LISTEN-READ-DISCUSS (LRD)
IN TEACHING SECOND LANGUAGE READING

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Abstract Reading is one of language skills that should be mastered by the students. In reading the text, readers can find the knowledge and get information from printed text. The students' reading comprehension of SMA Perintis 1 Bandar Lampung is still low especially in reading narrative text. The objective of this research is to know whether there is a significant influence of using LRD strategy towards students' reading comprehension on narrative text at the first semester of the eleventh grade of SMA Perintis 1 Bandar Lampung in 2017/2018 academic year. The research methodology was quasi experimental design. In this research, the population was the eleventh grade of SMA Perintis 1 Bandar Lampung. The sample of this research was two classes consisting of 25 students for experimental class and 25 students for control class. In the experimental class, the researcher used listen-read-discuss and in the control class the teacher used questioning strategy. The treatments were held in 5 meetings in which 2 x 45 minutes for each class. In collecting the data, the researcher used instrument in the form of multiple choice questions which had been tried out before the pretest. The instrument was given in pre-test and post-test. Before giving the treatment, the researcher gave pre-test for both classes. Then, after conducting the treatments, the instrument was given in post-test. After giving pre-test and post-test, the researcher analyzed the data using SPSS to compute independent sample t-test. Therefore, there is a significant influence of using listen-read-discuss towards students' reading comprehension of narrative text at the first semester of the eleventh grade of SMA Perintis 1 Bandar Lampung.

INTRODUCTION

English is the international language. International English is the concept of the English language as a global means of communication in numerous dialects,

and also the movement towards an international standard for the language. In English there are four skills that must be mastered by the learners, they are listening, speaking, reading, and writing. Mastering English language means acquiring four basic skills of language. The skills are intercollected one to another (Wijaya, 2014). It means that in the end of teaching and learning process, student are hoped to master all of the skills, especially reading skill. Reading received a special focus.

Reading is useful for language acquisition. Provided that students more or less understand what they read, more they read, the better they get at it. 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.

In Indonesia, teaching reading is a part of English subject which is taught in either junior high school or senior high school (see the copy of attachment published by Minister of Education and Culture Number 64 in 2013 on Standard of Content for Primary and Secondary Education page 79) (Wijaya, 2016). Since it is taught as a second language, students find it hard to understand the reading materials taught in the school. This happens also to students of SMA Perintis 1 Bandar Lampung.

Based on preliminary research at the eleventh grade of SMA Perintis 1 Bandar Lampung, there is a problem that researcher found there. The problem is it was found most of them confused with strategy a given as well as bored the read just only, the students' reading comprehension is still low, the students had difficulties in comprehending text because of their lack of vocabulary. So, it made a students' confused and lazy in read the text.

In teaching reading the teacher did not use specific strategy that focuses on reading comprehension. She only asked the students to read the text and answer the comprehension questions provided in the book without discussing about the question.

Narrative Text

Reading texts essentially provide information for a reader in which a writer wants to convey (Wijaya, 2013). One of reading texts is narrative text. Narrative

is popular in everyday life since through narrative people construct social reality and make sense of their past experiences. It means that narrative text is a kind of text that deals with telling about event or something action the real in life to someone. Anderson (1997:8) narrative text is a piece of text tells a story and, in doing so, entertains or informs the reader or listener. It means that narrative text is tells a story in form text the important and for give information to the reader and listener.

The purpose of narrative is to present a view of the world that entertains or informs the readers or listeners. Then, language features that are usually found in narrative, there are: (a) using Past Tense (S+V$_2$+O), example: Riko went to Paris last year. (b) Specific Characters, example: the king, the queen. (c) Time words that connect events to tell when they occur, example: then, before, after, soon. (d) Verb to show the actions that occur in the story, example: climbed, turned, brought. (e) Descriptive words to portray the character and setting, example: long hair/black. The generic structure is used in making narrative text to guide and make a good text. There are five of generic structures in narrative text they are orientation, complication, sequence of events, resolution, and coda (Anderson 1997:10).

Listen-Read-Discuss strategy

Manzo (1985:28) LRD strategy is one strategy for the teacher and learning strategy for the students more active in comprehending material. It means that listen-read-discuss can help the students to comprehend about text and students' can discuss make students exchange ideas to his friends in small group. In other word, LRD is a strategy to help students to comprehend the text before during reading in small groups discussion. McKenna (2002:94) 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. It means that, there are three stages in this strategy.

