variable was LRD strategy and dependent variable was students' reading comprehension.

In order to get the data for this research, test is administer to all respondents of the research, both experimental group and control group. The test is multiple choices questions consisting of twenty items. In this case, the questions were taken from what the students had been taught in according with both English textbook LKS SMPN 1 Kramatwatuand internet source and English Curriculum.

The data of this research are the students' scores pre-test and post-test of reading. The data procedure of collecting data as follows:

### **1. Pre-Test**

The students were given pre- test before treatment. One of the purposes of giving this kind of test was to measure the sample respondents' reading by using LRD strategy.

#### a. The scores of pre-test

After the pre-test is collected from the students, the researcher analyzed the data. The data research was analyzed by using t-test to know the score of students learning reading.

#### b. Treatment of using LRD strategy in teaching reading

According to Manzo and Thomas said that “ The LRD strategy is a traditional reading-based instruction typically begins by having students listen to a brief lecture or overview by the teacher, read the assignment, and then discuss their responses to questions.”<sup>31</sup> They also wrote the steps to teach by using LRD strategy as follow:

- 1) Review the reading selection, and prepare a brief, organized overview that points out the basic structure of the material,

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<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.12-13

relevant background information, important information to look for, and generates interest in the topic.

- 2) Present the summary orally to students.
- 3) Have students read the textbook version of the same material. Students will then be empowered to read material with which they have some familiarity.
- 4) Discuss the material students have heard and read. Begin the discussion with the information and ideas students were directed to look for.

## **2. Post-Test**

After the treatment had been done, the researcher gave post-test to the students. It aimed to know the increasing of the students' reading comprehension by using LRD strategy.

-The Scores of post-test

After the pre-test data has administered to the students, the researcher has analysis the data. The data research used t-test to know the score of the students' reading comprehension through LRD strategy.

#### D. Statistical Hypothesis

Statistical hypothesis will use in this research is:

$H_0 : \mu_1 \neq \mu_2 =$  There is significant effect of LRD strategy on the eighth grade students' reading comprehension.

$H_1 : \mu_1 = \mu_2 =$  There is no significant effect of LRD strategy on the eighth grade students' reading comprehension.

##### 1. Statistic Hypothesis of Pre-test

$H_0 : \mu_1 = \mu_2$

$H_1 : \mu_1 \neq \mu_2$

##### 2. Statistic Hypothesis of Post-test

$H_0 : \mu_1 = \mu_2$

$H_1 : \mu_1 \neq \mu_2$

Description:

$\mu_1 =$  Mean score of reading skill in experimental group

$\mu_2 =$  Mean score of reading skill in control group

#### E. Technique of Data Analyzing

In this technique of data Analyzing the writer use two approaches. Those are logical approach for qualitative data and statistical approach for quantitative data. To compare the result of



research between experimental class and control class, the writer uses steps as follow:

- a. Determining mean of score experiment class (MX) through

$$\text{formula: } MX = \frac{\sum x}{N}$$

- b. Determining mean score control class (MY), through  $MY = \frac{\sum Y}{N}$

- c. Determining total score of error of experiment class (X),

$$\text{through formula: } \sum X^2 = \sum x^2 - \left(\frac{\sum x}{N}\right)^2$$

- d. Determining the total score of error control class (Y), through

$$\text{formula : } \sum y^2 = \sum Y^2 - \left(\frac{\sum Y}{N}\right)^2$$

- e. Calculating T-test, the researcher uses the formula stated by SuharsimiArikunto as follows:

$$t = \frac{MX - MY}{\sqrt{\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2} \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

- f. Determining the degree of freedom, through formula:

$$Df = N_x + N_y - 2$$

Notes:

MX : Mean of Experiment

MY : Mean of Control Class

$\sum_x^2$  = The total square of error of experiment class (X)  $\sum_y^2$  =

The total square of error of control class (Y)

