

THE EFFECT OF USING LISTEN READ DISCUSS STRATEGY ON STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT (A STUDY AT THE NINTH GRADE OF SMP NEGERI 2 ANGKOLA SELATAN IN 2020/2021 ACADEMIC YEAR)

Sophia Haryati Sirait¹, Asriani Hasibuan², Srimaharani Tanjung³

Institut Pendidikan Tapanuli Selatan (IPTS)

Email: sheraitsophia@gmail.com

Abstract: The objective of this research is to know whether there is a significant effect of listen read discuss (LRD) strategy on students' reading comprehension of descriptive text at the ninth grade students of SMP Negeri 2 Angkola Selatan in 2020/2021 Academic Year. This research uses experimental method with pre-experimental research design; one group pretest-posttest design. The population is all of the ninth grade students which consists of 123 students. Technique sampling that is used on this research is purposive sampling and the number of the samples are 32 students. In collecting the data, the researcher uses observation sheet to get the data of the application of listen read discuss (LRD) strategy and test to get the data of the students' reading comprehension of descriptive text. The result of the application of listen read discuss (LRD) strategy was 3.58, it is categorized "very good". The mean score of the students' reading comprehension of descriptive text before using listen read discuss (LRD) strategy was 37, it is categorized "fail". Meanwhile after using listen read discuss (LRD) strategy was 68.31, it is categorized "enough". The researcher uses statistic process in analyzing the data by using t_{test} formula. Based on the data that had been analyzed, the result of data analyzing showed that t_{test} is higher than t_{table} ($t_{test} 21.04 > t_{table} 2.04$). So, the hypothesis is accepted. It means that there is a significant effect of listen read discuss (LRD) strategy on students' reading comprehension of descriptive text at the ninth grade students of SMP Negeri 2 Angkola Selatan in 2020/2021 Academic Year.

Keywords: listen read discuss strategy, reading comprehension, descriptive text

Abstrak: Tujuan penelitian ini adalah untuk mengetahui apakah ada pengaruh yang signifikan dari *listen read discuss strategy* terhadap kemampuan *reading comprehension of descriptive text* siswa di kelas sembilan SMP Negeri 2 Angkola Selatan pada Tahun Ajaran 2020/2021. Penelitian ini menggunakan metode eksperimental dengan rancangan penelitian *pre-experimental; one group pre-test post-test design*. Populasi penelitian terdiri dari 123 siswa kelas sembilan. Teknik penarikan sampel yang digunakan dalam penelitian ini adalah *purposive sampling* dan jumlah sample terdiri dari 32 siswa. Dalam pengumpulan data, peneliti menggunakan lembar observasi untuk menjangkau data dari pengaplikasian *listen read discuss strategy* dan tes untuk menjangkau data mengenai kemampuan *reading comprehension of descriptive text* siswa. Peneliti menggunakan proses statistik dalam analisis data, yaitu rumus t_{test} . Berdasarkan data yang telah di analisis, hasil analisis data menunjukkan bahwa t_{test} lebih besar daripada t_{table} ($t_{test} 21.04 > t_{table} 2.04$). Jadi, hipotesis diterima. Ini berarti ada pengaruh yang signifikan

dari *listen read discuss strategy* terhadap kemampuan *reading comprehension of descriptive text* di kelas sembilan SMP Negeri 2 Angkola Selatan pada Tahun Ajaran 2020/2021.

Kata kunci: *listen read discuss strategy, reading comprehension, descriptive text.*

I. INTRODUCTION

Reading is one of the skills that are very essential for each student. Reading is an activity that can improve the students language ability. Through reading, students can get much information based on what they read such as health, technology, art, politic, culture,sport, etc. It can occur when the students are able to comprehend the text or passage.

Recently, teaching English in all school levels has oriented to the genre in which the teacher should relate the process of learning towards situation and context which is based on curriculum 2013 which the students must be able to get the information of descriptive text. So, it shows that reading comprehension especially in descriptive text is one of the language skills that must be mastered by the students so that they can acquire the information in the written form.

In contrast, based on the writer's observation at SMP Negeri 2 Angkola Selatan, especially at the ninth grade. The

students still have a low capability in reading descriptive text. It can be seen from the pretest score in reading descriptive text. The writer asked students to answer the questions which has been prepared. The writer found that from 40 questions, the highest correct answer is 23 and the lowest correct answer is 9.

