THE USE OF LRD (Listen-Read-Discuss) STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION OF THE SECOND GRADE STUDENTS AT SMP N.2 TEMBILAHAN

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Abstract
The aim of this research is to find out the effectiveness of using LRD Strategy in improving students' reading comprehension of the second-grade students at SMPN.2 Tembilahan. LRD strategy is a literacy strategy that builds students' prior knowledge before they read a text. It is a powerful tool for engaging struggling readers in classroom discussion. There were two classes taken by the researcher, experimental group, and control group. The treatment was given to the experimental group for eight meetings. The materials were Recount text and Descriptive Text. The instrument used was multiple choices test consisting of 30 questions. By the end of the meeting, the researcher gave them post-test. The result of the analysis shows that the LRD strategy significantly improves the students' reading comprehension.

Keywords: LRD Strategy, improve, reading comprehension

Abstrak
Tujuan dari penelitian ini adalah untuk mengetahui efektifitas penggunaan Strategi LRD dalam meningkatkan pemahaman bacaan siswa siswa kelas II di SMPN.2 Tembilahan. Strategi LRD adalah strategi melek huruf yang membangun pengetahuan sebelum siswa membaca teks. Ini adalah alat yang ampuh untuk melibatkan pembaca yang sedang berjuang dalam diskusi kelas. Ada dua kelas yang diambil oleh peneliti, kelompok eksperimen dan kelompok kontrol. Perlakuan diberikan kepada kelompok eksperimen untuk delapan pertemuan. Materinya adalah teks recount dan deskriptif teks. Instrumen yang digunakan adalah beberapa pilihan tes yang terdiri dari 30 pertanyaan. Pada akhir pertemuan, peneliti memberi mereka post-test. Hasil analisis menunjukkan bahwa strategi LRD secara signifikan meningkatkan pemahaman bacaan siswa.

Kata – Kata Kunci: Strategi LRD, peningkatan, pemahaman bacaan

INTRODUCTION

Realizing the importance of English, our government has determined that English should be taught as a compulsory subject at schools and colleges. Nowadays, English is taught as a compulsory subject at Junior High School. Based on School Based Curriculum (KTSP: 2006) for Junior High School, the aim of teaching English in Junior High School is "the students are able to achieve functional level, that is to communicate with spoken or written language especially English to solve daily problems."

In that curriculum there are three texts that are studied by second grade students. They are recount, descriptive, and narrative. However, recount and descriptive text were the genre that the writer focused on. There are five types of recount; personal, factual, imaginative, biographical, and procedural recount yet the second grade students just learn personal and biographical recount text.

Since English is not students' native language, they have difficulty in learning and comprehending the text they read. They find it difficult to comprehend the English words. The students also lack of prior knowledge and it makes them cannot understand the text well. The students feel that English is very difficult subject that it omitted their motivation to listen to teacher's explanation while the aim of teaching reading is to make students are expected to read effectively and efficiently. It means that they have to understand the content of the text. They do not only have to know about the structure of the text but also comprehend the meaning of what is written. However, comprehending a reading text is not easy to learn because English is our foreign language while in the other hand the students should have fully understanding about the text.

Based on explanation above, the writer is interested to choose LRD strategy to help improving students' reading comprehension. It is very simple and easy to be applied for Junior High School students in which the students will work individually and collaboratively through discussion.

Definition of LRD (Listen – Read – Discuss) Strategy

Manzo and Casale (1985) stated that LRD strategy is a comprehension strategy that builds students' prior knowledge before they read a text. LRD is also a powerful tool for engaging struggling readers in classroom discussion. Since the content is initially covered orally, students unable to read the entire text on their own are able to gain at least a surface level of understanding about the reading. Those students lacking prior knowledge about the content gain it during the listening stage, allowing them to more easily comprehend the text during the reading stage.

The LRD strategy offers a simple alternative to this approach. Simply by changing the sequence of conventional instruction, students are better prepared for reading.

The steps in the LRD 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 the students read the book's version of the same 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 then read. Three questions adapted from Smith (1978) are useful in guiding this post-reading discussion:

1. What did you understand most from what you have heard and read?

2. What did you understand least from what you heard and read?

3. What question or thought did the lesson raise in your mind about the content and/or about effective reading and learning?

During the first stage (Listen stage) 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 relationship between facts, terms and/or ideas within a learning task. They form a powerful visual picture of the information and this allows the mind to discover patterns and relationship it otherwise may have missed. It uses

visual symbols to convey meaning. Its purpose is to facilitate learning by presenting the most complete picture of all the available facts and the potential relationship that could develop among them.

