

The Effect Of Listen-Read-Discuss (LRD) Strategy On Students' Reading Ability At Second Grade SMPN 2 Kapur IX

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Abstrak

Penelitian ini bertujuan untuk mengetahui apakah ada pengaruh yang signifikan dari strategi Listen-Read-Discuss (LRD) terhadap kemampuan membaca siswa. Populasi penelitian adalah siswa kelas VIII SMPN 2 Kapur IX dengan menggunakan teknik pengambilan sampel secara acak. Teknik analisis data menggunakan uji normalitas dengan uji lilifors dan uji homogenitas menggunakan uji F. Hasil perhitungan kelas eksperimen yaitu t-hitung (15,02) lebih tinggi dari t-tabel (1,6860) dengan derajat kebebasan (df) = 0,05 sehingga hipotesis alternatif (Ha) diterima. Sedangkan perhitungan post-test kedua kelas diperoleh t-hitung sebesar (2,45) yang lebih besar dari t-tabel (1,6860) dengan derajat kebebasan (df) = (na + nb - 2) = (20 + 20 - 2) = 38 taraf signifikansi $\alpha = 0,05$. Dapat disimpulkan bahwa seluruh hipotesis diterima. Hal ini membuktikan bahwa penggunaan LRD dapat membantu siswa dalam meningkatkan kemampuan membaca.

Kata Kunci : *Membaca; Kemampuan Membaca dan Strategi Dengar-Baca-Diskusi*

Abstract

This study aims to determine whether there is a significant effect of Listen-Read-Discuss (LRD) strategy on students' reading ability. The study population was the VIII grade students of SMPN 2 Kapur IX by using random sampling technique. Data analysis technique used normality test with lilifors test and homogeneity test using F test. The results of the experimental class calculation are t-count (15.02) higher than t-table (1.6860) with degrees of freedom (df) = 0.05 so that the alternative hypothesis (Ha) is accepted. While the calculation of the post-test of both classes obtained a t-count of (2.45) which is greater than the t-table (1.6860) with degrees of freedom (df) = (na + nb - 2) = (20 + 20 - 2) = 38 significance level $\alpha = 0.05$. It can be concluded that all hypotheses are accepted. This proves that the use of LRD can help students in improving reading skills.

Keywords : *Reading, Reading ability and Listen-Read-Discuss strategy*

INTRODUCTION

In English, there are four important language skills that must be mastered by the students. They are reading, writing, speaking and listening. Reading is the most crucial skill that should be developed by the students. In reading, most of the 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. By strengthening reading skills, students will make greater progress and development in all other areas of learning.

Reading as one of the four language skills takes much portion of time in teaching and learning process. Reading is the ability to draw meaning from the printed page and interpret this information appropriately. It means that without comprehending and interpreting the meaning of the text of the reading itself it is useless. Able to gain the information in order to improve the knowledge of the readers is the competence of reading. To gain this information, the readers need to comprehend what the goals of the reading. Reading is a complex process in which the recognition and comprehension of written symbols and influenced by readers' perceptual skills, decoding skills, experience, language backgrounds, mind sets, and reasoning abilities as they anticipate meaning on the basis of what has been read.

Reading is an important activity that should be promoted in young people, little is known about today's youth and their views concerning the value of reading for pleasure in relation to the multitude of options that exist for spending one's leisure time. It means that reading is activity be promoted about concerning a value of reading for the students spending one's leisure time. Reading ability is the most important thing today and no one can get succes without having this ability. This ability helps people to get information from the simple reading text to the more complex one. The events of the day to the scientific issue an be known through reading ability. As De Boer states "One of the best important ways of learning however is through reading. Success in school and in life depends in target art on your ability to read. Mean while, Allin and Bacon stated that the ability is potential or power to do something physical or mental nature power to do something well. Ability is capacity or power to perform act, physical and mental.

