

**THE INFLUENCES OF USING LISTEN-READ-DISCUSS (LRD)
STRATEGY TOWARDS STUDENTS' READING COMPREHENSION
OF THE RECOUNT TEXT**

(A Pre- Experimental Research to the Eighth - Grades Students of SMP St.

Fransiskus Asisi Pontianak Academic Year 2024/2025)

THESIS

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NIM. F1021201003



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ART EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITAS TANJUNGPURA**

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*Submitted to fulfill one of requirements for writing a thesis in English Language
Education Study Program. Language and Art Education Department. Teacher
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Universitas Tanjungpura Pontianak*

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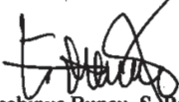
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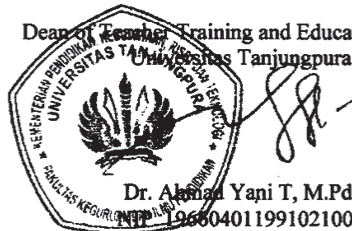

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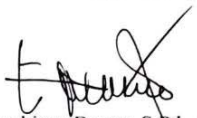
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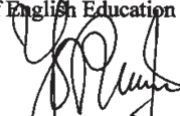
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Hereby declare that this article with entitled The Influences of Using Listen-Read-Discuss (LRD) Strategy Towards Students' Reading Comprehension Of The Recount Text (A Pre-Experimental Research to the Eighth - Grades Students of SMP St. Fransiskus Asisi Pontianak Academic Year 2024/2025) is my own work. I am completely responsible for the content of this article. Other writer's opinions or findings included in the article are quoted or cited in accordance with the ethical standard.

Pontianak, 16 September 2024

The Writer



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ABSTRACT

Grecy (2024). The Influences of Using Listen-Read-Discuss (LRD) Strategy Towards Students' Reading Comprehension Of The Recount Text (A Pre-Experimental Research to the Eighth - Grades Students of SMP St. Fransiskus Asisi Pontianak Academic Year 2024/2025)

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: 2. Dr. Clarry Sada, M.Pd

Strategy is a crucial aspect of teaching reading comprehension. Listen-Read-Discuss (LRD) is one of the strategies that can be used to teach reading comprehension. This study aims to determine whether the Listen-Read-Discuss (LRD) strategy effectively influences students' reading comprehension of recount text. In addition, this study aims to determine the effect size of the Listen-Read-Discuss (LRD) strategy in teaching reading comprehension. This study used a pre-experimental research design because this study has pre-test, two times of treatments, and post-test phases. The participants of this study were the eighth - grades students of SMP Santo Fransiskus Asisi Pontianak in the academic year 2024/2025, with a total of 48 students divided into classes 8A and 8B. In addition, the sample of this study was class 8A with 26 students. The sample selection in this study used cluster sampling. Besides that, Data collection in this study used measurement techniques and 20 multiple-choice questions as tools for data collection. The findings of this research showed that the pre-test mean score was 56.63, and the post-test was 70.57. The result of students' interval scores on the pre-

test and post-test was 14.04. Hence, the result showed that the student's reading comprehension score increased since getting the treatment. Besides that, the researcher found the effect size result was 1.42, which was categorized as strong effect (ES >1.00). In conclusion, the use of the Listen-Read-Discuss (LRD) strategy effectively influences students' reading comprehension of the recount text.

Keywords: *Teaching reading comprehension, LRD Strategy, Recount text*

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Pontianak, 2024

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CHAPTER I

INTRODUCTION

1.1. Research Background

Teaching reading for English learners is essential. Teachers aim to make students recognize and comprehend an English reading text during this process. Through teaching reading comprehension, students are encouraged to grasp the meaning of the relationship between the words in the sentences to get information in the text (Ghafournia, 2023). It means that at the educational level, especially in English subjects, the student must master reading comprehension at all academic levels. For that reason, teaching reading comprehension is crucial to apply. Not only that, an English teacher must master reading strategies because it is an essential element to teach reading comprehension to student (Banditvilai, 2020).

Based on the researchers' experiences conducting a program called "Asistensi Mengajar" at SMP St. Fransiskus Asisi Pontianak. The researcher had the opportunity to conduct pre-observations to teach reading in the eighth - grades. The researcher found several aspects in the syllabus necessary for comprehending a reading text at this grade. According to the English syllabus used in the eighth - grades of SMP St. Fransiskus Asisi Pontianak, the type of the text used as teaching material is recount text for personal experiences.

Apart from that, there are learning objectives related to recount text. The students expected to be able to understand the main idea, detailed information, linguistic elements, and structure of the recount text. According to the syllabus, English teachers are responsible for teaching reading comprehension with learning objectives that the students must achieve. Furthermore, the researcher also found teaching strategies used by teachers in this grade. Sometimes, the teacher asks the students to make a group and discuss a reading text. Besides that, the teacher also explains the text directly to the students.

