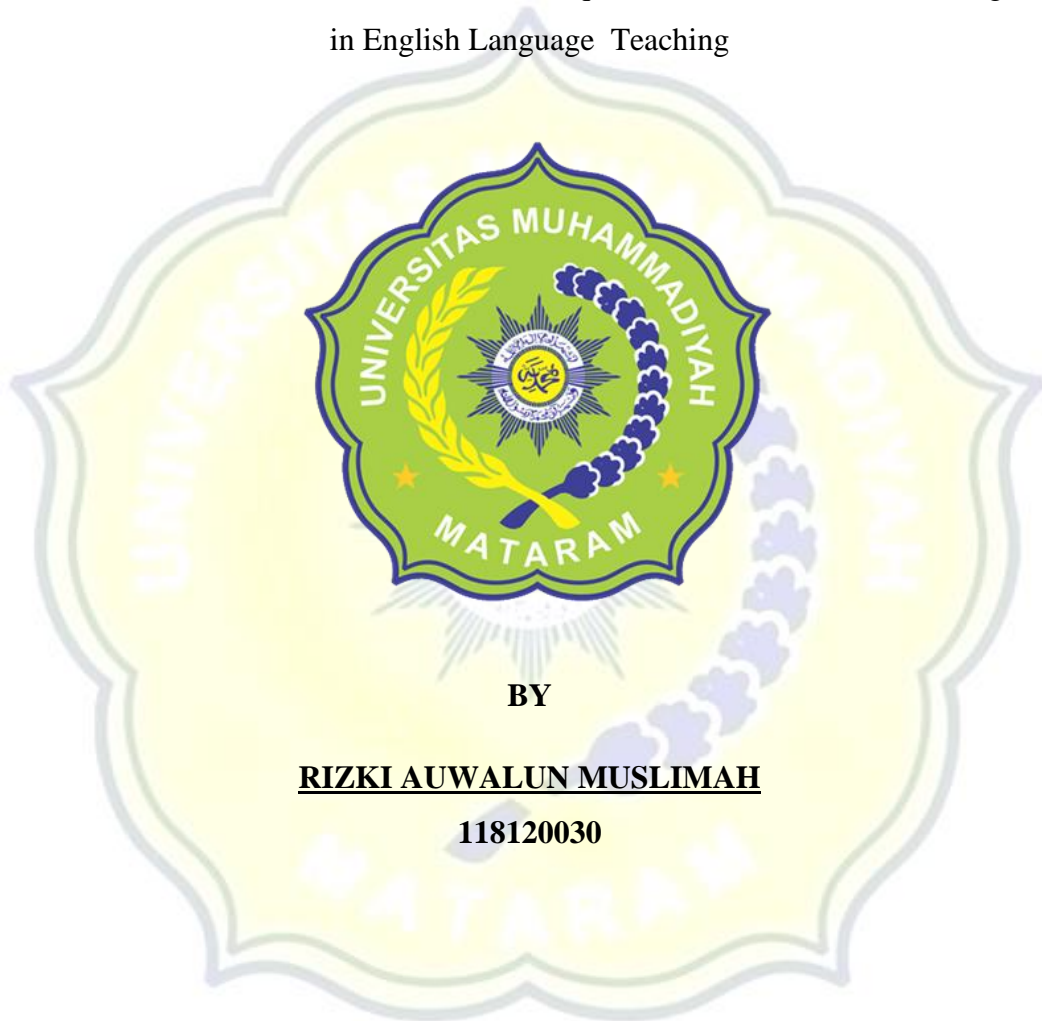


A THESIS
THE USE OF THE LISTEN-READ-DISCUSS (LRD) STRATEGY TO
IMPROVE THE STUDENTS' READING SKILLS OF EIGHTH-GRADE
STUDENTS AT SMPN 19 MATARAM IN THE ACADEMIC YEAR
2021/2022

Presented as A Partial Fulfillment of the Requirement for the Bachelor's Degree
in English Language Teaching



BY

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ENGLISH LANGUAGE EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
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2022

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**“ THE USE OF THE LISTEN-READ-DISCUSS (LRD) STRATEGY TO
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STUDENTS AT SMPN 19 MATARAM IN THE ACADEMIC YEAR
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STUDENTS AT SMPN 19 MATARAM IN THE ACADEMIC YEAR
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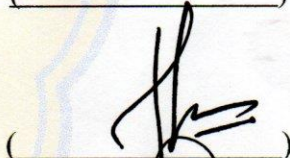
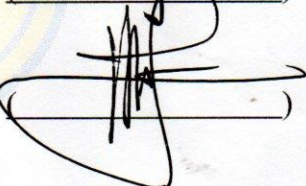
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Mataram, 20 September 2022