So the researcher concludes that Listen-Read-Discuss strategy is strategy that build students' background knowledge in comprehend the text. It might be active teaching in learning for the students and the teacher in teaching reading comprehension. LRD that is simple and good reading strategy for students, With

this strategy the students will be more active because in this strategy the students build their prior knowledge before reading by themselves then this strategy also use discuss, so the students can share their idea to other friends in small group.

According to Manzo (1985:11), there are some steps of teaching reading using listen-read-discuss strategy, follow as: (a) Before reading, students listen to a short lecture delivered by the teacher. A guide or graphic organizer can be used to help students follow the information. (b) The students then read a text selection about the topic. This explanation is compared with the information from the lecture. The passage from the textbook should cover the same information introduced in the lecture. Long reading assignments that bring in other topics are not appropriate. The teacher should let the students know that the purpose for reading is to experience another explanation of the topic and to compare it to the information they have just heard. (c) After reading, there is a large group discussion or students engage in small group discussions about the topic. Then, students may be asked to complete an information sheet or a writing activity to further develop understanding.

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. (e) It engages struggling readers in classroom discussion. (f) Students bring more information and enthusiasm to be pos-treading discussion. (g) Students capable of reading with greater understand. (h) They have more to contribute to class discussion. (i) LRD is flexible strategy can be use across all curriculum areas with almost any text. There is also disadvantage of LRD strategy is difficult to use on a daily basis because developing the lecture and the students prior knowledge is time intensive.

Definition of Questioning Strategy

Harvey (2007:109) Questioning strategy is strategy that can helps students in clarify confusion when read a text. It means that Questioning strategy is a key

to solve the misunderstanding of the reading's problem. Kahfi (2014:21) questioning strategy is the types of question teacher ask stimulate the various type of thinking that students engage in during reading. It means that questioning strategy is the teacher guides the students creative thinking in reading a text. Questioning strategy is one of the important tools to extending students' learning which can help teachers develop their own strategies to enhance the students work and thinking. It means that questioning strategies is to increase the opinion students in read the text.

Procedure of Questioning Strategy

Be able says there are three sessions to applied teaching questioning strategy: (a) Questions play at the beginning, (b) Questions play at the middle of teaching. (c) And the questions play at the end after teaching in the classroom. The questions are used frequently at the end of the lesson, but sometime at the beginning and the middle of teaching the questions are also used. Furthermore, the questions are applied in each section based on the functions.

Advantages of Questioning Strategy

There are some advantages and disadvantages from questioning strategy, follow as: (a) It can use in all teaching situations. (b) It helps in developing the power of expression of the students. (c) It is helpful to ascertain the personal difficulties of the students. (d) It provides a check on preparation of assignments. (e) It developing critical thinking skills and inquiring attitudes. And then disadvantages questioning strategy there are: (a) It requires a lot of skill on the part of teacher to make a proper use of this strategy. (b) It may sometime mar the atmosphere of the class. (c) This strategy generally is quite embracing for timid students.

METHOD

In this research, the researcher used quantitative research. Ary (2002:301) experimental designs the general plan for carrying out a study with an active independent variable. The design is important because it determines the study's internal validity, which is the ability to reach valid conclusions about the effect of the experimental treatment on the dependent variable.

The researcher used quasi experimental research design. Creswell (2012:301) quasi experimental design is a research design that includes assignment, but not random assignment of participants to groups. This is because the experimenter cannot artificially create groups for the experiment. It means that we do not have the opportunity for random assignment of students to special groups in different condition. It would disrupt the classroom learning.

Population and Sample

Population is defined as all members of any well defined class of people, events or object (Ary 2002:148). The population of this research is all the students at the eleventh grade of SMA Perintis 1 Bandar Lampung 2017/2018 which consist of 147 that are divided into five classes (XI IPA 1, XI IPA 2, XI IPA 3, XI IPS 1 and XI IPS 2). Based on those statements, all the classes are the population in this research. And then, sample is a portion of a population. In this research, the researcher took two classes as the sample of the research, one class as the experimental class and one class as control class. Experimental class was XI IPA 2 and control class was XI IPA 1.

In collecting the data, the researcher used some techniques, they are: (a) In the first meeting, the researcher gave try out test. (b) This test is multiple choice in that consist of 50 items with four a, b, c or d. The tests were distributed in class eleventh. (c) In the second meeting, the researcher gave pre-test, the test was multiple choices with 4 options a, b, c or d. the total number of the test was determined by the validity and reliability. After being determined by the validity and reliability, there 25 questions pre-test. (d) In the third meeting, after given the pre-test to the students, the researcher conducted the treatment by using Listen-Read-Discuss in the experimental class and using Questioning Strategy in control class for five meetings. (e) In the last meeting, the writer gave post-test, the test was multiple choices with 4 options a, b, c or d. the total number of the test was determined by the validity and reliability analysis of the try out. After being determined by the validity and reliability, there 25 questions pre-test.