According to the pre-observation result, the researcher knows that the teacher plays a crucial role in teaching reading comprehension, especially in selecting teaching strategies (Sayed Munna, 2021). Selecting appropriate teaching strategies enhances the student's comprehension of a reading text. Furthermore, the chosen teaching strategies should also align with the curriculum used in the respective school. Especially at SMP St. Fransiskus Asisi Pontianak, the curriculum in use is the 2013 curriculum. In its implications, the 2013 curriculum requires teachers to organize collaborative group learning and train students to communicate using graphs, diagrams, schemes, and variables (Pardomuan, 2013). Because of that, in teaching, the selection of strategies should be aligned with the principles contained in the 2013 curriculum.

Various strategies can be used for teaching reading comprehension. One of them is the LRD (Listen-Read-Discuss) strategy. This strategy is one of the teaching strategies for reading comprehension that aligns with the basic principles of the 2013 curriculum. In the LRD strategy, the teacher uses an infographic to present a reading text to the students. In its implications, the LRD (Listen-Read-Discuss) strategy involves steps that require the teacher to organize students to work collaboratively in groups. According to Melia et al. (2022), the LRD (Listen-Read-Discuss) strategy helps students to remember easily. This can happen because the LRD (Listen-Read-Discuss) strategy consists of three steps that help students recognize and comprehend a reading text. These three steps begin with students listening to a short presentation by the teacher, reading a reading text, and discussing it with their classmates. Through the stages included in this strategy, the LRD (Listen-Read-Discuss) strategy builds students' prior knowledge before reading a text, during the reading of a text, and after students read a text (Tawali, 2021).

Based on the explanation, the researcher in this study wants to contribute to enriching research on teaching students' reading comprehension. This research aims to test the influences of the LRD

(Listen-Read-Discuss) strategy in teaching reading comprehension. Because of that, the researcher can provide alternative teaching strategies to help teachers in teaching reading comprehension, especially for recount text in eighth - gradess at SMP St. Fransiskus Asisi Pontianak.

The researcher found some previous research related to this research topic. First, Adelia et al. (2021). This research aims to determine the influence of the LRD strategy on students' reading comprehension of descriptive text. This research finds that using the LRD strategy strongly influences students' reading comprehension in descriptive text. Another research has been conducted by Melia et al. (2022). This research aims to determine the effect of the Listen-Read-Discuss (LRD) strategy on students' reading comprehension of narrative text at tenth grade SMAN 5 Bungo. The researcher uses a quasi-experimental design. In this research, the researcher focused on comprehending vocabulary and the main idea in narrative text. This research found that the Listen-Read-Discuss (LRD) strategy strongly affects students' reading comprehension of narrative text.

The researcher found some gaps in this study based on the previous research. The previous researchers used the LRD (Listen, Read, and Discuss) strategy to improve students' narrative and descriptive text reading comprehension. However, in this research, the researcher tries to test the LRD (Listen, Read, and Discuss) strategy's influences on students' reading comprehension of recount text. The reason why the researcher focused on recount text is because recount text is in the syllabus of junior high school in this school. Because of that, the researcher is interested in helping teachers provide alternative strategies to achieve students' learning goals about recount text. Beside that, especially in this study the researcher used infographic as media. Which is this media combines visual and text elements that can help students imagine the personal experienced in the text.

Then, previous researchers used the LRD (Listen, Read, and Discuss) strategy to teach reading comprehension in vocational and senior

high schools. However, in this study, the researcher tries to test the influences of LRD (Listen, Read, and Discuss) for teaching reading comprehension at the junior high school level. Where it has a significant difference with senior high school which is the sample of previous research. Junior high school students who tend not to be independent in learning and must get clear direction and explanation regarding the steps in each strategy used by the teacher when teaching. Because of that, the researcher is interested in making the junior high school level as a sample in this study.

The last gap is about the focused aspect of reading comprehension. The previous researchers, Adelia et al. (2022) and Melia et al. (2022), focused on the aspect of vocabulary and meaning of the text. However, in this study, the researcher tries to test the influences of the LRD (Listen, Read, and Discuss) strategy on reading comprehension, such as main idea, vocabulary, and detail information.

Based on the explanation above, several similar studies have found a positive impact of the LRD (Listen, Read, and Discuss) strategy in teaching reading comprehension. Because of that, the researcher chose this topic to find out the influences of the LRD (Listen, Read, and Discuss) strategy on students' reading comprehension, especially for recount text. In the eighth - grades of SMP St. Fransiskus Asisi, especially in English, there are learning objectives to make students comprehend the recount text. From the LRD (Listen-Read-Discuss) strategy, the researcher found possibility as an alternative strategy in teaching reading comprehension. According to this condition, the researcher will carry out this study with the title "THE INFLUENCES OF LISTEN-READ-DISCUSS (LRD) STRATEGY TOWARDS STUDENTS' READING COMPREHENSION ON THE RECOUNT TEXT." the design of this study using pre-experimental research.