N = The number of subject

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

#### **A. Data Description**

In this chapter, the writer would like to present the description of the data obtained. The data used for the research is in the form of score which are obtained from the result of the students' reading comprehension in recount text. As the writer mentioned at the previous chapter that population of the study was the eighth grade of SMPN 1 Kramatwatu Serang Banten. As stated in this paper, the writer took 64 students as the sample. The purpose of the research is intended to give significant in developing students reading comprehension in recount text. Then, the student was divided into two groups, 32 students as control class, it is from class 8 C, and 32 students as experiment class it is from class of 8 B, to get the data about developing students reading comprehension in recount text, the writer gives out pre-test before giving the treatment and post-test after giving treatment.

To know the result of the test, the writer makes the table of the students' score pre test and post test, the result of the test are

tabulated and calculated in table. For the detail descriptions of students score both experiment class and control as follow:

**1. The students' score of pre test and post test of experimental Class**

The students' pre-test and post-test score of experimental class could be shown on the table 1 as follow:

**Table 4.1**  
**Students' Score of Pre-test and Post-test**  
**of Experimental Class**

<b>Names</b>	<b>Pre-test score</b>	<b>PostTest Score</b>
adrian maulana	70	85
alessadro	50	80
arya satya	45	80
Ariqoh	45	70
A. Satria	70	75
Danu	70	75
Dita Ayu	65	75
Darma Aji	70	85
eliza A	70	65
Dien Madina	70	75
faisal Raihan	65	80
Rifqi Taufiq	80	70
Ilham	75	76

istiadatu. D	70	75
Hagia sofia	50	75
Intan N	55	70
Salma	60	75
Nursyarifah	65	75
zakiyah R.R	70	85
haru pradita	50	80
mutiara P	70	90
Merry Carolina	70	75
M. Rifki N	70	90
M. Zamhadi	65	75
M.Akmal	80	85
Nirwan	70	80
Nuqy Ega	80	90
Najwazahra	75	75
Syva	40	80
Silvi	70	75
rasya Almaida	60	90
wildan	40	90
Zidan M		
<b>TOTAL</b>	<b>2063</b>	<b>2521</b>
<b>AVARAGE</b>	<b>64,48</b>	<b>78,79</b>

Determine mean of pre-test and post test of experimental class by

formula:

$$a. M1 = \frac{\sum X1}{N1} = \frac{2063}{32}$$

$$= \mathbf{64,48}$$

M= Mean of pre-test/post-test

$\Sigma$ = total score

N = Number of Samples

$$b. M2 = \frac{\sum X2}{N2} = \frac{2521}{32}$$

$$= \mathbf{78,79}$$

The table above shows us about the students' pre-test and post-test score of experimental class based on criteria in reading skill. The data shows that the lowest score of pre-test is 40 and the highest is 80. And the average score of the pre test is **64,48**. Meanwhile the lowest score of post-test is 65 and highest score is 95, so the average score of post test is **78,79**.

## 2. **The students' score of pre test and post test of Control Class**

The students pre-test and post-test score of control class could be shown on the table 2 as follow:

**Table 4.2****Students' Score of pre-test and post-test of Control Class**

<b>Names</b>	<b>Pre-test Score</b>	<b>Post-Test Score</b>
Alya nirmalasari	75	80
Asfara Rizka F	70	70
annisa alqis S	60	75
Amelia putrid	55	75
bintang firdaus	60	70
dika rodiansyah	60	75
Dzakir M.N	60	70
berlianta fajar	45	65
dimas pramudia	50	75
batti dimas bahari	45	65
C.R Fernando	60	60
helpin cristine	75	80
fitri nur hartanti	60	75
fina faulina	50	65
lola novianti	60	75
ilma saras	50	70
farhan ardhi N	60	70
Lolita	60	65
Lathfian syafat	70	70
Kevin Razan M	60	65
Fikry Daudy M	55	70
M. Zidan Aladfar	65	65