It means that students at the ninth grade students of SMP Negeri 2 Angkola Selatan still have low capability in reading comprehension. If this problem is not solved, the writer afraid that the students will be failed in finding the important meaning of text, they will have difficulty answering examinational test because to answer a quarter of test is need reading comprehension. In this case, the researcher is interested in doing research by using listen read discuss (LRD) strategy in teaching reading comprehension of descriptive text. Listen read discuss (LRD) strategy is an appropriate strategy to teach reading, the students will get the explanation about text from the teacher before they read and the students could enhance their comprehension about the text by doing discussion So, the researcher hopes by

using this teaching strategy, the students will be more active in studying especially in improving their reading comprehension especially in descriptive text.

1. Definition of Reading Comprehension of Descriptive Text

Reading comprehension is the ability to read text, process and understand its meaning. According to Linse (2005:71), Reading comprehension refers to reading for meaning, understanding, and entertainment. It involves higher-order thinking skills and is so much more complex than merely decoding specific word. Furthermore, Klingner, Vaughn and Boardman *et al.*, (2007:8) says "Reading Comprehension is a multicomponent highly complex process that involves many interaction between readers and what they bring to the text".

Based on the definitions above, the researcher concludes that Reading comprehension is the process which individual show to understand the text can be listed as analysis of text structure, understand the content and interpretation of the text.

Reading comprehension has 4 aspect, they are :

1) Main Idea

Main idea is the most important or central thought of a paragraph or large section of text, which tells the reader what the text is about. According to Olviyanti *et al.*, (2015:3), Main idea is the most important thing should be written in a paragraph or text.

2) Specific Information

Specific Information or Supporting idea is a sentence contains facts, statements, examples-specifics which guide us to a full understanding of the main idea. According to Behne (2010) Specific information is bits of information used to support main idea.

3) Vocabulary

Vocabulary is fundamental for everyone who wants to speak or to produce utterances for reading. According to Linan *et al.*, (2007:87), The role of vocabulary in reading is clearly understood: vocabulary knowledge, understanding of word meaning and their use, contribute to reading comprehension and knowledge building.

4) References

References are words or phrase used either before or after the reference in the reading material. According to Olviyanti *et al.*, (2015:4), References word is repeating the same word or phrase several times, after it has been used.

2. Descriptive Text

Descriptive text is types of text that is use in daily life in describing object, places, humans, animals and so forth. According to Dewi *et al.*, (2013:73), Descriptive text is a text which list the characteristics of something. The communicative purposes of descriptive text is: 1) To describe person, place and thing in detail. 2) To engage a reader's attention 3) To create character. Therefore, Wahidi (2009: 28) says, "Description is used in all forms of writing to create to vivid impression of a person, place, object or event. Based on the definitions above, descriptive text is a text which has a function to describe about people, thing, place, animal and so on specifically involves five sense. So, the readers can imagine the text was read and they will

be gotten information from the text. The generic structure of descriptive text two components according to Gerot and Wignell in Masitoh and Suprijadi (2015:41) Generic structure of descriptive text are :

- a. Identification which identifies phenomenon that was be descriptive.
- b. Description which describe parts, qualities, or characteristics of something or someone in detail.

3. Listen Read Discuss (LRD) Strategy

Listen read discuss is a literacy strategy that will help students comprehend text. This literacy strategy engages students in active learning. The information is supported by several points of view, and concepts are reviewed through of lesson. According to Manzo and Casale in Ni'mah (2018:48), Listen read discuss strategy is a comprehension strategy that builds students' prior knowledge before they read text. This strategy was created as a " starter " method for bridging traditional instruction to more interactive approach. Therefore, Alvermann in Wahyuningsih (2017:22) said that Listen Read Discuss is a

strategy guides students to be an active students in learning. Here the students can be trained to be better listener, reader, and speaker.

There are many explanation of experts about steps of Listen read discuss (LRD) strategy. From the expert's explanation above, the writer concludes that the steps of Listen read discuss (LRD) strategy are:

1. Present a lecture on the content of the reading, include a graphic organizer of the information you discuss.
2. Students read the selection, guided by idea that the reading may provide another understanding or interpretation of the content.
3. Lead a classroom discussion of the material. Encourage students to reflect on the differences between their reading of the content and your presentation.

II. METHODOLOGY OF THE RESEARCH

According to Mcmillan and Schumacher in Trianto (2010:196), there are two kinds of the methodology of the research. They are quantitative method that consist of experimental and non experimental method, and qualitative

method that consist of interactive and non-interactive method. This research used experimental method with pre-experimental research design; one group pre-test post test design.

In collecting data with one group pre-test post test design, the research used test and observation sheet as the instrument. The test is used to measure the students' reading comprehension of descriptive text and the observation sheet is used to measure the application of listen read discuss strategy. The procedures of this research design were: 1) the students are given pre-test first and the researcher got the data, 2) the researcher applied the treatment to increase the students' ability, 3) after the treatment is given, the students are given post-test and the researcher got the data, 4) the scores of pre-test and post-test are compared by the researcher.