Graphic organizers can be constructed with a number of different structures or design. They are called by different names such as knowledge maps, concept maps, story maps, cognitive organizers or concept diagrams.

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 read the text by doing silent reading. Finally, students discuss their understanding of the text with the other students in their small group or large group.

Based on Cavanaugh, the importance of classroom discussion are:

1. Humans process events verbally
2. Speech makes thinking 'visible' or concrete
3. Discussion is a way of testing and exploring new ideas
4. Students acquire knowledge and insight from diverse points of view

5. Conversation provides practice with problems and concepts
6. Students' awareness of, and tolerance for, ambiguity or complexity increases.
7. Students recognize and investigate their assumptions.
8. Attentive, respectful listening is encouraged.
9. Intellectual ability is increased.
10. Students become connected to a topic.
11. It shows respect for students' voices and experiences.
12. Students are affirmed as co-creators of knowledge.
13. It develops the capacity for the clear communication of ideas and meaning
14. Students develop skills of synthesis and integration

Reading Comprehension

Many experts have shared their own definitions about reading. According to Eskey (1970: 40) reading is exactly the most important of the four skills in a second language, especially in English as a second or foreign language around the world. Furthermore, reading is the main reason why students learn language, without

reading the learners never know about anything. This is supported by Goodman (1967) in Carrel (1996: 4) that reading is not passive but rather than active process of interacting with print monitory comprehension to build up meaning.

According to Burnes (1985: 45) reading is comprehend written discourse. It is an interactive process in which the readers engage in an exchange idea with the author via a text. In other words, the readers catch the author's idea from the text is kind of exchange idea with the author. So, reading is the process of grasp meaning of the content and the writer's idea about the topic. Grasp means comprehending the reading materials.

According to Hornby (1999:235) comprehension means an excessive aimed at improving or testing one's understand of a language whether written or spoken. Comprehension has the same meaning with understanding. In addition, Brooks et al (1977) in Burnes (1985:47) point out that comprehension is not separated skill but involves the relationship of the students' knowledge and the organization of the knowledge as it relates suggested by Piaget, a process

involving combination of information onto students' existing knowledge. Therefore, the students' prior knowledge is important in comprehending a reading text.

In English curriculum for Junior High School, the basic competence of reading is students are able to respond the meaning and rhetorical steps in short simple essay accurately, fluently and acceptable in descriptive and recount text.

From that competence, there are several indicators for Junior High School grade 2. They are:

1. Students understand the textual meaning of descriptive and recount text.

2. Students understand the rhetorical steps of descriptive and recount text.

3. Students understand the communicative purposes of descriptive and recount text

4. Students understand about language features of descriptive and recount text

The components of reading according to King and Stanley (1989: 330):

1. Finding main idea

    Main idea is the main topic that is being discussed in paragraph.

Finding main idea is not always in the first sentence, it can be in the middle or in the last sentence of the paragraph.

2. Finding factual information

Factual information requires students to gain the details of the text.

3. Guessing vocabulary in context

Students can develop his/her guessing ability to the word which is not familiar with him/her by relating the meaning of the unfamiliar words in the text that is read.

4. Reference

Reference word is repeating the same words or phrase several times, after it has been used, students can usually refer to it rather than repeat it. Reference words usually are short and very frequently pronouns, such as *she, he, it, they, this, her/him*, and many others.

5. Inference

Understanding is the most important in reading comprehension whether it is explicit or implicit messages from the text. Therefore, the students are expected to make accurate prediction.

Recount Text

According to Hartono (2005:6), recount text is a report or retell of event or activity in the past. It is to inform or to entertain the readers. The purpose of recount text, according to Stubbs and Wood (2005), is to reconstruct an event, experience, and achievement from the past in a logical sequence.

Types of Recount Text:

1. Personal recount text

It is retelling an event that the writer was personally involved in, for example personal experience, personal letter, diary entries.

2. Factual recount

It is concerned with recalling events accurately, such as news recording, police report, and structured research.

3. Imaginative or literary recount text

It entertains the readers by recreating the events of an imaginary world as though they are real such as fiction.

4. Procedural recount text

It records the steps taken in completing a task or procedures.

5. Biographical recount text

It tells the story of a person's life using a third person narrator.

Structure of Recount Text:

1. Orientation

   It provides all the necessary background information to make sense of the text. The author needs to give information about what happened, who or what was involved, when and where the events occurred and why

2. Series of event

   Events are usually sequenced chronologically. Unity between paragraph is created through the use of time connectors.