M.Rizki	60	70
Nurfirmansyah		
M.Milzan Al wafi	70	70
mugy sae eka	75	75
muzdalifah A	75	80
Muthia Ardifa	60	65
Rifa Azzahra	40	65
salsabila anngun P	50	65
Panji Nugroho	50	65
rakha Hanif	75	75
Faustina Agustine	75	70

Determine mean of pre-test and post test control class by formula:

$$\text{a. } M1 = \frac{\sum X1}{N1} = \frac{1935}{32}$$

$$= \mathbf{60,47}$$

M= Mean of pre-test/post-test

$\Sigma$ = total score

N = Number of Samples

$$\text{b. } M2 = \frac{\sum X2}{N2} = \frac{1935}{32}$$

$$= \mathbf{70,31}$$

The table above shows us about the students' pre-test and post-test score of control class based on criteria in reading skill. The data shows that the lowest score of pre-test is 40 and



the highest is 75. And the average score of the pre test is **60,46**.  
 Meanwhile the lowest score of post-test is 65 and highest score  
 is 80, so the average score of post test is **70,31**.

## B. Data Analysis

Based on the data above, the writer arrange the students' pre-test and post-test score from the lower to the higher as follow:

### Single arrangement of students' pre-test experiment class

**Table 4.3**

40	45	45	50	50	55
70	70	70	70	70	70
75	75	75	75	80	80

**Table 4.4**

### Single arrangement of students' post-test experiment class

65	65	70	70	70	75	75	75	80	80
80	80	80	80	80	80	80	85	90	90
90	90	90	90	95	95	95	100	100	-

From the single arrangement that showed the score of experiment class there was different. The data showed that LISTEN, READ, DISCUSS strategy was proved students

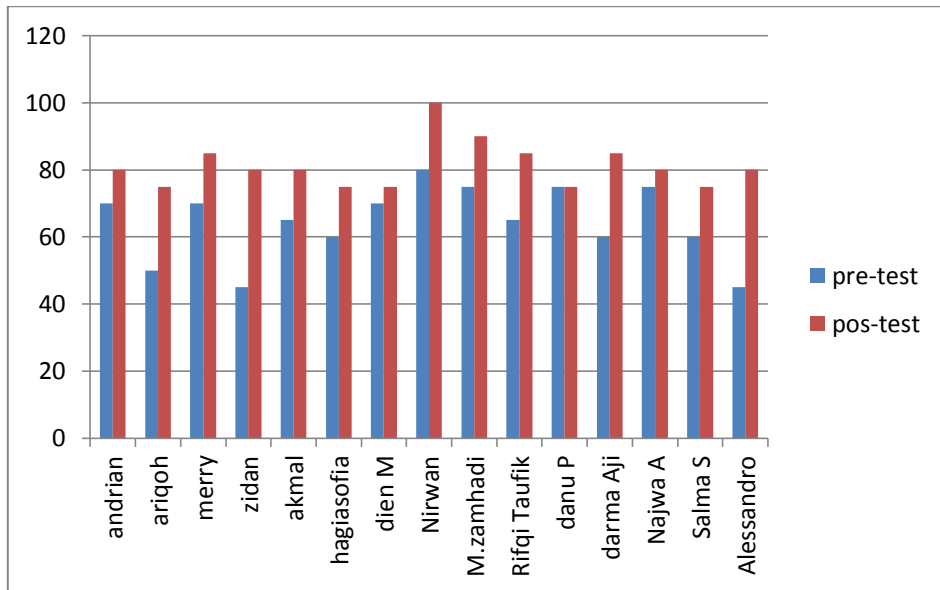
development in improving students' reading comprehension in recount text. For the detail description showed on the table below:

**Table 4.5**  
**Students' score pre-test and post-test Experiment Class**

<b>Score Description</b>	<b>Pre-Test</b>	<b>Post-Test</b>
Highest Score	85	100
Lowest Score	45	70
Mean Score	64,48	78,79

Based on the table above, the highest score of students' pre test was **85**, while in the post test the highest score was **100**. The lowest score of students' in pre test was **45**, while in post test was **65**. Mean of students' score in pre test was **64,48**, while Mean score of post test was **78,79**.

