

# THE USE OF LISTEN READ DISCUSS (LRD) STRATEGY TO IMPROVE READING COMPREHENSION ON DESCRIPTIVE TEXT TO THE EIGHTH GRADE STUDENTS OF SMPN 3 TABANAN

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## ABSTRAK

Penelitian ini bertujuan untuk meningkatkan pemahaman membaca pada teks deskriptif dengan menggunakan strategi Listen Read Diskusikan. Metode dalam penelitian ini menggunakan metode penelitian tindakan kelas. Subjek dalam penelitian ini adalah siswa kelas VIII SMPN 3 Tabanan yang berjumlah 36 siswa. Pengumpulan data dilakukan dengan menggunakan tes yaitu pre test, post test siklus I dan post test siklus II, observasi, dan dokumentasi. Teknik analisis data yang digunakan adalah analisis data kualitatif dan kuantitatif. Berdasarkan pra siklus, mata pelajaran mendapat nilai total 1660 dan dengan persentase 46,11%. Untuk siklus I, mata pelajaran mendapat nilai total 2590 dengan persentase 71,94%. Dan pada siklus terakhir mata pelajaran memperoleh skor total 2797 dengan persentase 77,69%. Hasil penelitian menunjukkan bahwa sebagian besar subjek memberikan tanggapan positif tentang penerapan strategi LRD. Kesimpulannya, penelitian ini telah membuktikan bahwa strategi LRD sangat efektif untuk menambah pemahaman membaca siswa pada teks deskriptif siswa kelas delapan SMPN 3 Tabanan tahun ajaran 2020/2021. Selain itu, subjek juga merespon positif penerapan strategi Listen Read Discussion (LRD).

Kata kunci : pemahaman bacaan, teks deskriptif, strategi Listen Read Diskusikan

## ABSTRACT

This research aimed to improve reading comprehension on descriptive text using Listen Read Discuss strategy. The method in this research used classroom action research method. The subject in this research was eighth grade students of SMPN 3 Tabanan which consist of 36 students. The data were collected by using test namely pre test, post test cycle I and post test cycle II, observation, and documentation. The technique of analyzed data were qualitative and quantitative data analysis. Based on the pre cycle, subjects got total score 1660 and with percentage 46,11%. For cycle I, subjects got total score 2590 with percentage 71,94%. And the last cycle subjects got total score 2797 with percentage 77,69%. The research showed that most subjects gave positive responses about the implemenatation of LRD strategy. In conclusion, this research has proven that the LRD strategy is very effective for adding the students reading comprehension on descriptive text in eighth grade students of SMPN 3 Tabanan in 2020/2021 academic year. In addition, the subjects also responded positively to the implementation of the Listen Read Discuss (LRD) strategy.

**Keywords :** *reading comprehension, descriptive text, Listen Read Discuss strategy*

## 1. Background

Reading is a thinking process, which describe in a variety of ways to explain the process of what happens when one reads and how one comprehends a text. Gokhan (2012: 136, in Sari 2015:2) stated that, reading is an interactive process in which readers actively engage with texts, building their own understanding of the author's message. In reading, learners need to develop some skills, such as learning to read in various ways, understanding the relationship between sentences, inferring meaning, guessing meaning, and so on. Learners need to be able to interpret a text in order to be able to understand the message communicated. There are some kinds of text that will be learned by students, one of them is descriptive text. According to Mukarto in Fajaryani (2015) stated that Descriptive text is a kind of text to describe something, someone, or place. Descriptive text has two main parts, they are identification and description.

Identification is the part of paragraph that introduce or identificate the character and the description is the part of paragraph that describe the character. In reading descriptive text, the students often find some difficulties. The students that have less willing in reading the text which results in understanding the meaning of text. In fact, this text is often found in daily activities. However, students are still not able to know clearly about descriptive text. This is a hard slap for teachers in teaching and guiding the students to read and understand the descriptive text correctly. It is caused by the importance of knowing the meaning of descriptive text for the good of the students in the everyday environment. This is because of the lack of interest of students and the amount of laziness of students in reading caused by lack of learning abilities that arouse students interest in expressing the imagination. Fun learning innovations are needed in increasing students willing to read descriptive text.