The Researcher



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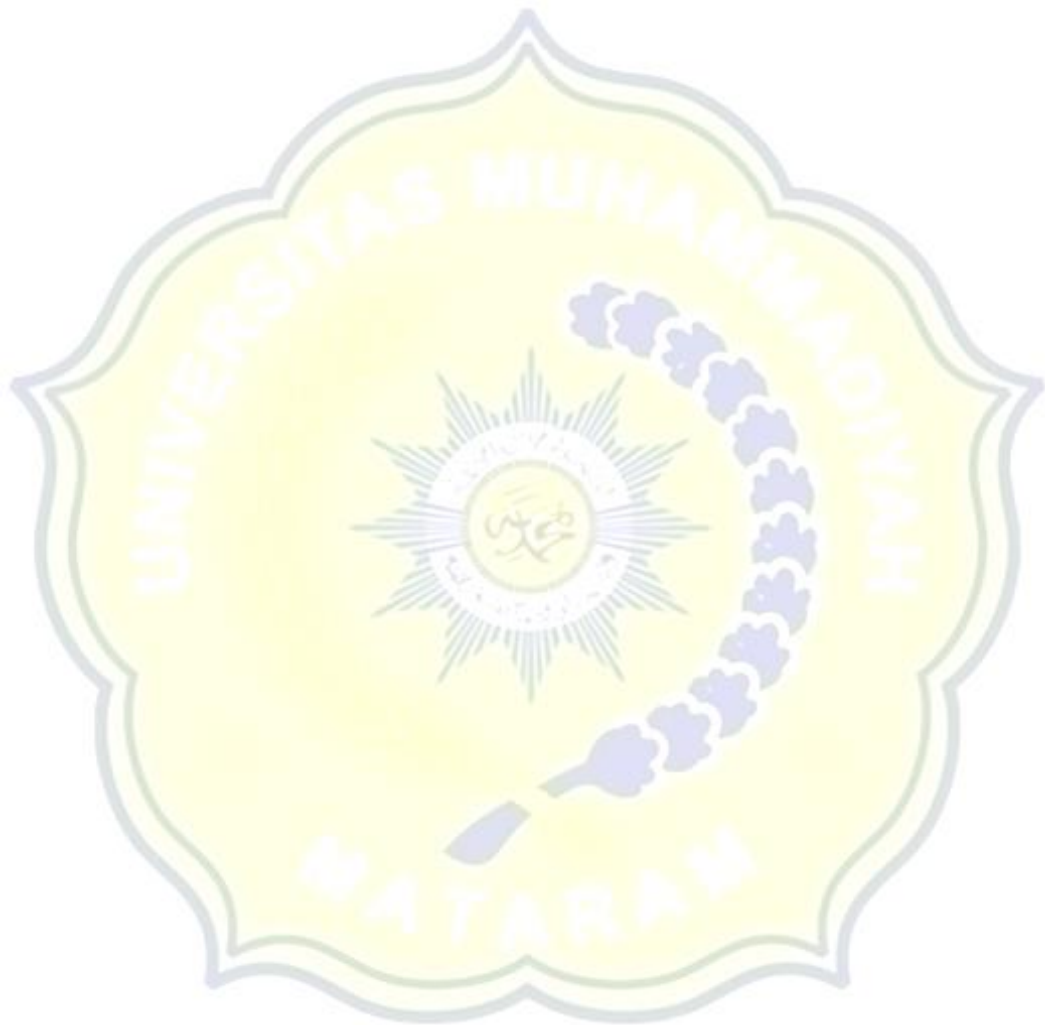
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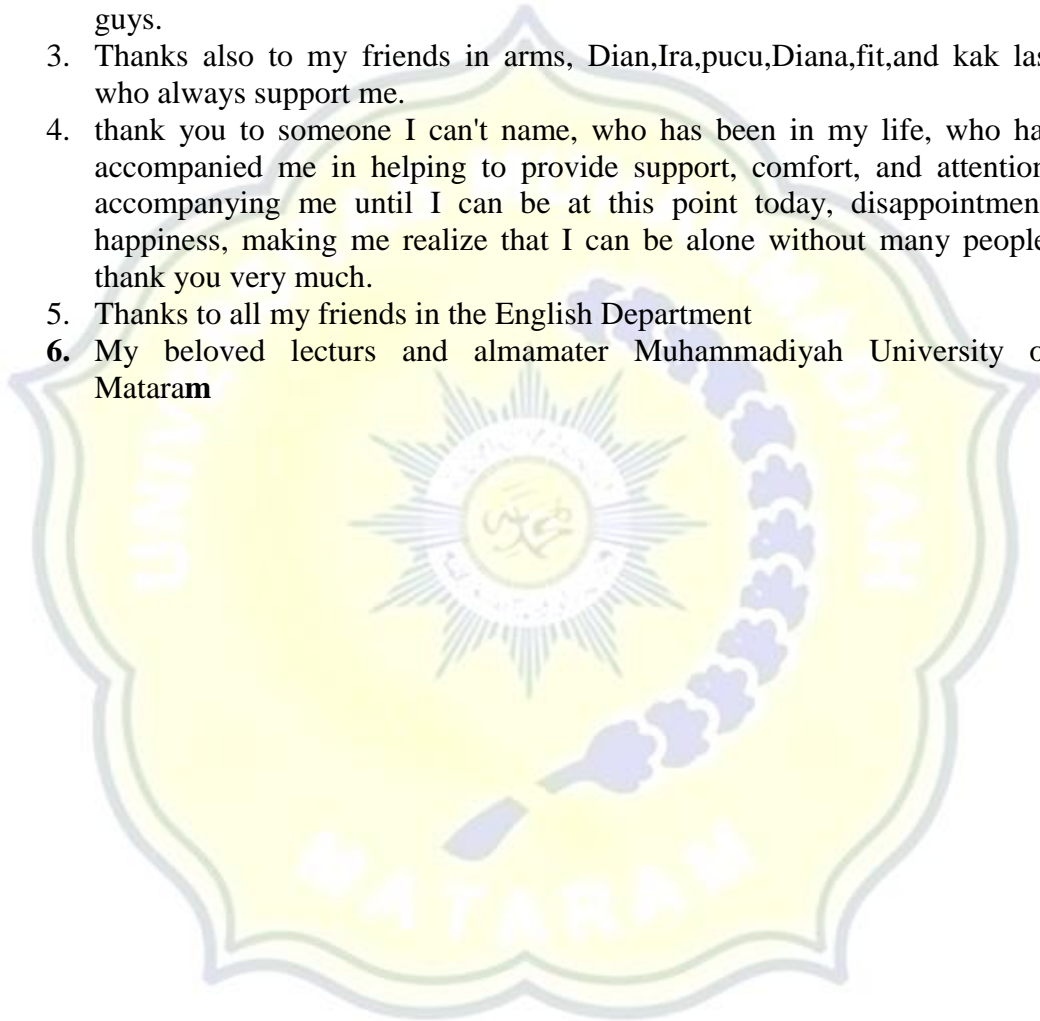
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EDICATION

This thesis is dedicated to:

1. My beloved parents Zaharuddin and Sriumiyatun always give me love, support, and prayers so that I can be here. Thank you for always being my hero.
2. Thank you so much to all my friends titon, loli, idong, ekong, for the times, starting from tired, sad, to happy you are always there, you are great always patient to help me who is super "riweeh" really. Thank you again guys.
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Mataram, 10 Juli 2022

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Rizki Auwalun Muslimah . 2022. THE USE OF THE LISTEN-READ-DISCUSS (LRD) STRATEGY TO IMPROVE THE READING SKILLS OF EIGHTH-GRADE STUDENTS AT SMPN 19 MATARAM IN THE ACADEMIC YEAR 2021/2022.Thesis. Mataram: Muhammadiyah University of Mataram

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ABSTRACT

Reading is one of the language skills and it is very important. Reading skills are abilities that pertain to a person's capacity to read, comprehend, interpret and decode written language and texts. The researchers purposes is find out the students improving reading skill by the Listen, Read, Discuss (LRD) Strategy in teaching reading. The methodology in this research is the pre experimental design which consisted of one class. The findings that the students competence especially in reading skill an improving by using the Listen, Read, Discuss (LRD) Strategy. Based on the results and discussion, we can see that students who are taught using Listen, Read, Discuss (LRD) Strategy has improving listening skills. Before the treatment was given that students score of the experimental class students on the pre-test is 52.00 and after the treatment was given the students score in the post-test is 67.00, it means the use Listen, Read, Discuss (LRD) Strategy has improving because in the paired test table the score table was Sig. (2 tailed) $0.000 < 0.05$ or Alternative Hypothesis (H_a) is accepted. Then the students who were not taught using the Listen, Read, Discuss (LRD) Strategy in the control class got a pre-test score 41.87 of and a post-test score of 53,8333. Then the post-test result from the experimental class was 67.00which was higher than the post-test from the control class, which was 52.07. meaning that students who were taught using the Listen, Read, Discuss (LRD) Strategy had a significant difference, because the Independent Test table scores Sig. (2 tailed) $0.000 < 0.05$ or Alternative Hypothesis (H_a) is accepted.