### Frequency Distribution of Pre-test and Post-test Score at Experiment Class



The graphic showed about pre-test and post-test at the Experiment Class. We could saw from the graphic above that the score of pre-test at Experiment Class the lowest score was 40 and the highest was 85. Meanwhile the score of post-test at the Experiment Class that the lowest score was 65 and the highest score was 100.

**Table 4.6****Single arrangement of students pre-test control class**

45	45	50	50	50	50	50	55	55	60	60
60	60	60	60	60	60	60	60	60	60	65
65	70	70	70	70	75	75	75	75	80	-

**Table 4.7****Single arrangement of students' post-test control class**

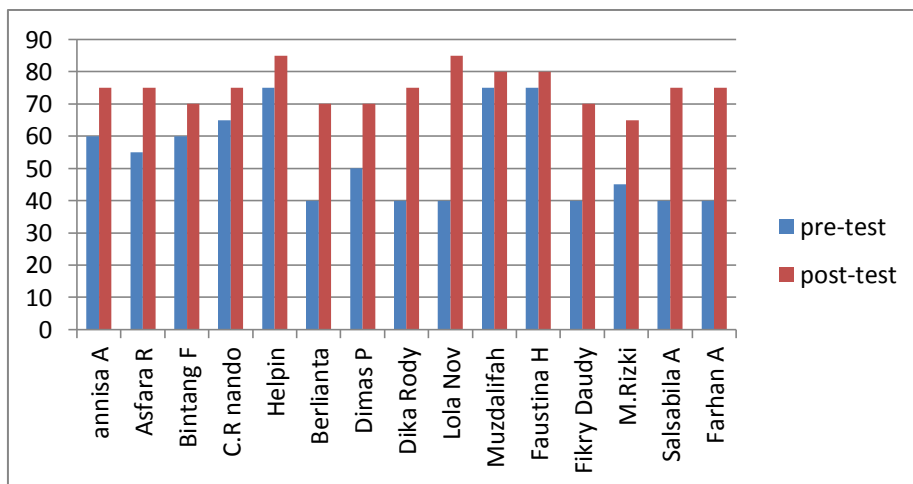
70	70	70	70	70	70	70	70	70	75	75
75	75	75	75	75	75	75	75	75	75	75
75	75	75	80	80	80	80	85	85	85	-

**Table 4.8****Students' Score Pre-test and Post-test Control Class**

<b>Score Description</b>	<b>Pre-Test</b>	<b>Post-Test</b>
Highest Score	<b>75</b>	<b>80</b>
Lowest Score	<b>40</b>	<b>65</b>
Mean Score	<b>60,47</b>	<b>70,31</b>

Based on the table above, the highest score of students pre-test was 75 while in post test was 80. And the lowest score of students in pre-test was 40 while in post-test is 65. Mean of the students score in pre-test was **60,47**, and mean score of students post-test was **70,31**

### Frequency Distribution of Pre-test and Post-test Score at Control Class



The graphic above showed us about pre-test and post-test at Control Class. We could saw from the graphic above that the score of pre-test at Control Class the low score was 40 and the high score was 80. Meanwhile the post-test score at the Control Class is the low score was 65 and the high score was 85.

After arranging and displayed graphic score of the result, the writer calculated the post test score of experiment class and control class. According to Darwiyah Syah the step to calculated the score as follow:

**Table 4.9**  
**The Post-test Score Calculation of Experimental Class and Control Class**

SCORE		$X_1$	$X_2$	$X_1^2$	$X_2^2$
$X_1$	$X_2$				
85	80	6.21	9.69	38.5641	93.8961
80	70	1.21	-0.31	1.4641	0.0961
80	75	1.21	4.69	1.4641	21.9961
70	75	-8.79	4.69	77.2641	21.9961
75	70	-3.79	-0.31	14.3641	0.0961
75	75	-3.79	4.69	14.3641	21.9961
75	75	-3.79	4.69	14.3641	21.9961
85	70	6.21	0.31	38.5641	0.0961
65	65	-13.79	-5.31	190.164	28.1961
75	75	-3.79	4.69	14.3641	21.9961