The data analysis of this research as follows: the researcher is going to analyzed the data by using independent sample t-test. There were two tests that must be done before analyzing the data by using independent sample t-test. They

are normality test and homogeneity test. The researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) for normality. The tests of normality employed are Kolmogorov – Smirnov and Shapiro Wilk and the test of homogeneity employing Levene statistic test. And the last, the researcher used statistical computation by using *SPSS* (Statistical *Package* for Social Science) for hypothetical of test. The purpose of using SPSS in this case is to practicality and efficiency in the study.

FINDINGS AND DISCUSSIONS

The Result of Pretest and Posttest

The researcher conducted Pretest in order to know students' ability before the treatment. The pre-test was administrated on September 15th, 2017. The scores of students' narrative text tested in pre test in the experimental class seen Figure 1.
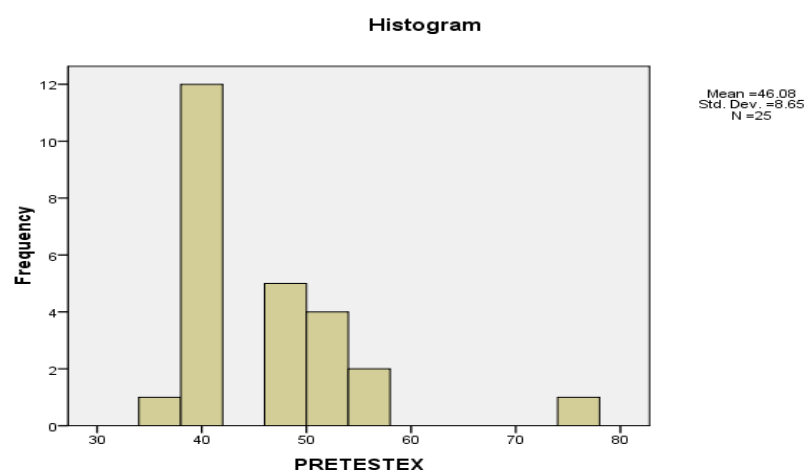

Histogram

Mean =46.08
Std. Dev. =8.65
N =25

Figure 1
Graph of the Result of the Pretest Experimental

Based on figure 1, can be seen 1 student got score 36 (4%), 12 students got score 40 (48%), 5 students got score 48 (20%), 4 students got score 52 (16%), 2 students got score 56 (8%), 1 students got score 76 (4%). The mean of pretest in experimental class was 46.08, standard deviation was 8.650, N was 25, median was 40.00, mode was 40, variance was 74.827, minimum was 36 and maximum was 76. It showed students' reading ability before they got treatments.

The researcher conducted Pre-test in order to know students' ability before the treatment. The pre-test administrated on September 15th, 2017. The scores of students' reading tested in pre-test in the control class could be seen in Figure 2.
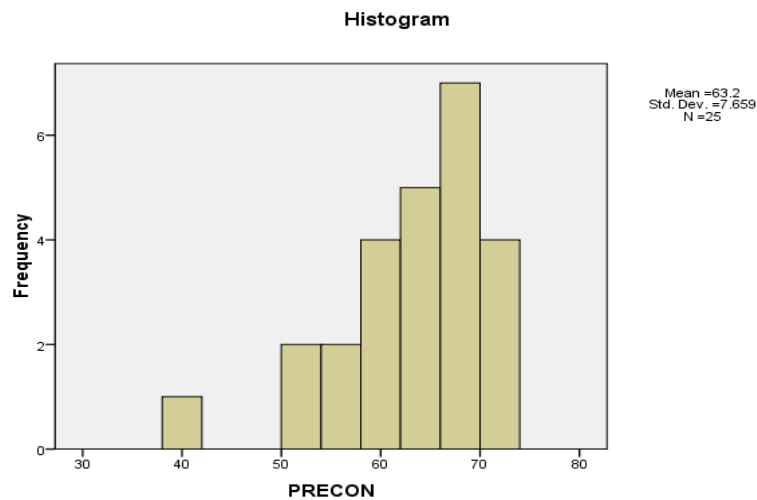

Figure 2
Graph of the Result of the Pre-test in Control Class

Based on figure 2, can be seen 1 student got score 40 (4%), 2 students got score 56 (8%), 2 students got score 56 (8%), 4 students got score 60 (16%), 5 students got score 64 (20%), 7 students got score 68 (28%) and 4 students got score 72 (16%). The mean of pretest in control class was 63.20, standard deviation was 7.659, N was 25, median was 64.00, mode was 68, variance was 58.667, minimum score was 40 and maximum was 72. It showed students' reading ability before they got treatments.