Keywords : Reading skills, Listen-Read-Discuss (LRD) Strategy

Rizki Auwalun Muslimah . 2022. THE USE OF THE LISTEN-READ-DISCUSS (LRD) STRATEGY TO IMPROVE THE READING SKILLS OF EIGHTH-GRADE STUDENTS AT SMPN 19 MATARAM IN THE ACADEMIC YEAR 2021/2022.Thesis. Mataram: Muhammadiyah University of Mataram

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ABSTRACT

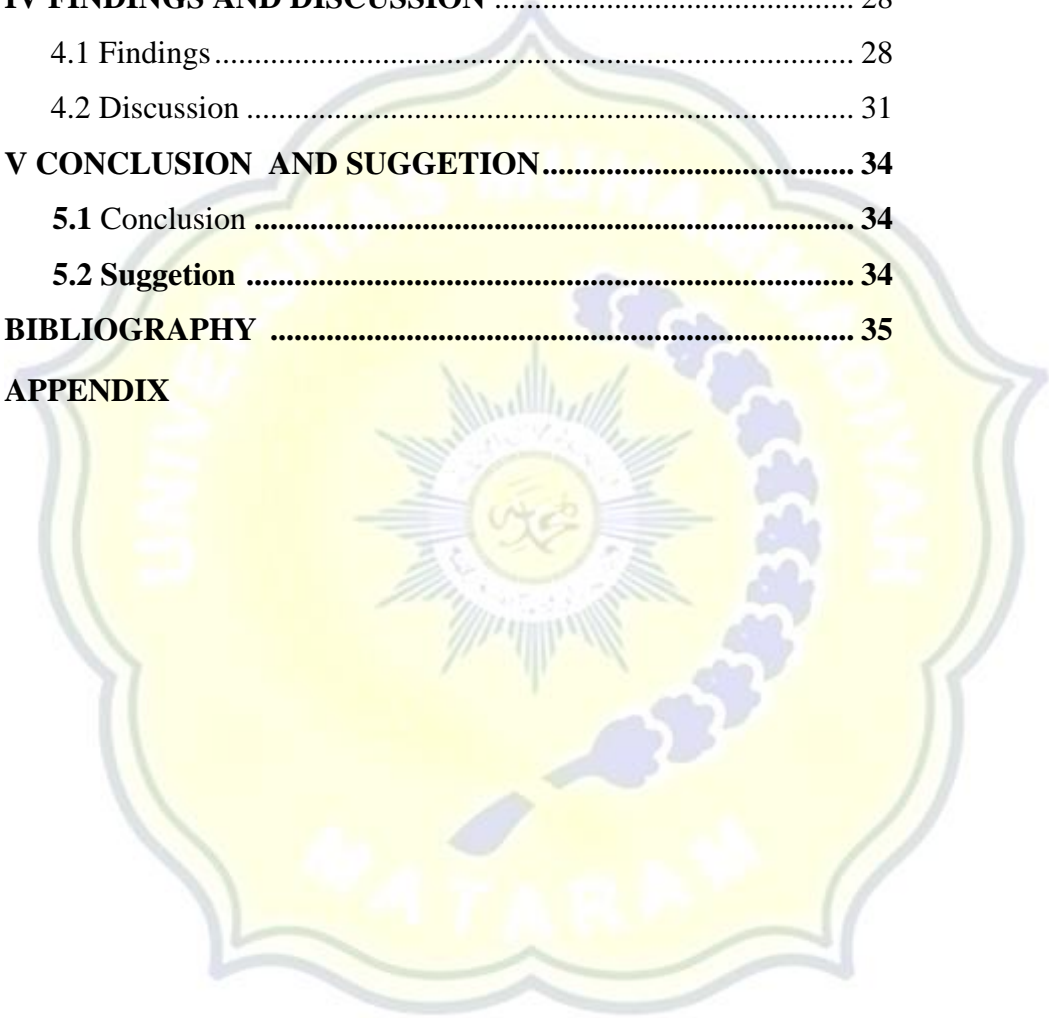
Membaca merupakan salah satu keterampilan berbahasa dan sangat penting. Keterampilan membaca adalah kemampuan yang berkaitan dengan kemampuan seseorang untuk membaca, memahami, menafsirkan dan memecahkan kode bahasa dan teks tertulis. Tujuan peneliti adalah untuk mengetahui peningkatan keterampilan membaca siswa dengan Strategi Listen, Read, Discussion (LRD) dalam pengajaran membaca. Metodologi dalam penelitian ini adalah pre eksperimental design yang terdiri dari satu kelas. Temuan bahwa kompetensi siswa khususnya dalam keterampilan membaca meningkat dengan menggunakan Strategi Listen, Read, Discussion (LRD). Berdasarkan hasil dan pembahasan, kita dapat melihat bahwa siswa yang diajar dengan strategi Listen, Read, Discussion (LRD) memiliki peningkatan keterampilan mendengarkan. Sebelum diberikan perlakuan nilai siswa kelas eksperimen pada pre-test adalah 52,00 dan setelah diberikan perlakuan nilai siswa pada post-test adalah 67,00 artinya menggunakan strategi Listen, Read, Discussion (LRD). mengalami peningkatan karena pada tabel uji berpasangan tabel skornya adalah Sig. (2 tailed) $0,000 < 0,05$ atau Hipotesis Alternatif (H_a) diterima. Kemudian siswa yang tidak diajar dengan Strategi Listen, Read, Discussion (LRD) pada kelas kontrol mendapat nilai pre-test 41,87 dan nilai post-test 53,8333. Kemudian hasil post-test dari kelas eksperimen adalah 67,00 yang lebih tinggi dari post-test dari kelas kontrol, yaitu 52,07. artinya siswa yang diajar dengan Strategi Listen, Read, Discus (LRD) memiliki perbedaan yang signifikan, karena tabel Independent Test memiliki nilai Sig. (2 tailed) $0,000 < 0,05$ atau Hipotesis Alternatif (H_a) diterima.