80	65	1.21	-5.31	1.4641	28.1961
70	60	-8.79	-10.31	77.2641	106.296
75	80	-3.79	9.69	14.3641	93.8961
75	75	-3.79	4.69	14.3641	21.9961
75	65	-3.79	-5.31	14.3641	28.1961
75	75	-3.79	4.69	14.3641	21.9961
70	70	-8.79	-0.31	77.2641	0.0961
75	70	-3.79	-0.31	14.3641	0.0961
75	65	-3.79	-5.31	14.3641	28.1961
85	70	6.21	-0.31	38.5641	0.0961
80	65	1.21	-5.31	1.4641	28.1961
90	70	11.21	-0.31	125.664	0.0961
75	65	-3.79	-5.31	14.3641	28.1961
90	70	11.21	-0.31	125.664	0.0961
85	70	6.21	-0.31	38.5641	0.0961
80	75	1.21	4.63	1.4641	21.4369
90	80	11.21	9.69	125.664	93.8961
75	65	-3.79	-5.31	14.3641	28.1961
80	65	1.21	-5.31	1.4641	28.1961

75	65	-3.79	-5.31	14.3641	28.1961
90	75	11.21	4.63	125.664	21.4369
90	70	11.21	-0.31	125.664	0.0961
$X_1$ 2521	$X_2$ 1935	$X_1$ 0	$X_2$ 0	437.513	381.18
$M_1=78,79$	$M_2=70,31$				

**Notes:**

$M_1$  = The Average score (mean) of experiment class

$M_2$  = The Average score (mean) of control class

$\sum X_1$  = The score of post-test Experiment Class

$\sum X_2$  = The score of post-test Control Class

$\sum X_1^2$  = The score quadrates of post-test of Control Class

$\sum X_2^2$  = The score quadrates of post-test of Control Class

From the table above, the writer gets  $X_1=2521$ ,  
 $X_2 = 1935$ ,  $X_1 = 0$ ,  $X_2 = 0$ ,  $X_1^2 = 437.513$ ,  $X_2^2 = 381.180$ , While  
 $N_1= 32$  and  $N_2=32$ , and the writer determined the mean score,  
calculated the data based on the step of the data of t-test  
formulation as below:



### Determine Mean Score

$$\begin{aligned} \text{a. } M1 &= \sum X_{X1}^1 \\ &= \frac{2521}{32} \\ &= 78.79 \end{aligned}$$

$$\begin{aligned} \text{b. } M2 &= \sum X_{X2}^2 \\ &= \frac{1935}{32} \\ &= 70,31 \end{aligned}$$

In the post-test, students of experimental class got mean score 78,79. While students' score of control class got 64,48. And we know that the students' of experiment class got mean higher than control class.

To prove the hypothesis accepted or rejected, the writer used t-test formula to calculated the final result score of pre-test and post-test both experimental class and control class. The description for calculating as follow:

$$t_o = \frac{M1-M2}{\sqrt{\frac{\sum(X_1^2 + \sum X_2^2)}{N1+N2}} \cdot \frac{N1 \cdot N2}{(N1+N2-2)}}$$

$$= \frac{78.79 - 70.31}{\frac{\sqrt{(437.516 + 381.180)(32 + 32)}}{(32 + 32 - 2) 32.32}}$$

$$8.48$$

$$= \frac{\sqrt{(818.696)(64)}}{(62)1024}$$

$$8.48$$

$$= \sqrt{13.20 \times 0.0625}$$

$$8.48$$

$$= \sqrt{0.825}$$

$$= \frac{8.48}{0.90}$$

$$= \mathbf{9.42}$$

$$\mathbf{df} = N_1 + N_2 - 2$$

$$= 32 + 32 - 2$$

$$= 62$$

The hypothesis statistic showed the data obtained from both pre-test and post-test are analyzed and calculated by using t-test formula, from the result of the calculation. It obtained the value of the test  $t_o = 9.42$  and t table value