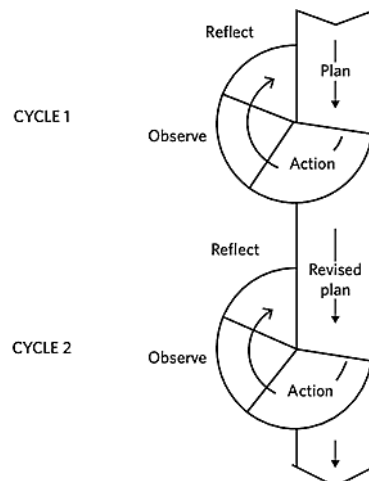
To increase students interest in reading, it is necessary to do various ways. The use of learning strategies influences students comprehension in reading quickly to students or using appropriate learning strategies that able to increase student interest. The importance to make learning strategies, so the learning that is explained by the teacher will be understood more quickly by students. Besides that, there is a need for encouragement to students to practice reading skills which will later create good habits for students. In SMPN 3 Tabanan, especially in the eighth grade, many students have difficulty in reading. It is due to the students or the teacher. First, students still have lack of vocabulary, so the students have difficulty in understanding the meaning of English words in the texts. Second, the teacher does not use interesting teaching methods to create interesting learning in teaching. Those contribute the students become lazy to read English texts. In this research, the researcher tries to make appropriate teaching materials and to create interesting learning activities in reading descriptive text to improve the reading comprehension. In here, the role of the teacher is needed to introduce how to read descriptive text in fun ways. If the teacher does not make fun teaching innovations, it will not be able to attract students interest in the lesson. Therefore, the learning process does not indicate satisfaction results due to the less students willingness in following learning.

Based on the description above, the following problems can be formulated: 1) How is reading comprehension on descriptive text to the eighth grade students of SMPN 3 Tabanan before using Listen Read Discuss (LRD) strategy? 2) How is reading comprehension on descriptive text to the eighth grade students of SMPN 3 Tabanan after using Listen Read Discuss (LRD) strategy?

Based on the research question, the objectives of this research are: 1) To describe reading comprehension on descriptive text to the eighth grade students of SMPN 3 Tabanan before using Listen Read Discuss (LRD) strategy. 2) To describe reading comprehension on descriptive text to the eighth grade students of SMPN 3 Tabanan after using Listen Read Discuss (LRD) strategy.

## **2. Method**

Research design used in this research was classroom action research. According to Kusumah (2012:9) classroom action research is researcher conducted by teachers in their own classes by a way of planning, implementing, and reflecting action ollaboratively with the aim of improving as teacher, so that students learning outcomes can be improved. The design of this research is focuses on a particular problem and a particular of students in a certain classroom. According to Arikunto (2009:58), classroom action research is an action research which is carried out at the classroom that aimed to improve learning practice. The action on this reseach consisted four stages, namely planning, acting, observing, and reflecting.



Source: CAR model based on Kemmis and McTaggart (1988)

#### 1. Planning

In this cycle the researcher prepared the material, created learning plans and designed steps in relation to action research. Beside that, the researcher also prepared the list of students names, score and teaching aids.

#### 2. Action

In action cycle the researcher provided a pre test, teaching reading descriptive text used Listen Read Discuss (LRD) Strategy, and opportunities for students to ask difficulties or problems and provided post test.

#### 3. Observing

This cycle was done by observing the implementation Listen Read Discuss Strategy during the learning process, especially in reading learning outcomes. The researcher observed reading descriptive text before and after used Listen Read Discuss Strategy

#### 4. Reflecting

The researcher analyzed the data of teaching learning process after collecting the data from observing. Then, the researcher reflected by seeing the result of the observation, whether the teaching learning process of reading descriptive text used Listen Read Discuss strategy is good to implied in teaching learning process.

This research was took place at SMPN 3 Tabanan. SMPN 3 Tabanan was a state Junior High School located in Nakula street number 4 Tabanan Regency, Bali Province. This school was choosen as the field of the research because the researcher had teaching learning experience, so the researcher found out the real condition of this school and the researcher identified the problems in teaching reading. The researcher suggested that innovation is needed in improved students reading ability for the better quality of school. The subject in this research were the eighth grade students of SMPN 3 Tabanan in 2020/2021 academic year. This class consisted 36 students including 20 males and 16 females.

Some instrument were applied to obtain the data in this research. The researcher used test and questionnaire sheet. the collecting data used test namely pre-test and post-test. Pre-test is before the researcher appllied the LRD Strategy and post-test is after the researcher applied LRD Strategy. In this test there are 25 multiple choise that the students got one score for each right and zero score for wrong and no answer. And for questionnaire there were four rating to know how students strongly agree, agree, disagree, and strongly disagree.