Especially for academic field, ability is as cleverness and intelligence, because ability is a part of physical and intellectual activities which the teacher has the important role to develop students'behavior. Reading ability is very important for the students, if the students' reading ability is good, their ability in speaking, listening, and writing will be good too. Brown states that reading ability will best be developed in association with writing, listening, and speaking activities. It means that reading has very close relationship with writing, listening, and speaking. If people want to improve their ability on those skills, they have to improve their reading skill too.

Based on informal interview with the English teacher of SMPN 2 Kapur IX, in January 2021. There were some problems that were the students had in understanding narrative reading text. First, the Students had difficulty finding the main idea and

supporting details of the text. Second, The teacher only given assignments from the students book, students were given the tasks to read, then the students answer the question from the passage. The problems could make students become bored, not active in learning process. Based on those explanations, the researcher proposed of Listen-Read-Discuss as an alternative strategy that can be used for teaching English especially for teaching reading ability. Finally, the researcher entitled this research “ The Effect of Listen-Read-Discuss (LRD) Strategy on Students’ Reading Ability at Second Grade SMPN 2 Kapur IX”.

METHODS

This research uses a quantitative approach. Quantitative research is based on the measurement of quantity or number. A quantitative approach is an approach whose research results use statistical numbers. This type of research is experimental research. The purpose of experimental research is to determine whether or not there is an effect of the treatment given to the subject.

The research is described in following table:

Table 1: Design of Pre-test and Post-Test

	Pre-test	Treatment	Post-test
Experimental Class	T1	X	T2
Control Class	T1	-	T2

Where:

- T1: the pre-test for the experimental class
- T2: the post-test for the experimental class
- X: Treatment in the experimental class
- T1: the pre-test for the control class
- T2: the post-test for the control class
- : No treatment

The population of this research was all of the second grade students at SMPN 2 Kapur IX.

Table 2: The Population of the second grade SMPN 2 Kapur IX

No.	Class	Students
1.	VIII.A	20
2.	VIII.B	20
3.	VIII.C	20
	Total	60

Sample The experimental group was class VIII. B and the control group, class VIII.C. research instruments are validity and reliability. Technique of the Data Analysis

The researcher used the t-test as suggested by Gay:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{ss_1 + ss_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where :

t = the score of t obtained (calculated)

\bar{x}_1 = Mean score of the post test of the experimental class

\bar{x}_2 = Mean score of the pre test of the experimental class

SS_1 = sums of squares of the post- test of the experimental class

SS_2 = sums of squares of the pre- test of the experimental class

n_1 = number of experiment class on post- test

n_2 = number of experiment class on pre- test

To test the hypothesis, include the significant difference between mean of score for two classes it compared between obtained to the value of t in the table at the degree freedom $\alpha = 0,05$. To find out whether the value of obtained indicated significant difference, this research consult the t -test result into t -table by considering requirement below:

$t_{-test} \geq t_{-tab}$, it means H_a is accepted and H_0 is rejected.

$t_{-test} \leq t_{-tab}$, it means H_a is rejected and H_0 is accepted.

RESULTS AND DISCUSSION

The data from the pre-test of the experimental and control class are homogeneity as presented in the table below:

Table 3. The Mean Score, Standard Deviation, and variant

The Class	Mean Score (\bar{x})	Number of Score (N)	Standard Deviation	Variation Ss
Experimental Class	56	20	13,93	194,16
Control Class	30	20	12,23	149,73

$$F_{hit} = \frac{\text{The higher variant}}{\text{The lower variant}} = \frac{194,16}{149,73} = 1,297$$

F hit = 1,297

$$F_{tab \text{ kanan}} = F_{\alpha}(v_1 - v_2) = F_{0,01}(9,8) = 5,91$$

$$F_{tab \text{ kiri}} = \frac{1}{F_{\alpha}(v_2 - v_1)} = \frac{1}{F_{0,01}(19,19)} = \frac{1}{5,91} = 0,169$$

For F table with level of significant $0.01 = 5,91$. So, $F_{hit} < F_{table}$ $1,297 > 0,169$. It can be concluded that the data is homogenous.