The degree of freedom (df) is  $N_1 + N_2 - 2 = 32 + 32 - 2 = 62$ . The writer used the degree of significance of the t table 5%. In the table of significance it can be seen that df 62 and the value of degree significance 5% is 1.99. thus, the hypothesis alternative accepted while hypothesis rejected because  $t_{\text{hypothesis}} > t_{\text{table}}$  or  $t_{\text{hypothesis}} = 9.42 > t_{\text{table}} = 1.99$  in degree significance 5%.

The data showed that after getting the treatment using **L-R-D (listen,read,discuss) Strategy** the experiment class got better achievement that control class. It can be seen that there was a significant effective of using L-R-D (listen,read,discuss) strategy in improving students' reading comprehension in recount text.

<p>If <math>t_o &gt; t_t</math></p>	<p>Alternative hypothesis (<math>H_a</math>) that stated "there is no significant effective of teaching L-R-D(listen, read, discuss) Strategy in teaching reading in recount text and teaching reading in recount text without L-R-D (listen, read, discuss)Strategy". It means</p>
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	alternative hypothesis was accepted.
If $t_o < t_t$	The null hypothesis ( $H_o$ ) that stated ‘‘there is no significant effective of teaching L-R-D (listen, read, discuss) Strategy in teaching reading in recount text and teaching reading in recount text without L-R-D (listen, read, discuss)Strategy’’. It means the null hypothesis is rejected.

### C. Data Interpretation

The objective of this research is to find out the effectiveness of L-R-D (LISTEN,READ,DISCUSS) strategy in improving students’ reading comprehension at the eighth grade of SMPN 1 Kramatwatu Serang-Banten.

Based on findings, it was proven that listen Read discuss strategy improved students reading comprehension . students can organize their ideas about the text, they also can comprehend the text

easily. Listen Read Discuss strategy be an alternative technique for students when doing reading comprehension it more effective and more appealing to improving student's reading comprehension. According to Manzo "Listen Read Discuss (L-R-D) is a comprehension strategy that helps students comprehend text."

The result of testing hypothesis can be explained that the difference result between control class and experimental class which had been given the treatment (using LRD strategy) for student's reading comprehension.

The first testing hypothesis (pre-test hypothesis) shows received  $H_0$  area "There is no difference of student's reading comprehension between control and experimental class."

The second testing hypothesis (post-test hypothesis) shows rejected  $H_0$  area. "There is difference result of student's reading comprehension between students which using listen read discuss strategy and students which without using listen read discuss". It can be proven by statistics calculation students' post-test score in control and experimental class.

Based on the second testing hypothesis above, it shows that the using of listen read discuss strategy is more effective for

students' reading comprehension. Students' in experimental class have better reading comprehension than students' in control class. Listen read discuss strategy give effect for students' reading especially in reading comprehension of recount text.

Based on the explanation above, the writer can summarize that LRD strategy is an easy and interesting way for improving student's reading comprehension. The using of LRD strategy is useful for students more imaginative and creative. According McKenna "Listen Read Discuss is strategy especially designed for struggling readers." It can be proven by statistical calculation in testing hypothesis, the result shows significance students' score of reading comprehension in recount text. Students' score in experimental class which had been given treatment have better student's score in control class.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### **A. Conclusion**

From the theory Listen-Read-Discuss Strategy is one of the good strategies to teach reading comprehension. L-R-D Strategy is good for building prior knowledge. And the application of L-R-D Strategy gives good affect to the students' reading comprehension, they are more enjoyable in learning reading and comprehend the text easily.