The researcher also gave post-test in experimental class to know students' narrative text after the treatment. It was administrated on October 2th, 2017. The score of pos-test in experimental class are presented in Figure 3.
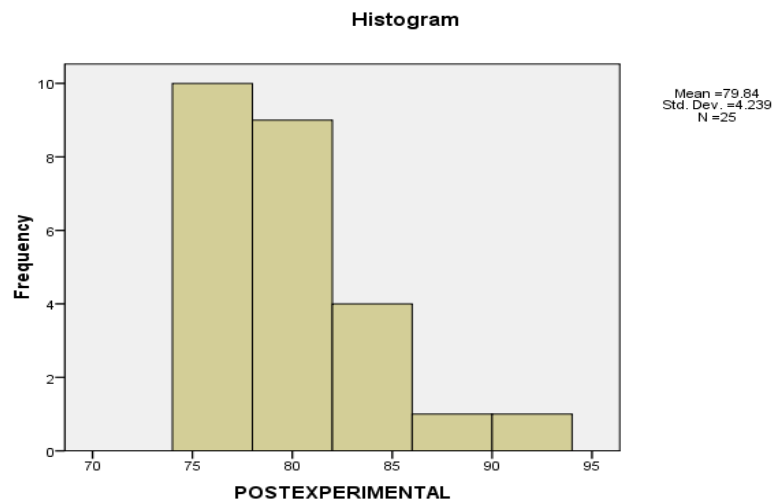
Figure 3
Graph of the Result of the Post-test Experimental Class

Based on figure 3, can be seen 10 student got score 76 (40%), 9 students got score 80 (36%), 4 students got score 84 (16%), 1 students got score 88 (4%) and 1 students got score 92 (4%). The mean of post-test in experimental class was 79.84, standard deviation was 4.239, N was 25, median was 80.00, mode was 76, variance was 17.973, minimum was 76 and maximum was 92. It showed students' reading ability before they got treatments.

The researcher also gave post-test in control class to know students' narrative text after the treatment. It was administrated on October 2th, 2017. The score of pos-test in control class are presented in Figure 4
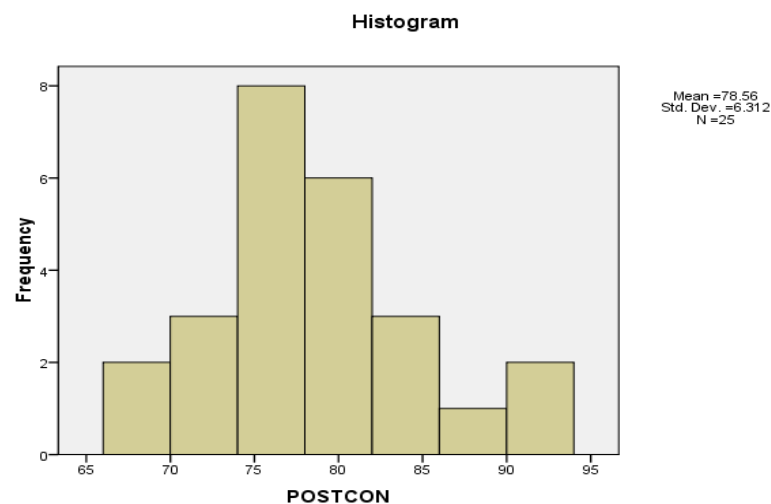

Figure 4

Graph of the Result of the Post-test Control Class

Based on figure 2, can be seen 1 student got score 68 (4%), 3 students got score 72 (12%), 8 students got score 76 (32%), 6 students got score 80 (24%), 3 students got score 84 (12%), 1 students got score 88 (4%) and 2 students got score 92 (8%). The mean of post-test in control class was 78.56, standard deviation was 7.659, N was 25, median was 76.00, mode was 76, variance was 39.840, minimum was 68 and maximum was 92. It showed students' reading ability before they got treatments.

The Result of Data Analysis

Fulfillment of the assumptions

The normality test was used to measure weather the data in the experimental class and control class are normally distributed or not.

The Result Normality Test of the Experimental and Control Class

Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Experimental	.166	25	.074	.958	25	.379
Control	.204	25	.113	.885	25	.123

a. Lilliefors Significance Correction

Based on Table 5, it can be seen that P_{value} (Sig.) for experimental class was 0.379 and P_{value} (Sig) for control class was 0.123. Because Sig. (P_{value}) of experimental class $> \alpha$ 0.05. So, H_o is accepted and Sig. (P_{value}) for the control class $> \alpha$ 0.05. So, H_a is rejected. The conclusion is that the data in the experimental class and control class had normal distribution.