Keywords : Kata Kunci : Keterampilan Membaca, Strategi Listen-Read-Discuss (LRD)

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CHAPTER I

INTRODUCTION

a. Background of Study

Language is a collection of sound systems used as a communication tool (instrumentalist) that eventually leads to cooperation between the speaker and the interlocutor by replacing the individual in saying something to them (Noermanzah, 2019). The best way to communicate with others is through language. Because of this, language is essential for effective communication between language users. Language is used by people to convey their thoughts, feelings, and emotions.

English is one of the most significant topics in any school in the world, and its academic content includes fundamental language abilities. Reading, writing, speaking, and listening are the four crucial language abilities that pupils need to master in English. Additionally, Harmer claims that there are two categories of fundamental English skills: receptive and productive abilities. Reading and listening are categorized as receptive skills. Speaking and writing as useful abilities (Harmer 2007). Writing and speaking are categorized as receptive skills since they create something either orally or in writing. While reading and listening are categorized as passive skills since they don't generate anything and because they produce anything verbally, respectively.

Reading is a skill for deciphering the meaning of a text, claims Serravallo. (Doni sudiby, Agus setiawan, 2020). Additionally, according

to William and Stoller, reading is a cognitive process that entails understanding the author's point of view from a written text that is meant to be understood by the reader with the use of their brains (Jismulatif, Aruan, & Lusian, 2021). Students must be able to grasp the procedure in order to learn to read. This is the secret to teaching English reading effectively. Understanding is the process of connecting the meanings of words, sentences, and texts, hence it is impossible to separate reading from comprehension.

According to the researcher's pre-observation, many pupils lack vocabulary, are not engaged in reading, have some reading issues, and have trouble comprehending what they have read in the book. The researcher discovers that there are still a lot of students who struggle to comprehend the content and gain knowledge from what they read. Researchers provide one method the Listen-Read-Discuss (LRD) strategy to help pupils with their reading comprehension as a result of these issues. This approach can help students who have trouble understanding the text because it calls for them to learn not just how to read the material but also how to comprehend and interpret what it is saying. Additionally, it aids pupils in better comprehending and understanding the text before reading it. LRD is thus a suitable strategy to enhance students' reading and prior knowledge.

Other researchers have conducted studies on the Listen-Read-Discuss (LRD) method. Implementation of Listen, Read, and Discuss

(LRD) Strategy Learning for Increasing Reading Skill And Student Achievement on Discussion Text Material in Class XII IIK 3 Madrasah Aliyah Negeri 1 Banjarmasin Academic Year 2019/2022 was the study Mariani's first study done in 2019. According to the research, the Listen-Read-Discuss (LRD) technique has been successful in enhancing the educational process and enhancing students' reading abilities. Students respond well to learning when LRD learning methodologies are used. Students find it simpler to grasp and better understand the spoken English when LRD is applied as a learning procedure. The learning process can be carried out in a more enjoyable and relevant way and students can respond to the questions in students' reading skills assessments and learning outcomes more quickly. The Application of Listen-Read-Discuss (L-R-D) Strategy to Improve Reading Skill at the First Grade Of SMPN 10 Parepare" was the title of a 2019 study by Eralisa and Mujahidah. The study's findings and conclusions revealed a favorable effect on kids' reading abilities and classroom dynamics. The goal of this study, which falls under the quasi-experimental category is to determine whether or not using the Listen-Read-Discuss (LRD) technique to teach reading skills to kids was successful. The researcher came to the conclusion that there was a substantial difference between the reading abilities of Grade VII pupils at Junior High School 10 Parepare who were taught using the Listen-Read-Discuss (LRD) technique and those who were not. "The Listen, Read, Discuss (LRD) Strategy in Improving the Student Reading Skill of

Recount Text at SMPN 2 Buru" study by Ngatimah and Hanapi Hanapi was published in 2018. The goal of this study is to evaluate how well the Listen, Read, Discuss (LRD) Strategy works in the classroom when teaching reading. teaching reading using strategy. The pre-experimental design of the study which involved just one class was used. To assess a student's reading proficiency, a reading exam is the device employed. According to the findings, using the Listen, Read, Discuss (LRD) method can help kids' reading comprehension, but it couldn't help them get better at spelling and vocabulary. It is advised that pupils should increase their reading vocabulary.

The researchers are interested in doing study with the following title in light of the background described above: "**The Use of Listen-Read-Discuss (LRD) Strategy to Improve The Students' Reading Skills of Eighth-Grade Students at Smpn 19 Mataram in The Academic Year 2021/2022**".

b. Statement Problems

Relating to the background above, the researcher formulated is as follows :

Does the use of the Listen-Read-Discuss (LRD) strategy improve students' reading skills of the eighth grade at SMPN 19 Mataram?

a. Research Purposes

Based on the statement of the problem, The objectives of this study is as follows :

To know whether the use of the Listen-Read-Discuss (LRD) strategy improves students' reading skills of the eighth grade at SMPN 19 Mataram .

1.1 Significance of Study

This research is expected to provide benefits for various parties, both theoretical and practical (other researchers, teachers and students and institutions schools).

1. Theoretical Benefits

The theoretical benefit of research activities is that researchers want to improve the student's reading skills.

2. Practical Benefits

The research is conducted to contribute practical benefits.

1. Other Researchers

The results of the research can provide information and knowledge for those who want to continue research on this subject.