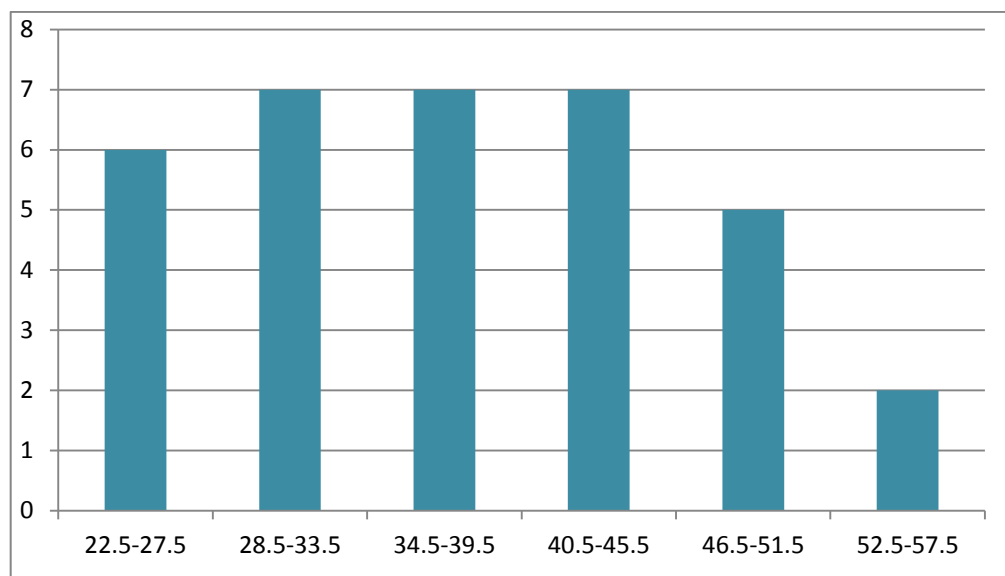
The research used quantitative data which is gotten by the researcher from calculating mean, median, and mode score from the test of students' reading comprehension of descriptive text and observation sheet of listen read discuss

strategy. In analyzing the data, the researcher used T test formula to look for the significant effect of listen read discuss (LRD) strategy on students' reading comprehension of descriptive text.

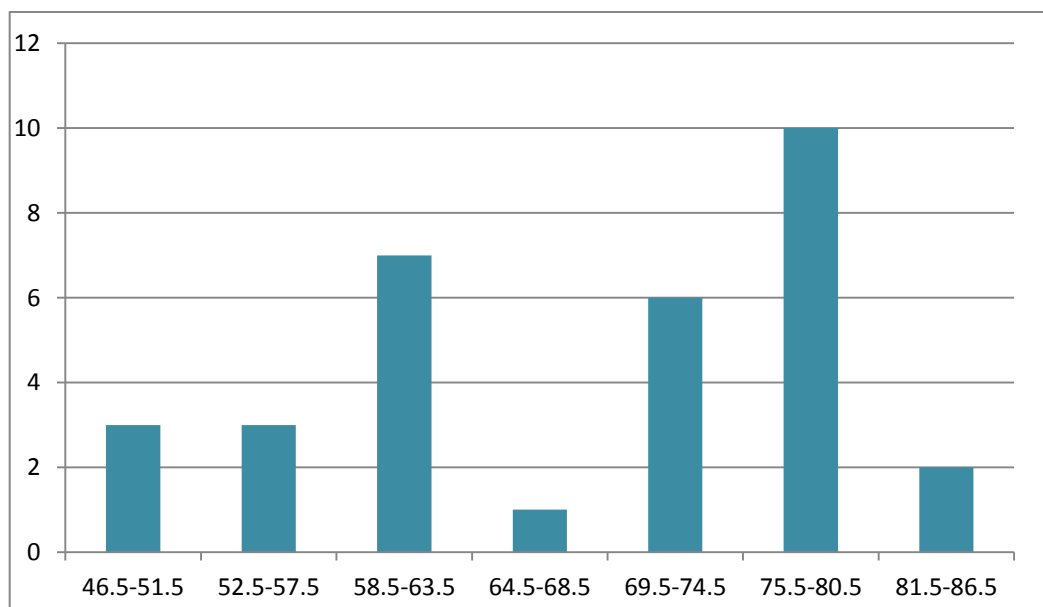
III. RESULT

Based on the result obtained from the analysis of observation sheet about the application of listen read discuss (LRD) strategy at the ninth grade students of SMP Negeri 2 Angkola Selatan, the average score was 3.58 and it is categorized in "very good" category.