Homogeneity Test of the post-test score from the control and the Experiment Class

The data from the post test of the experimental and control class are homogeneity as presented in the table below:

Tabel 4. The Mean Score, Standard Deviation, and variant

The Class	Mean Score (\bar{x})	Number of Score (N)	Standard Deviation	Variant Ss
Experimental Class	64	20	12,89	166,05
Control Class	60	20	12,72	161,84

Fhit = The higher variant

The lower variant

$$F = \frac{166,05}{161,84} = 1,026 \quad F = 1,026$$

$$F_{tab \text{ kanan}} = F_{\alpha}(v_1, v_2) = F_{0,01}(8, 8) = 6,03$$

$$F_{tab \text{ kiri}} = \frac{1}{F_{\alpha}(v_2 - v_1)} = \frac{1}{F_{0,01}(8, 8)} = \frac{1}{6,03} = 0,166$$

For F table with level of significant 0.01= 6,03 So, F-hit < ftable 1,026 ,0,166. It can be concluded that the data is homogenous.

Table 5. The calculation of pre-test and post-test scores of the experimental class

The Mean Score, standar Deviation, variant, and sums quare

The Class	Mean Score (\bar{x})	Totally of Sample (N)	Standar Deviation	Variant Ss
Pre-test Experimental Class	56	20	13,93	194,16
Pre-test Control Class	30	20	12,23	149,73

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{S_1 + S_2}{n_1 n_2}\right)}}$$

$$t = \frac{56 - 30}{\sqrt{\left(\frac{194,16^2 + 149,73^2}{20 \cdot 20}\right)}}$$

$$t = \frac{26}{\sqrt{\left(\frac{37,69 + 22,41}{20 \cdot 20}\right)}}$$

$$t = \frac{26}{\sqrt{(1,88 + 1,112)}}$$

$$t = \frac{26}{\sqrt{(3,00)}}$$

$$t = \frac{26}{\sqrt{(1,73)}}$$

$$t = 15,02$$

From the t test above, the mean score of the pre-test (\bar{x}_2) is 56. It was bigger than the mean score of the pre-test (\bar{x}_1) is 30. It was found that t obtained is 15,02 and the t-table for degrees of freedom (df)= (na+nb-2)= (20+20-2)= 38 with level of significance (α) 0.05 is 1.6860. Through comparing the t-obtained and the t-table, it can be seen t-table $\frac{1}{2}\alpha > t\text{-obtained} > t\text{-table } \frac{1}{2}\alpha$. It can be concluded that there was a significant effect of using Listen-Read-Discuss (LRD) strategy toward students reading ability.

Second hypothesis

The second hypothesis of the research was:

Ha: There is significant effect of using Listen-Read-Discuss (LRD) strategy on students' reading ability.

Ho: There is no significant different between using Listen-Read-Discuss (LRD) strategy on students reading ability.

Ha means there are significant effect between using Listen-Read-Discuss (LRD) strategy toward students reading ability, and the students' who do not using Listen-Read-Discuss (LRD) strategy with conventional method through students' reading ability text. On the other hand, Ho means there are no significant different between using Listen-Read-Discuss (LRD) strategy through students' reading ability. To measure whether the researcher would accept or reject the hypothesis, the researcher used this formula t-obtained located before t-table $\frac{1}{2}$, it means that Ha accepted and Ho rejected ($-t\text{-table } \frac{1}{2} > t\text{-obtained} > t\text{-table } \frac{1}{2}$) as explanation below:

Table 6: The Mean Score, Standard Deviation, variant, and sums quare

The Class	Mean Score (\bar{x})	Totally of Sample (N)	Standard Deviation	Variant Ss
Post-test Experimental Class	64	20	12,89	166,05
Post-test Control Class	60	20	12,72	161,84