3. Re-orientation

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

a. *Language Features of Recount Text*

1. Using Simple Past Tense. But present tense may be an imaginative or biographical recount text.

2. Specific descriptive words (adjectives)

3. A range of conjunction

4. Time connectors

5. Specific participant

6. Using action verbs

Descriptive Text

Descriptive text is to describe a particular person, place, or thing. It is to engage readers' attention, to create characters, and to set a mood or create an atmosphere.

Structure of Descriptive Text

1. Identification: identifying the phenomenon to be described

2. Description: Describing the phenomenon in parts, qualities, or/and characters.

Language Features of Descriptive Text

1. Using Simple Present Tense

2. Using action verbs

3. Using passive voice

4. Using noun phrase

5. Using adverbial phrase

6. Using technical terms

7. Using general and abstract noun

METHOD

The research was an experimental research. It involved two groups: experimental group and control group. The first group was taught by applying LRD strategy but the second was not.

Before doing the experiment, the students were given a pre-test. The experimental group was given treatment for eight meeting and the teacher made lesson plan. Meanwhile the control group was not given the treatment. After the treatment, the students were given a post-test. The question was the same with the question in the pre-test. And this research consisted of two variables, independent variable was LRD Strategy and dependent variable was students' reading comprehension.

This research was conducted at the second grade of SMPN.2 Tembilahan. The population was all the second grade students of SMPN.2 Tembilahan. There were four classes and 120 students. The researcher took the sample randomly by using four naming card based on the class. The first card took by the researcher was class VIII.1 consisting of 30 students as experimental group while the second card was VIII.2 consisting of 30 as the control group.

Additionally, the experimental group had eight meetings of teaching and learning process by implementing the LRD strategy. The researcher gave them different material and topic on each meeting starting from recount text in general, biographical recount text,

personal experience text, personal letter, postcard, descriptive text of person, descriptive text of place, and descriptive text of thing. Those eight meetings had the same steps of teaching learning activity:

a. The teacher explained the text; its definition, purpose, Language features, and structures.

b. The teacher showed an example of the text, read it while the students listen to it carefully.

c. The teacher told the information of the text using graphic organizer.

d. The teacher gave another text to the students

e. The students read it silently.

f. The teacher asked to sit in a group consisting of five students.

g. Every group discussed the text they have heard and read to compare the information they got from them.

h. After having discussion, the students did the exercise provided in the text book individually

For the control group, the researcher just entered the classroom for two times to give them pre-test and post-test.

The instrument used in collecting data was a multiple choices test consisting 30 questions. It was provided

from two topics, recount text and descriptive text.

Moreover, to collect the data, the researcher gave the pre-test for both experimental and control groups, treatment for experimental group, and the last was post-test for those two groups.

The data have gotten were calculated using some formulas to know:

a. The score of each students

$$Score = \frac{right\ answers}{N} \times 100$$

Where:

N = number of students

b. the mean score

$$\overline{\times} = \frac{\sum X}{N}$$

X = Mean score

∑x = total of Individual score

N = Number of respondents

(James D.Brown.1998)

c. the percentage of students' score

$$P = \frac{F}{N} \times 100\%$$

Where:

P = the percentage
F = frequency
N = the number of the students

d. the standard deviation of each group

$$S = \sqrt{\frac{\sum (X - \overline{X})^2}{N - 1}}$$

Where:

S : standard deviation

$\sum (X - \overline{X})^2$: sigma of individual deviation of students score

N : the number of the students

1 : constant number

(Hatch and Farhady, 1982: 59)

e. the variance

$$(S)^2 = \frac{\sum (x - x)^2}{N - 1}$$

f. the standard error

$$S(Xe - Xc) = \sqrt{\frac{(Se)^2}{\sqrt{N1}} + \frac{(Sc)^2)}{\sqrt{N2}}}$$

g. the t-test

$$T\ obs = \frac{\overline{Xe} - \overline{Xc}}{S(\overline{xe} - \overline{xc})}$$

Where:

t : the value which statistical significant of the mean difference will be judge

$\overline{Xe}$: mean score of experimental group

$\overline{Xc}$: mean score of control group

N_1 : the number of students in experimental group

N_2 : the number of students in control group

S_1: standard deviation of experimental group

S_2: standard deviation of control group

(Hatch and Farhady, 1982:112)

h. degree of freedom

$$df = (n_1 - 1 + n_2 - 1)$$

Where:

df = the degree of freedom of the two groups

N = the number of individual in the two groups

1 = constant number

(Hatch and Farhady, 1982:112)

FINDINGS AND DISCUSSION

Data Presentation

The Result of Pre-Test

After getting the students' score, the researcher calculated the mean score. It was found that the mean score of experimental groups was 44,15 and of control group 50,62. It told that the mean score of experimental group was lower than the control group's. After that, the researcher calculated the data to get standard deviation value. The result were 12,7 was for experimental group and 13,1 for another group.