2. Teachers and Students

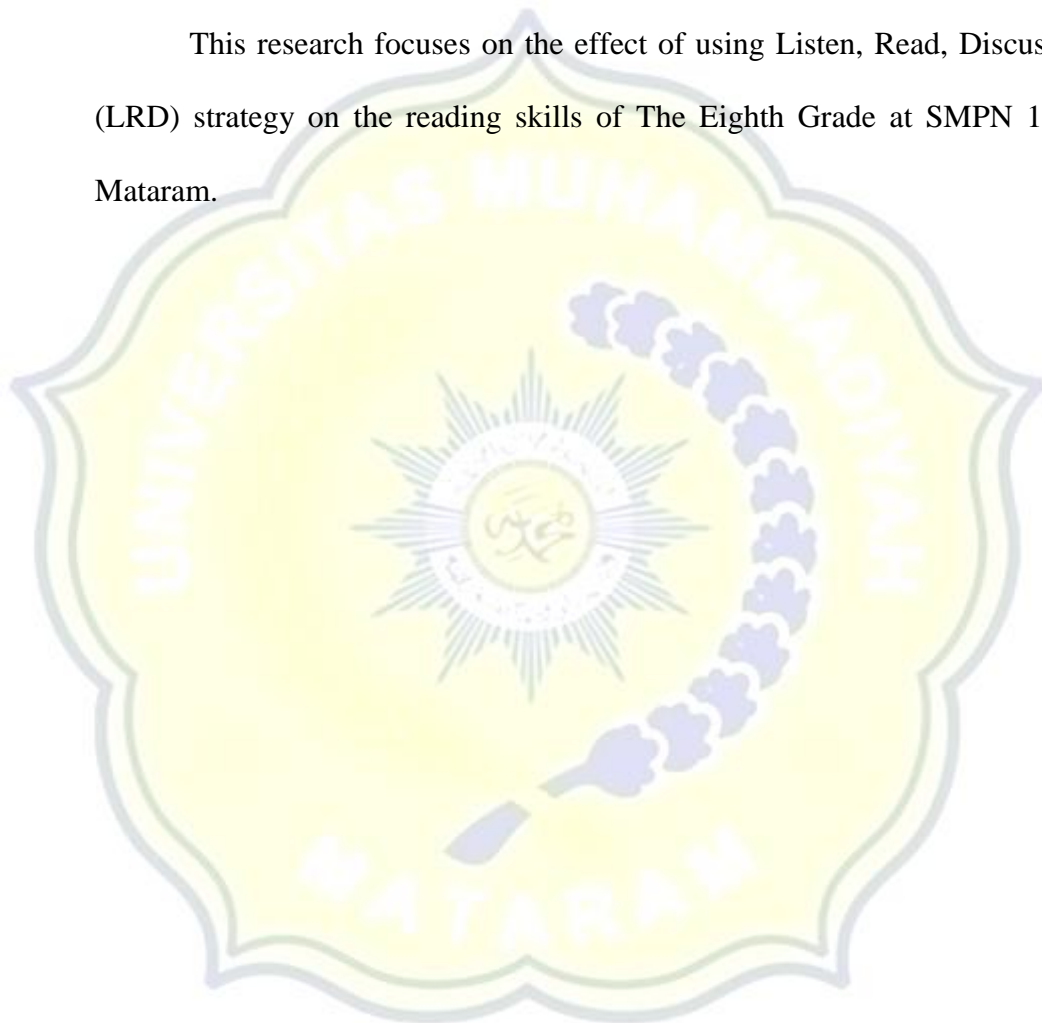
The results of this study are expected to provide benefits for teachers to be able to improve student behavior in a good direction by implementing the problem-solving strategies with students' abilities and also providing meaningful experience in carrying out research to improve student behavior.

3. Institutions/Schools

The results of this study are expected to input the development of the school curriculum. examines the role of the application of the Listen-Read Discuss (LRD) strategy in order to improve students' reading.

1.2 Limitation of Study

This research focuses on the effect of using Listen, Read, Discuss (LRD) strategy on the reading skills of The Eighth Grade at SMPN 19 Mataram.



CHAPTER II

REVIEW OF THE RELATED LITERATURE

In this part, the researcher reviews some previous studies, literature review, and theoretical framework

a. Previous Study

First research Eralisa, Mujahidah The Application of Listen-Read-Discuss (L-R-D) Strategy to Improve Reading Skill at The First Grade of Smpn 10 Parepare. This study aims to find out the difference in reading skills between students who are taught of using the L-R-D strategy and without using the L-R-D strategy at the first grade of SMPN 10 Parepare. Furthermore, its aim is to determine the effectiveness of the Listen-Read-discuss strategy in reading skill learning at the first grade of Junior High School 10 Parepare. This research is an experimental design using a pretest posttest design. The population of this research was all classes VII of SMP Negeri 10 Parepare, with samples of class VII 4 was the experiment class and class VII 3 was the control class. Data was obtained by Barret's taxonomy reading skill test. The validity used is the validity of items that are assisted by computer item programs. Reliability using the alpha Cronbach formula obtained a result of 0.93. the data analysis technique used a T-test with a significance of 5%. Before the data analysis was carried out using the t-test technique, the prerequisite analysis test was carried out in the form of a data distribution normality test and variant homogeneity test. The results of the pretest and post-test calculations of

both groups are normal and homogeneous. T-test analysis of pretest data in reading skill of the experimental group and the control group obtained - 0.930 and (sig 0.357>0.05). This result indicates the initial skill of the experimental group and the control group were the same or there were no significant differences between the two groups. T-test result of posttest in reading skill of the experimental group and the control group obtained - 3.505 and (sig 0.000< 0.05) based on these data the results of this research showed significant differences between groups taught using of Listen-read-discuss strategy and without Listen-read-discuss strategy. The result of the analysis T-test of the pretest and post-test showed that the Listen-read-discuss strategy was effective to improve reading skills at the first grade of SMPN 10 Parepare.

Second Research Mariani Implementation of LRD (Listen, Read, Discuss) Strategy Learning For Increasing Reading Skill And Student Achievement On Discussion Text Material In CLASS XII IIK 3 Madrasah Aliyah Negeri 1 Banjarmasin Academic Year 2019/2020. Has done research with the aim to increase reading skills and student achievement on discussion text material through the implementation of the LRD strategy. This research design used classroom action research which consisted of two cycles with four phases; planning, action, evaluation, and reflection. The subject were 37 students of class XII IIK-3 MAN 1 Banjarmasin. Data collection was used by test technique. Then, data were analyzed by quantitatively and qualitatively techniques. The research

result showed that there was an increase in teacher activity from 31 at cycle I to 41 at cycle II, an increase in student activity from 23,50 at cycle I to 33 at cycle II, an increase in student achievement from 64,86 at cycle I to 83,91 at cycle II, an increase in student's reading skill from 12,23 at cycle I to 15,73 at cycle II and student give good respon for learning which using LRD strategy.

Third research Ngatimah and Hanapi Hanapi The Listen, Read, Discuss (LRD) Strategy In Improving The Student Reading Skill Of Recount Text At Smp N 2 Buru-Maluku. This study aims at measuring the effectiveness of the Listen, Read, Discuss (LRD) Strategy in teaching reading. The study applied the pre-experimental design which consisted of one class. The instrument used is the reading test to measure the student's reading achievement. The results found that the use of Listening-Read-Discuss (LRD) can improve the students' reading skills.

b. Reading

i. Definition of Reading

When reading, the reader negotiates with the meaning of the text using knowledge, expectations, and the tactics they employ to express that meaning. Moreover Reading is a method of thinking, one in which pupils analyze, assess, and respond to the book's arrangement and substance. Reading is also the process of decoding and comprehending a text. Reading provides significant advantages, in MS & Rachmadtullah's

opinion, because it can increase one's knowledge and horizons (Tampubolon & Panjaitan, 2016).

Reading is a dynamic process that requires comprehension and recognition abilities. Reading is a vital activity since it allows one to stay informed and is a crucial tool for academic success. Supriyani et al. (2017) claim that "One of the linguistic abilities that is crucial is reading. Reading is done to gain knowledge, particularly knowledge about things one did not previously know." This indicates that students need to read. (Tampubolon & Panjaitan, 2019).