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

$$t = \frac{64 - 60}{\sqrt{\frac{166,05^2}{20} + \frac{161,84^2}{20}}}$$

$$t = \frac{4}{\sqrt{\frac{27,57}{20} + \frac{26,19}{20}}}$$

$$t = \frac{4}{\sqrt{1,37 + 1,30}}$$

$$t = \frac{4}{\sqrt{2,67}}$$

$$t = \frac{4}{\sqrt{1,63}}$$

$$t = 2,45$$

From the calculation of post-test score of the experimental and control classes, the mean score of the post-test in experimental class (\bar{x}_2) is 64. It is greater than the mean score of the post-test in control class (\bar{x}_1) is 60. Then, the standard deviation of each class is obtained and they are analyzed by using t-formula to find the value of t-obtained. It is found that t-obtained is **2,45** and the t-table for degrees of freedom (df) = $(n_a + n_b - 2) = (20+20 - 2) = 38$ with level of $(\alpha) 0.05$ is 1.6860. Through comparing the t-obtained and the t-table, it can be seen as $t\text{-table } \frac{1}{2}\alpha > t\text{-obtained} > t\text{-table } \frac{1}{2}\alpha$. It can be concluded that there was a significant effect of using Listen-Read-Discuss (LRD) strategy toward students reading ability.

The aims of this research were to find out whether or not there was a significant effect and different score of second grade students' achievement in reading ability of narrative text. The result showed that there was a significant effect of group were taught by using Listen-Read-Discuss (LRD) and conventional method. This can be seen from the result of pre-test and post- test in both of groups.

The mean score of pre-test in experimental class was 56 and the mean score of post-test was 64. Meanwhile, the mean score of pre-test of control class was 30 and the mean score of post-test was 60. So, it can be conclude that there was some improvement on students after taught by using Listen-Read-Discuss (LRD) strategy. The result of the present study was congruent with the study conducted by Rina Merli (2015).

From the result of calculation, t-obtained was higher than t table, $2,45 > 1.6860$. It means that the descriptive hypothesis (H_a) was accepted or the null hypothesis (H_o) was rejected because t-obtained was higher than t table with $(x) 0.05$. Thus, the results of this study supported the ideas that Listen-Read-Discuss strategy had an effect on the students' reading ability after teaching and learning process for reading ability in Junior High School students. Moreover, it was in line with on the previous studies of this research, Ni'mah found that there was a good effect or improvement of students' reading ability in teaching learning process by using Listen-Read-Discuss (LRD) strategy. That previous study strengthen and support this research result that Listen-Read-Discuss (LRD) strategy had effects in enhancing students' reading ability. In other words, it was found that Listen-Read-Discuss (LRD) strategy was effective to improve the students' achievement in reading ability of narrative text.

It could be concluded from the description above, the mean score of post-test in experimental class which given treatment Listen-Read-Discuss (LRD) strategy had higher score compared with control class was using conventional method while reading ability process. So, the researcher concluded that there was a significant effect of using Listen-Read-Discuss (LRD) strategy on students' reading ability at second grade SMPN 2 Kapur IX.

CONCLUSION

Based on the research question about using Listen-Read-Discuss (LRD) strategy toward students reading ability, it could be concluded that: There is a significant effect of using Listen-Read-Discuss (LRD) strategy toward students reading

ability. It can be seen in previous chapter related to the result of statistical analysis by using paired sample t-test where tobtained (25,02) was higher then ttable (1,6860) with the level significant 0,05. It means the null hypothesis (Ha) was rected. There is no significant difference between using Listen-Read-Discuss (LRD) toward students reading ability and students taught using conventional method. It can be seen from the result of statistical analysis by using independent sample test where tobtained (0,21) was lower than ttable (1,6883) with the level significant 0,05. It means the null hypothesis (Ho) was accepted and the alternative hypothesis (Ha) was accepted. Students' reading ability by using Listen-Read-Discuss (LRD) strategy better than with the students taught using conventional method.

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