1.2. Research Problems

- 1) Does using the Listen-Read-Discuss (LRD) strategy to the eighth-grade student of SMP St. Fransiskus Asisi Pontianak effectively influence students' reading comprehension of the recount text?

- 2) If it does, how is the effect size of the Listen-Read-Discuss (LRD) strategy on the eighth-grade students of SMP St. Fransiskus Asisi Pontianak on students' reading comprehension of the recount text?

1.3. Research Purposes

- 1) To find out whether the use of Listen-Read-Discuss (LRD) to the eighth-grade students of SMP St. Fransiskus Asisi Pontianak effectively influences students' reading comprehension of the recount text.

- 2) To examine how strongly the effect size of the Listen-Read-Discuss (LRD) strategy is on the eighth-grade students of SMP St. Fransiskus Asisi Pontianak on students' reading comprehension of the recount text.

1.4. Research Significance

After this research has been conducted, the researcher hopes that this research can provide several benefits for several components. These benefits are as follows:

- 1) For the teachers
 - a. The research results are expected to provide variations in the teaching strategies teachers use in teaching reading comprehension.
 - b. The results of this research provide the latest ideas for teachers in teaching and engaging students' reading comprehension of the recount text through the Listen-Read-Discuss (LRD) strategy.
- 2) For the students

The results of this research are expected to motivate students to be more active and enthusiastic in learning to understand an English reading text using the Listen-Read-Discuss (LRD) strategy.

3) For the other researcher

The results of this research are expected to become a reference for future researchers who want to research the same topic as the topic in this research.

1.5. Scope of Research

This research conducted at SMP St. Fransiskus Asisi in North Pontianak. The population of this study was eighth - grades students with a total of 48 students. Beside that, sample of this research were the eighth-grade students from class A at SMP St. Fransiskus Asisi with total 26 students. The researcher focused on reading comprehension, covering several aspects, including the main idea, inference, vocabulary, detail information, and pronoun references. However, the study concentrates on the main idea, detail information, and vocabulary. Recount text is the reading material that used in this research. Therefore, in this research, the teacher instructed students on comprehending recount texts by identifying the main idea, detail information, and vocabulary using the Listen-Read-Discuss (LRD) strategy.

1.6. Research Variables

This study focuses on the reading comprehension of eighth-grade students, particularly in the context of recount text at SMP St. Fransiskus Asisi Pontianak. This research has two variables: the independent variable and the dependent variable.

1) Independent variable

The independent variable of this research is the Listen-Read-Discuss (LRD) strategy. The Listen-Read-Discuss (LRD) strategy as the teaching strategy applied in this research and tested by the researcher.

2) Dependent variable

The dependent variable of this research is the student's reading comprehension ability in the educational field, as mentioned in the scope of the study, that is, the eighth-grade students at SMP St. Fransiskus Asisi Pontianak.

1.7. Research Hypothesis

A hypothesis is an approximate relating to the facts that specific further investigations can test. In this research, the researcher determined two hypotheses: The Alternative hypothesis (H_a) and the Null hypothesis (H_o).

1) The Alternative Hypothesis (H_a)

There is an effectively influence on students' reading comprehension of recount text in eighth - grades at SMP St. Fransiskus Asisi.

2) The Null Hypothesis (H_o)

There is no effectively influence on students' reading comprehension of recount text in the eighth - grades at SMP St. Fransiskus Asisi.

1.8. Terminology

The researcher classified the terms used in this research to avoid misunderstanding, providing some explanations as follows:

1) Reading Comprehension

Reading comprehension is the ability to understand the written text. It means extracting the information as clearly as possible to comprehend the text's content and understand the information transferred by the writer. According to Ganie et al. (2019), reading comprehension is the interaction process between readers and what they get to the text.

Therefore, reading comprehension relate to understanding and thinking processes to get the message from the text by interacting with the text.

2) Recount Text

A recount text is a type of text that narrates something that has occurred in the past. The purpose of a recount text is to convey past experiences by retelling the events in chronological order (Husna & Multazim, 2019). Examples of recount text are personal letters, diaries, experiences, and incident reports.

3) Listen-Read-Discuss (LRD) strategy

LRD is a strategy for teaching reading comprehension that builds students prior knowledge before reads a text, during and after reading. By listening to the teacher's brief presentation, reading a text selection, and discussing to increase students' reading comprehension rather than just reading a text alone (Tawali, 2021).

4) SMP St. Fransiskus Asisi Pontianak

SMP St. Fransiskus Asisi is a junior high school in Pontianak Utara, especially Siantan. These schools used Curriculum 2013 as a teaching guide. St. SMP. Fransiskus Assisi has seven classes: VII A, VII B, VIII A, VIII B, IX A, IX B, and IX C. Especially in this study, the researcher used eighth - grades students in the 2024/2025 academic year at SMP St. Fransiskus Asisi Pontianak.