According to the description provided above, reading is an interactive process that involves the reader and the text. The reader will employ knowledge, skills, and tactics to comprehend the content. As a result, reading allows us to fully comprehend writing.

ii. Types of Reading

3.1 Intensive Reading

During an intensive reading session, the text being read is examined extensively and in-depth. Reading will give you a foundation for vocabulary growth and idiom understanding, as well as an explanation of structural challenges. Additionally, this will offer content for improving language control in voice and writing. Reading a text or a section of it is considered intensive reading. These kids study the literature in order to learn or to analyze it. Reading shorter

texts is the goal of this reading. To obtain specific information, this reading is being done. Students study books to learn new information.

3.2 Extensive Reading

Reading longer discourse materials for pleasure is part of the extensive reading approach, which is intended to gain a general comprehension of a subject. The readers are interested in something. After reading, readers are not interested in specific or crucial information. People typically read to stay current.

3.3 Aloud Reading

The most fundamental form of order and discipline in the classroom is reading aloud. The children encounter written sentences that have never been spoken before when reading aloud. The goal of reading aloud to students is to improve their speaking and pronunciation skills.

3.4 Silent Reading

An essential ability in teaching English is silent reading, a quiet reading approach. Students' reading skills are typically improved by this reading. It is possible to learn a lot by reading aloud. When kids can read without difficulty, the teacher must make them read gently. Students who develop this practice can read aloud without being distracted by background noise.

iii. Technique of Reading

According to Brown (2001: 308) There are four categories of reading skills that are frequently used in reading activities. (Deswarni, 2018).

- a) Skimming: Readers have the advantage of being able to anticipate the passage's goal, major idea or message, and perhaps even some of the developing or supporting ideas, when they skim.
- b) Scanning: Without reading the entire text, it aims to extract certain information.
- c) Intensive reading: it is done to get a general knowledge of a text that is often a little lengthier.

iv. Reading Purpose

Classified the reading purpose as follows :

2.4.1 Reading to search for simple information and reading to skim.

2.4.2 Reading to learn from the texts.

A typical reading skill is the ability to read for simple information, even though other studies believe that reading is a largely autonomous cognitive activity. It is so frequently employed in reading assignments that it is best viewed as a specific kind of reading skill. When reading for research, we frequently skim the page in search of a certain fact or word. In essence, it entails using a variety of ways to infer where crucial information might be located in the text before applying fundamental reading comprehension techniques to specific passages until a general understanding is created.

Reading to learn is most common in academic and professional settings where a person needs to absorb a lot of information from a text. Reading for learning typically occurs at a somewhat slower reading speed than normal reading comprehension. Additionally, it places stronger demands on inference than general understanding to link textual material with prior knowledge.

2.4.3 Reading to integrate information, write and critique texts.

Decisions concerning the relative value of information that is complimentary, mutually supportive, or contradictory must also be made when reading to integrate information. A theoretical framework may also need to be restructured to provide room for information from various sources. Readings for writing and readings for text analysis could both be task variations of reading for information integration.

2.4.4 Reading for general comprehension

For two reasons, the idea of general reading comprehension has been purposefully left till last in this debate. First of all, it is the most fundamental reading goal, underpinning and supporting the majority of other reading goals. Second, than is typically believed, general reading comprehension is significantly more complicated. A professional fluent reader's ability to read for broad understanding demands highly quick and automatic word processing, strong ability to convey important ideas in general terms, and effective coordination of numerous processes in a very short amount of time.

v. **Teaching Reading**

Teaching reading is more difficult than most people realize, so English teachers need to concentrate on reading study and have supervised practice to gain knowledge and skill, according to Edward Approach (Edward & Approach, 1963). Without any direction, the teacher cannot complete such activities. To guide the children in learning, the teacher requires it. Additionally, the teacher will employ creative techniques to help the students learn, including unorthodox orientation and handling of the material.(Ariandika & Kartikawati, 2018).

There are features to the way English is taught and learned. If the teacher uses these qualities well, the process will be successful. There are some characteristics of successful English teaching and learning, claim Davies and Pears (2000). (Ngatimah & Hanapi, 2018).

7. In relation to the stages taking place in the classroom, the teachers are able to offer variety and clarity in the teaching and learning stages.
8. Different configurations of seats should be used in the class.
9. The teacher always evaluates what transpired that day in order to take a specific action to address the issue or enhance the results.

Reading is an active process where readers actively try to get meaning from the text. Additionally, reading requires children to use complicated thinking abilities in order to comprehend the content of a

text. To do this, they must use their own mental processes to examine the text.

c. Reading Skill

i. Definition of Reading Skill

Reading skills refer to a person's ability to read, understand, interpret, and decode written language and texts. The ability to comprehend and respond to written messages can be greatly aided by exceptional reading abilities. Comprehension, fluency, vocabulary, and reading comprehension strategies are only a few of the crucial components that combine to form the foundation of total literacy skills.

According to Richards & Schmidt (2002), language skills generally refer to listening, speaking, reading, and writing. Reading and listening are referred to as passive/receptive abilities, whereas speaking and writing are sometimes referred to as active/productive skills.

Richards and Schmidt (2002) define reading skills as abilities required for skillful reading, such as discerning main ideas, understanding sequence, noticing specific details, making inferences, making comparisons, and making predictions in second and foreign language instruction, particularly with adults. These skills are sometimes taught separately. Reading skill is an important tool for academic success.

b. Listen-Read-Discuss (LRD) Strategy

Manzo and Casale stated that LRD strategy is a comprehension strategy that builds students' prior knowledge before they read a text. (Purwanti, 2017). Sometimes, to comprehend a text just by reading is not enough, so LRD can be a teaching strategy for reading comprehension. On the other hand, this strategy engages students in active learning.

Listen-Read-Discuss (LRD) is a learning strategy that builds student knowledge from the three phases of this strategy. First, the students listen to the explanation of the material from the teacher. Secondly, the teacher asks the students to read the text to deepen their understanding. Finally, the teacher leads the students into discussion and learns students' understanding of the text. In this strategy, teachers try to make students understand the text by providing explanations in previous sections. Simulate student thinking in section discussions.

In the first stage, using the Listen-Read-Discuss (LRD) strategy, students listen while the teacher presents the reading content through a lecture. A graphical organizer is a visual display used to show the relationships between facts, terms, and ideas within a learning task. They form a powerful visual image of information that allows the mind to discover patterns and relationships.