In this research, test was given to the students focus on reading descriptive text and to understand the content of the text. The test was used in this research is pre-test and post-test. Pre test was done before using Listen Read Discuss (LRD) Strategy to know the students competence in reading and understand the descriptive text. Post test was done after using Listen Read Discuss (LRD) Strategy to know the strategy could improved the subject

competence reading descriptive text. The test consisted of 25 multiple choice. For multiple choice students got one score for each right and zero score for wrong answer or no answer

There were some data that collected by the researcher namely observation, interview and documentation.

a. Observation

Observation was one of the data collection techniques in this research. The researcher observed whether through the Listen Read Discuss strategy could improved students reading descriptive text. The researcher also noted actions and opinions to gather information on reading descriptive text used LRD strategy.

b. Interview

The interview was used to get data from the students of reading descriptive text. In this research, the data used to investigate the reading comprehension in descriptive text. Interview connected in data result of observation sheet.

c. Documentation

In this research, documentation was done after collecting the data. The researcher used documentation to get the data such as written documents, picture of students and the result of test by the students.

The researcher conducted the action research on teaching reading descriptive text using Listen Read Discuss (LRD) Strategy at grade students of SMPN 3 Tabanan. The mean score were obtained by using the following formula:

$$M = \frac{\sum X}{N}$$

(Susanti 2017:33)

The explanation are :

$$\text{Percentage} = \frac{\text{total score of students}}{\text{Total students}} \times 100$$

(Susanti 2017:33)

- M : mean of students score  
 $\sum X$  : the sum score of students test  
N : the total number of students

Meanwhile, the formula used to assessed the percentage of students score was as follow:

### 3. Findings And Discussion

The design of this research was classroom action research. This research was intended to determine the use Listen Read Discuss strategy to improve students reading comprehension on descriptive text to eighth grade of SMPN 3 Tabanan in 2020/2021 academic year. There were two cycle in this research. The cycle consisted of four sessions in each cycle. The cycle processed started by pre cycle. The next process were cycle I and cycle II. To find out the ability of students who already existed in reading descriptive text, the researcher was given pre test. The pre test was given before giving the subjects the introduction of Listen Read Discuss strategy. At the pre test, the researcher asked the subjects to answer 25 multiple choice. Most of the subjects are very difficult to identified kind of text, the generic structure of text and the contain of text. That can be seen from 36 subjects there were six subject who achieve the minimum score. It showed that subjects reading descriptive text was categorized as low ability and necessary repaired. Based on this reason, the researcher decided to do cycle I.

In the cycle I, the researcher applied Listen Read Discuss strategy to know how effective in reading descriptive text. After applying this strategy, the researcher gave a post test at the

end of session. There was a transformation of the score subjects and it could be seen from the results of the average score of pre test and post test cycle I. In the post test cycle I, only eight subjects reached minimum standard score. In cycle I, the subject was still difficult to identify generic structure and the content of the text. Therefore the researcher carried out the research to cycle II. In cycle II, the same method as cycle I was also used to teach the students. The test results in the cycle II also showed that the students' ability to read descriptive text gradually transformed to be better. More students were active and enjoyed the learning process. In the last post test of cycle II, there were 31 students from 36 students who achieved the score above the minimum score. Based on the results of the research that has shown that already achieving indicators of research success, this research could be finished. Based on the findings, it can be concluded that Listen Read Discuss strategy was very effective to improve reading descriptive text, because there was transformation from the score from pre test to post test in cycle I and cycle II. This research was accepted by the students and proved that Listen Read Discuss strategy was effective.

#### **4. Conclusion**

Based on the findings and discussions, it can be concluded that Listen Read Discuss strategy was very effective in reading descriptive text in the eighth grade students of SMPN 3 Tabanan in academic year 2020/2021. The research design of this research was classroom action research. Data obtained from pre test, post test cycle I and post test cycle II are collected and the result percentages were 46,11%, 71,94% and 77,69%. This means that Listen Read Discuss strategy is an effective strategy to reading descriptive text of students. The students reach minimum score transformation to be better from the pre test to the last post test.

It can be concluded that Listen Read Discuss strategy has been very effective in reading descriptive text in eighth grade students in SMPN 3 Tabanan in 2020/2021 academic year.

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