The Result of Post-Test

The students' score of Post-Test were calculated to get the value of mean score. It was found that the mean score of experimental group was 63,95 while the control group was 49,95. It means that the mean score of experimental group was higher than the control group.

Table 1. Classification of Reading Comprehension of Students in Pre-Test

Classification		Experimental group		Control Group	
Rank	*Level*	*Frequency (Xe)*	*Percentage (%)*	*Frequency (Xc)*	*Percentage (%)*
80-100	Good-Excellent	-	-	-	-
60-79	Average-good	3	10%	6	20%
50-59	Poor-Average	4	3,3%	9	30%
0-49	Poor	23	86,7%	15	50%
Total		*30*	*100%*	*30*	*100%*

Table 2. Classification of Reading Comprehension of Students in Post-Test

Classification		Experimental group		Control Group	
Rank	Level	Frequency (Xe)	Percentage (%)	Frequency (Xc)	Percentage (%)
80-100	Good-Excellent	3	10%	1	-
60-79	Average-good	17	56,7%	9	20%
50-59	Poor-Average	10	33,3%	8	30%
0-49	Poor	-	-	12	50%
Total		30	100%	30	100%

Table3. Data Calculation of Post-Test

Calculation	Score	
	Experimental Group (Xe)	Control Group (Xc)
Mean Score	63,95	49,95
Standard Deviation	10,32	17,71
Variance	106,41	313, 55
Standard Error	3,7	
T-Test	3,78	
Degree of Freedom	58	

Table 3 shows that there was a significant difference of the mean score, standard deviation, and variance between experimental group and control group in the post-test. Then the score of standard error of mean score was 3, and the t-test was 3,78.

The degree of freedom was the last calculation to be done. It was 58. Therefore 60 was used as the result for the degree of freedom because it was the nearer score. The alpha was set at 0,05 for two-tailed test. The critical value was 2,00. It meant that the t-test was higher than t-critical (3,78>2,00)

By analyzing the scores in the table above, it could be concluded that the scores of experimental group was better than the control group's. In addition, the students' score after the treatment increased.

Data Interpretation

After data calculation was done, it was found that the mean score of post-test of the experimental group was higher than the mean score of control group. The result of t-test was 3,78. It clearly showed that t-test was higher than t-table. Therefore, the null

hypothesis was rejected and the alternative hypothesis was accepted. It means that the use of LRD strategy gave a good contribution to the students' reading comprehension.

Finally, it could be interpreted that the application of LRD strategy can significantly improve the second grade students' reading comprehension at SMPN.2 Tembilahan.

Data Interpretation in Experimental and Control Group

It had been stated previously that there was a significant improvement of the students' score in reading test between pre and post-test, because the students of experimental group taught by using LRD strategy for eight meetings. It was different to the students of the control group. Their score of post-test was even lower than the post-test's. it happened because they were not given the treatment of using LRD strategy.

Data Interpretation of Students' Reading Comprehension in Using LRD Strategy

Based on the result of pre-test, it could been seen that the scores of the students were low. There were only four

students who got 60 above. Each of them got 76.59, 70, 63.27, and 60. The other students got less of 60. 23 students were in poor level.

In answering the exercise's questions, most of the students could answer the all questions correctly. Since they had discussed the content of the text together with friends in group. They were also asked by the teacher to compare two texts after having discussion that make their reading comprehension was already good enough to do the exercises.

After applying LRD strategy in teaching reading, the students' score in post-test got improvement. There were 20 students got score 60 above and there were no more students who were in poor level.

CONCLUSION

Based on the data analysis, the result of research was concluded as follows. Firstly, the application of LRD strategy for Junior High School gave good effect to the students' reading comprehension. They were enjoyable in learning reading and easily comprehended the text easily. Secondly, T-test of the post-test gave the value 3.7. Meanwhile the value of T-table on

the degree of freedom 60 at α = 0.05 in level significance for two tail-test was 2.000. As the result there was significant difference between T-observed and T-table. T-observed was higher than T-table (3.7>2.000). Finally, the hypotheses of this research were, Ho: there is no significant improvement of using LRD strategy in the reading comprehension of the second grade students at SMPN.2 Tembilahan, Ha: there is a significant improvement of using LRD strategy on the reading comprehension of the second grade students at SMPN.2 Tembilahan. Based on the data collection and data analysis above Ha was accepted and Ho was rejected. It shows that the LRD strategy significantly improve the second grade students' reading comprehension.

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