Then, the second stage of the Listen-Read-Discuss (LRD) strategy is for students to read the text and compare their understanding of what they learned during the lecture to what they read in the text themselves. At

this stage, students discuss their understanding of the text with other students in small or large groups. Teachers should do the following in class : (1) Review the reading selection and prepare a brief, (2) Present the summary orally to students, (3) Have the students read the textbook version of the same material, (4) Discuss the material students have heard and read, (5) Begin the discussion with the information and ideas students were directed to look for. Implementing the Listen Read Discuss strategy requires several steps to help teachers and students understand the text.

The LRD strategy is a comprehension strategy that builds the student's prior knowledge prior to reading the text. Listen-Read-Discuss (LRD) is also a powerful tool for bringing reading and writing into classroom discussions. A Listen-Read-Discuss (LRD) strategy is relatively easy to create because it can improve student comprehension of many lessons. A Listen-Read-Discussion (LRD) process is applied. Reading: Students read a selection based on the idea that reading can change their understanding and interpretation of the content. Discuss: Discuss the material, understand the text. And then, Manzo states that there are three strengths of using this strategy are:

- 1) The fact that it is a powerful tool for overcoming reading difficulties, especially for L2 learners. The content of the text is dealt with orally at first, so that even learners who cannot read the text themselves can gain at least a superficial understanding of the reading.

- 2) Students who lack prior knowledge of the content acquire the content during the listening phase. This helps students understand the text during the reading stage.
- 3) This strategy is effective in teaching and learning to read.

Finally, based on the above explanation, we can conclude that the lrd strategy is used to help students read texts and using the lrd strategy can help students actively read . You can interact with others and discuss your target language. This strategy encourages students to give meaning to the text.

i. **Strength and Weakness of Listen-Read-Discuss (LRD)**

1. There are some Strengths of Listen-Read-Discuss strategy. The strength of Listen-Read-Discuss (LRD) are :

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

- i. They have more to contribute to class discussion.
- j. Listen-Read-Discuss (LRD) is a flexible strategy that can be used across all curriculum areas with almost any text.

2. Weakness of Listen-Read-Discuss (LRD) Strategy

Also, while this is the strength of Listen-Read-Discuss (LRD), it also has the weakness of the LRD strategy: lectures and the development of students' prior knowledge take time, making it difficult to apply on a daily basis. Consume. Students are perplexed every day as they see the weaknesses of the LRD, and find it extremely difficult.

Listen-Read-Discuss (LRD) strategy is a comprehension strategy that has built the student's prior knowledge before they need a text. Listen-Read-Discuss (LRD) is a comprehension strategy that builds students' prior knowledge before they read a text, during reading, and after reading by listening to the teacher's short lecture, reading a text selection, and discussing. (Manzo,1985).

Listen-Read-Discuss (LRD) strategy has been shown to increase students' science inquiry strategies and overall text. McKenna (2002:60), stated in the Listen-Read-Discuss (LRD) strategy the teacher gives a short lecture to the students, then the students read the text that the teacher spoke about. (Prastina & Nurmanik, 2019).

The authors therefore conclude that the benefit of the Listen-Read-Discuss (LRD) strategy is to build the students' prior knowledge. It can improve reading comprehension and content learning for both weak and

advanced learners. Also, readers can easily understand the text through exchanges with friends and discussions among themselves, so that they can get the true meaning from the text.

ii. Teaching Reading Skills through Listen-Read-Discuss (LRD) Strategy

Richardson (1999) stated that Listen-Read-Discuss (LRD) is a strategy that helps students acquire basic knowledge by giving short presentations before they begin reading, while reading, and after reading. Listen to the story and discuss it with your classmates (Yulianah & Muzammil, 2020).

It's a simple lesson design that you can try right away, with multiple variations that can be phased in as a personal professional development program. Listen-Read-Discuss (LRD) is a heuristic or hands-on activity designed to stimulate self-discovery about effective teacher teaching and student learning.

Traditional reading-based instruction typically begins with students reading an assignment, listening to a short lecture or overview by the teacher, and then discussing answers to questions. Listen-Read-Discuss (LRD) just reverses her first two steps. According to Bruner, "Effective learning, including learning to be an effective teacher, includes something to start something, something to keep it going, and accidental or misdirected I need something to prevent it from going to.

Therefore, the authors suggest that teachers should be selective and select specific texts when students have no prior knowledge of the text and need further assistance with the Listen-Read-Discuss (LRD) text. I am concluding. Most students don't need that high level of support for the content they read, but those with reading difficulties and early English learners will benefit greatly from this strategy.

1. Listen

A teacher presents information to students about the text they read. This can take the form of a briefing on the topic, using a graphic organizer to guide the study. To present information from the text part in a well-organized learning format, students should It takes about 5-15 minutes while listening to a lecture on.

2. Read

During this stage, students either read the text and compare what they have learned during the study with their own understanding, or read the text on their own. Students are required to read silently as they are encouraged to develop learning strategies for.

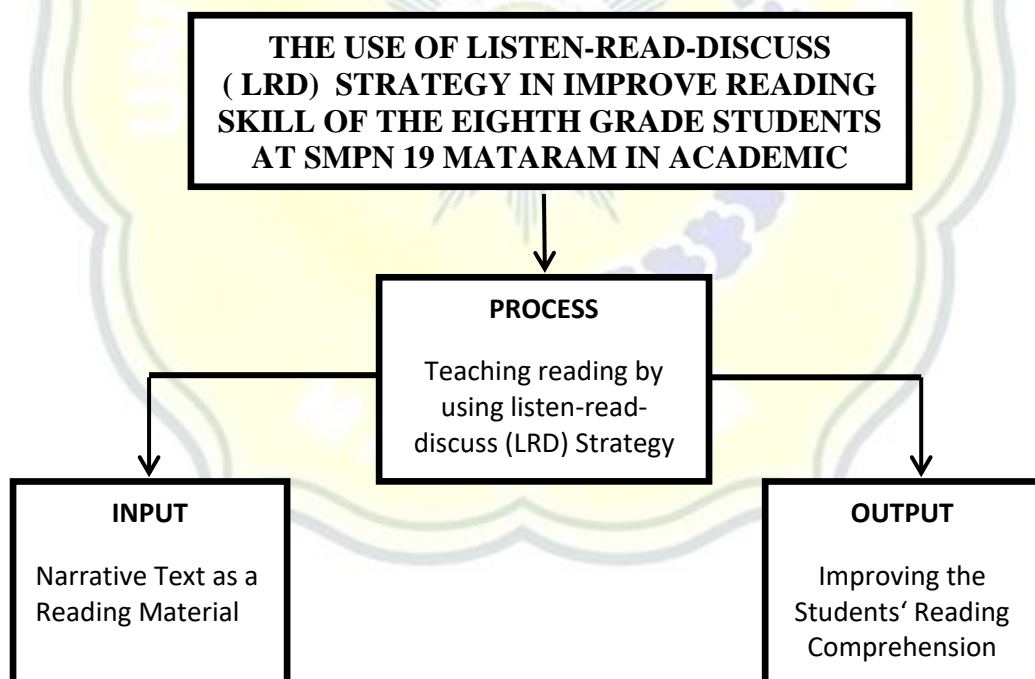
3. Discuss

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

1. What do you understand best from what you hear and read?
2. What do you least understand from what you hear and read?
3. What questions or thoughts come to your mind about the content of this lesson or effective reading and study?