After knowing the normality the data, the researcher calculated the homogeneity test to know whether the data were homogenous or not.

The Result Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	.999	1	48	.323

On table 6, it can be seen the result of the homogeneity test is 0.323. it was told that H_0 is accepted because Sig. (P_{value}) $> \alpha$ =0.05. Thus, it can be concluded that variance of data was homogenous.

The Result of Hypothesis Test

Based on the previous explanation that the normality and homogeneity test were satisfied. Therefore, the researcher used the hypothetical test using SPSS *(Statistical Program for Social Science),* independent sample t-test.

The Result of Hypothetical test

T	Df	Sig. (2-tailed)
6.968	48	.000

Based on the results obtained in the independent sample t-test in Table 7, that the value of significant generated *Sig.* (P_{value}) = 0.000 < α = 0.05. So, H_a is accepted and H_o is rejected. Based on the computation, it can be concluded that there was a significant influence of using Listen-Read-Discuss toward student reading comprehension of narrative text at the second semester of the eighth grade of SMA Perintis 1 Bandar Lampung in academic year of 2017/2018.

Discussion

At the beginning of the research, the pre-test was administered to know students' achievement in reading narrative text before they were given treatments by the researcher. The result showed that the mean score of pre test between experimental class and control class were slightly different. The mean score of pre-test in experimental class was 46.08 and the mean score of pre-test in control class was 63.20.

Afterward, the students were taught by using Listen-Read-Discuss in the experimental class and questioning strategy in control class. The material was five topics of narrative text for three treatments. Before studying, the researcher greeted to the students asked the students' condition. After that, the researcher asked to the students to pray together. After taking pray together, the researcher checked the students attendant list. For the first meeting, the researcher introduced herself to the students. In the beginning of the treatment the researcher asked the students about narrative text and explained it to the students.

At the end of the research, post-test was given to measure the improvement of students' narrativet text reading comprehension in both classes after the treatments done. The mean score of post-test in experimental class was 79.84. and the mean of post-test in control class was 78.56.

From the result, we can see that the result of students' post-test is higher in pre-test. Besides that, Listen-Read-Discuss can improve each aspect of students reading comprehension including main idea (topic), expression/idiom/phrases in content, inference (implied detail), grammatical feature, detail (scanning for a specifically stated detail), excluding fact not written, supporting idea, and vocabulary in content. The result of pre-test and post-test also showed that the students who taught by using Listen-Read Discuss got better result than the students who taught by using questioning strategy.

Based on the analysis of the data and the testing of hypothesis, the result of T-test null hypothesis (H_o) is refused and alternative hypothesis (Ha) is accepted. It means that the treatments had influence of using Listen-Read-Discuss towards students' reading comprehension of narrative text, so alternative hypothesis is accepted. It had been supported by the previous research conducted Listen-Read-Discuss is effective to be implemented in teaching learning reading comprehension. It has been applied by Dewi Sri Murni at SMA Negeri 1 Musuk Boyolali, on her research entitled Improving Students' Reading Comprehension Through Listen-Read-Discuss Strategy showed that in teaching reading this strategy. The class condition when LRD strategy implemented was enjoyable and interesting. LRD strategy gives good effect to the students' reading comprehension. The students were more confident when shared their idea with their friends and comprehend the text easily. This strategy can build the students' prior knowledge before they read atext. It helps the students to comprehend the material presented orally and improve student's reading comprehension, then the students have critical thinking and creative in learning and understanding the text because they have been given opinion and response about what they read, they can integrate their ideas.

CONCLUSIONS AND SUGGESTIONS

At the end of the research, the post-test was given to measure the influence of listen-read-discuss strategy towards students' reading comprehension on narrative text in both classes after treatments done. The mean score of post-test in

experimental class was 79.84 and the mean score of post-test in control class was 78.56 It showed that the students' post-test score in experimental class was higher than students' post-test score in control class.

The result can be seen from Sig. (2-tailed) of the equal variance assumed in the independent sample test table where the Sig. (2-tailed) is 0.000. It is lower than $\alpha = 0.05$ and it means that H_0 is rejected and Ha is accepted.

Based on the result of data analysis, the researcher concluded that there was significant influence of listen-read-discuss towards students' reading comprehension on narrative text at the first semester of the eleventh grade of SMA Perintis 1 Bandar Lampung in 2017/2018 academic year.

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