Based on the research finding can be concluded that there is different result of study recount text to the students which using Listen Read Discuss (LRD) strategy than without using LRD strategy. Students who had been given treatment (LRD strategy) have better comprehend the text than students who had not been given treatment. Teaching recount text by using Listen Read Discuss strategy the students in extending their imagination vividly and make students more interested in learning reading comprehension and they can discuss with their groups and it makes them cooperative in the classroom. This interpretation is supported by the score of the students which is analyzed by using t-test. It showed that the value of  $t_{count}$  is higher than

the value of  $t_{table}$  from the df (62). The writer used The degree of freedom (df) is  $N_1=32+N_2=32-2=62$ . And The writer used the degree of significance of the t table 5%. In the table of significance it can be seen that df 62 and the value of degree significance 5% is 1.99. thus, the hypothesis alternative accepted while hypothesis rejected because  $t_{hypothesis} > t_{table}$  or  $t_{hypothesis} = 9.42 > t_{table} = 1.99$  in degree significance 5%.

Therefore, the use of LRD strategy in teaching reading is more effective than teaching reading comprehension without strategy on the eight grade students of SMPN 1 Kramatwatu.

## **B. Implication**

Listen-Read-Discuss (L-R-D) Strategy can be used by teacher to increase students' reading comprehension. Students are able to organize themselves, support each other and make enjoyable atmosphere by this learning method.

Through Listen-Read-Discuss Strategy in the classroom, teacher and students obtained many kinds of benefit. But, as a matter of fact, Listen-Read-Discuss Strategy also has many weaknesses, causing among other, the noisy class. Listen-Read-Discuss Strategy takes so much time and effort on the part of the teacher. In this case, the teacher



must be concerned on managing the class. The teachers should be able to explain the points of Listen-Read-Discuss Strategy clearly.

With the creation of enjoyable and conducive learning atmosphere the students can learn enjoyable too and in the long run their achievement in reading comprehension will improve.

### **C. Suggestions**

The writer wants to give following suggestions based on the conclusion above:

1. English language teaching in junior high school is not easy to second grade students. It will be better for the teacher if the teacher can conduct every meeting using the right method for the advancement of teaching English.
2. The students of SMPN 1Kramatwatu are expected to improve such basic aspects of English, as reading, speaking, listening, and writing. This is why in the research the writer tried to find the useful method for students. One of the most appropriate methods which the writer has found effective is Listen,Read,Discuss Strategy.
3. The teachers have to be creative in order to make teaching and learning process become more interesting, enjoyable, and

effective for students. English teacher, although project based learning takes the time, and sometimes the interaction did not run well, the teacher as a facilitator should be able to manage the class and the time. Teachers also are able to cooperate with the students to make project based learning more effective and enjoyable for all participants in all activities.

4. The students have to force their selves to read more the reading text in order to get more knowledge and make reading activity becomes habit. And the students should to study hard in their class to achieve the best score.
5. Both the teachers and students can well collaborate in teaching and learning process. It is used to make them easier in solving the problems faced in teaching and learning process.
6. For head master of SMPN 1 Kramatwatu should have a good and an interactive English teacher for teaching learning in the classroom, because the students will easier understand the material if the teachers are good in teaching and clearly explaining the subject. And Listen-Read-Discuss Strategy is the suitable method for improving students' reading comprehension.

7. For the chief of library should provide the prior books in the library for the students'. Because it will make easier for the students to read some references.
8. The writer suggest that the other researchers can try this system by using any topic and sub topic related with curriculum at the school. Fifth, for the next researcher who are to implement this method (Listen,Read,Discuss) strategy, had better use a large samples, the more samples used, the better the result will be.

The suggestions above are given based on the research that was done bythe writer. The writer hopes the suggestion can give positive contribution for improving the teaching and learning process in SMPN 1 kramatwatu.

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**PHOTOGRAPH**  
**(Experimental Class)**



The Students of Experimental Class did the pre-test



The Students of Experimental Class did the post-test

**(CONTROL CLASS)**



The students' of control class did the pre-test



The Students' of Control class did the post-test