From the description of the LRD strategy above, the authors hope that the use of the LRD strategy can be helpful by applying it to classroom comprehension. Moreover, they can make a valuable contribution to the understanding of reading texts. English can make better information in teaching English subjects. And this strategy helps writers learn and teach English.

c. Theoretical Framework



CHAPTER III

RESEARCH METHODS

This chapter discusses some points of research method including research design, research location, variables and Indicators, population and sample, method collection of data, research instrument, and data analysis.

3.1 Research Design.

The research method used in this study is an experimental method. The results of experimental studies showed relationships, effects or differences between differences between variables (Sugiyono, 2016). Based on this opinion, it can be understood that experimental research is always conducted in the form of treating subjects and seeing the effect of treatment.

The design of this study is a one-group pretest-posttest design type pre-experimental study design. This study provides a more accurate picture of treatment outcomes by allowing comparisons to pretreatment situations.

3.2 Research Location

This researcher carried out research of teacher the Eight Grade at SMPN 19 Mataram in Academic Year 2021/2022. Jl. DR. Soedjono Lingkar Selatan No. 14, Dasan Cermen, Kec. Sandubaya, Mataram City, West Nusa Tenggara Province.

3.3 Variables and Indicators of Study

1. Variables

There were two variables in this study, an independent variable and a dependent variable. The independent variable was the Listen-Read-Discuss (LRD) strategy and the dependent variable was reading comprehension.

2. Indicator

The metric of this study was literal interpretative understanding. In this study, the literal understanding covers the main idea and the details that support it, and the interpretive understanding covers the conclusion.

3.4 Population and Sample

1. Population

The population is a universal field that includes object/objects with specific characteristics and qualities that researchers determine to explore and make a conclusion (Sugiyono,2016). The population of this research is the students of SMPN 19 Mataram in the Eighth Grade, there was one class as taking as a sample is 30 students.

2. Sample

The sample is a part of the quantity and characteristics that have by the population. A sample is part of the population to be studied (Suharsimi Arikunto, 2010). In this research, the researcher used the Purposive Sampling Technique. The researcher select one class that was VIII D which consists of 30 students.

3.5 Method of Collecting Data

In collecting the data, the researcher gave a pretest before giving treatment, and the last is a posttest.

a. Test

1. Pretest

This test can be called a pre-test before undertaking this study. A pretest is intended to determine a student's reading comprehension before treatment is given. The exam process requires students to answer a pre-test. The pretest consisted of her 20-item test, and the format of the test was an essay test. Researchers distributed instruments to students, and researchers asked students to answer questions based on the text. The results of this test were used to assess prior use of Listen, Read, and Discuss as techniques for teaching reading skills in the classroom.

2. Treatment

Pretests are followed by treatments, and researchers give students up to three treatments using a "listen, read, discuss" strategy in teaching reading comprehension. The Experimental Group is the only class taught by researchers in listening, reading, and discussion strategies.

3. Post-Test

After treatment, researchers administered post-tests to determine the improvement in students' reading comprehension. In addition to the pre-test, the post-test also included he 20 test items. Researchers aim to

find the effectiveness of the "listen, read, discuss" strategy in teaching reading comprehension. The post-test results are then compared to the pre-test. In this case, researchers know to what extent the use of the "listen, read, and discuss" strategy to teach reading comprehension is enhanced.

b. Questionnaire

The survey is closed-ended and questions are in the form of Likert scale models. The questionnaire consists of 20 questions to get students' opinions on using the Listen, Read, Discuss strategy to improve their reading comprehension and find answers to problem descriptions.

3.6 Research Instrument

The instrument used by the researcher is a reading skills test about the narrative text which is given before and after teaching by using the small group discussion technique.

i. Test

The test uses a reading ability test in form of a pre-test and post-test by using the objective test. It consists of items to measure the student progress and result of teaching-learning activities.

ii. Questionnaire

The questionnaire is used to obtain information about the student's interest in using Listen, Read, Discuss (LRD) strategy using the Likert scale model and it consists of 20 questions.

3.7 Data Analysis

The method of data analysis in this study is quantitative analysis. Statistics for calculating numerical data. Once the data have been collected, the next step in this study is data analysis. After the posttest, the results were tested using his SPSS window to determine if the difference in the student's results between the pretest and posttest was significant, and the Likert scale was used to measure the student's perception of to measure.

Table 3.1 The Scoring Guidance and Categories of the student Reading Skill.

Criteria	score	Descriptor
Pronunciation	5	Excellent: Pronunciation of a native speaker without any trace of a "foreign accent".
	4	Good: Occasional mispronunciations pronounced as "foreign accents" and unrelated to comprehension.
	3	Average: A "foreign accent" requires intensive mispronunciations, leading to occasional misunderstandings and obvious errors in grammar and vocabulary.

	2	Poor: Frequent serious mistakes and very heavy accents make it difficult to understand and have to be repeated often.
	1	Pronunciation frequently unintelligible
Comprehensibility	5	It is easy for the listener to understand the reader's intent and overall meaning. Almost no breaks or explanations are needed.
	4	The listener has one interruption to the content or goal of the text.
	3	The listener has three interruptions to the content or the goal of the text.
	2	The listener has four interruptions to the content or the goal of the text.
	1	It can only understand small snippets (usually short sentences or phrases), but requires considerable effort by those accustomed to changing from

		listener to reader.
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(Adapted from Heaton, 1988:100)

3.4.1 Test

Scoring the student' answer to reading skill test pre-test and post-test, the researchers used a scoring guide as follow :

Table 3.2 The score classification of the student's Reading skills.

No	Score	Classification
1	96-100	Excellent
2	86-95	Very Good
3	76-85	Good
4	66-75	Fairly Good
5	56-65	Fair
6	46-55	Poor
7	0-45	Very Poor

(Debdikbud in Syaipullah ,2016)

The scores obtained were analyzed which the researchers used in this study were descriptive and inferential analyses using the formula :

$$\text{A student's score} = \frac{\text{The gain score}}{\text{The maximal score}} \times 100$$