The mean score of the students' reading comprehension of descriptive text before taught by using listen read discuss (LRD) strategy was 37. It is categorized as "fail" category. While, after taught by using listen read discuss (LRD) strategy, the mean score of the students' reading comprehension of descriptive text was 68.31. It is categorized as "enough" category.



Students' Reading Comprehension of Descriptive Text Before Using Listen Read Discuss (LRD) Strategy



Students' Reading Comprehension of Descriptive Text Before Using Listen Read Discuss (LRD) Strategy

From the histogram above, the researcher concludes that posttest is higher than pretest and the researcher found that t_{test} is higher than t_{table} ($21.04 > 2.04$). It means that there is

a significant effect of listen read discuss (LRD) strategy on students' reading comprehension of descriptive text at the ninth grade students of SMP Negeri 2 Angkola Selatan in 2020/2021 Academic Year.

IV. DISCUSSION

Based on the result of observation sheet in applying listen read discuss (LRD) strategy, the researcher found that the score was 3.58. It is categorized as "very good" category. The result of average score of students' reading comprehension of descriptive text before taught by using listen read discuss strategy was 37. It is categorized as "fail" category. Furthermore, the average score of students' reading comprehension of descriptive text after using reading comprehension of descriptive text was 68.31. It is categorized as "enough" category. It means that there is a significant of students' reading comprehension of descriptive text after using listen read discuss strategy. Then, the result of t_{test} is higher than t_{table} ($21.04 > 2.04$). So, the hypothesis is accepted. The researcher concludes that the students' reading comprehension of descriptive text is higher after

using listen read discuss strategy than before using it at the ninth grade students of SMP Negeri 2 Angkola Selatan.

CONCLUSION

The conclusion are: 1) The result of the application of listen read discuss strategy on students' reading comprehension of descriptive text at the ninth grade students of SMP Negeri 2 Angkola Selatan in 2020/2021 Academic Year is 3.58 and it is categorized "very good". It means that the researcher had applied listen read discuss strategy in teaching reading comprehension of descriptive text well, 2) The students' reading comprehension of descriptive text before taught by using listen read discuss strategy at the ninth grade students of SMP Negeri 2 Angkola Selatan in 2020/2021 Academic Year was 37 and it is included as "Fail" category. While, the students' reading comprehension of descriptive text taught by listen read discuss strategy at the ninth grade students of SMP Negeri 2 Angkola Selatan in 2020/2021 Academic Year is 68.31 and it is included as "Enough" category, 3) The testing that had been done to measure the hypothesis showed that t_{test} is higher than t_{table}

($t_{\text{test}} 21.04 > t_{\text{table}} 2.04$). So, the alternative hypothesis of this research can be accepted. It means that there is a significant effect of listen read discuss strategy on students' reading comprehension of descriptive text at the tenth grade students of SMP Negeri 2 Angkola Selatan in 2020/2021 Academic Year.

REFERENCES

- Behne, Allison. 2010. *Café Strategy; Use Main Idea and Supporting Details to Determine Importance*. Moser: The Café Book
- Dewi,Rafika. Suswati and Thesisa.2013.*Reading*. Medan: Unimed Press.
- Klingner, Janette. Vaughn and Boardman.2007.*Teaching Reading Comprehension to Students with Learning Difficulties*.United States: The Guilford Press.
- Linan,S.T. 2007. *Research-based Method of Reading Instruction for English Language Learners*. London: Audiobook Publishing.
- Linse, Caroline. T. 2006. *Practical English Language Teaching: Young Learners*. Singapura: Mc Graw Hill.
- Masitoh and Suprijadi. 2015. Improving Students' Ability in Writing Descriptive Text using Genre Based Approach (GBA) at the Eighth Grade Students of SMP Islam Terpadu Fitrah Insani. *ELTIN Journal*. Vol 3, No 1, April 2015

Ni'mah, Ismatun. 2018. The Use of Listen Read Discuss (LRD) Strategy to Improve Students' Reading Comprehension. *Script*. Salatiga: IAIN Salatiga.

Olviyanti, Marbun, and Arifin. 2015. An Analysis On The Ability Comprehending A Reading Text By The Sixth Year Students. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*. Pontianak: FKIP Untan Pontianak.

Trianto. 2010. *Pengantar Penelitian Pendidikan bagi Pengembangan Profesi Pendidikan dan Tenaga Kependidikan*. Jakarta: Kencana.

Wahidi, Rachmat. 2009. *Text Forms and Features*. Surabaya: Umbrella Corporation

Wahyuningsih. The Influence of Listen-Read-Discuss (LRD) Strategi on the Students' Reading Comprehension Ability at the Eighth Grade Of SMP N 3 Batanghari East Lampung. *Thesis*. Lampung: IAIN Metro.