

The Effect Of Using Listen-Read-Discuss (Lrd) Strategy On Students' Reading Comprehension Of Recount Text At Tenth Grade SMK Negeri 1 Perikanan Tanjungbalai 2022/2023 Academic Year

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Abstract-The Effect Of Using Listen-Read-Discuss (Lrd) Strategy On Students' Reading Comprehension Of Recount Text At Tenth Grade Smk Negeri 1 Perikanan Tanjungbalai 2022/2023 Academic Year. The purpose of this study was determine whether there was an effect of using Listen-Read-Discuss (LRD) Strategy On Students' Reading Comprehension Of Recount Text At Tenth Grade Smk Negeri 1 Perikanan Tanjungbalai 2022/2023 Academic Year. The expressental class and control class are the two classes used in this quantitative study. All of the students in class X at SMK Negeri 1 Perikanan Tanjungbalai made up the population of this study. 24 students from the experimental class (X NKPI) and 24 students from the control class made up the group for this study. (X APHPI & X TKPI). A multiple-choice exam served as the data collection tool. The t-test formula was used to evaluate the data. According to this analysis, the mean pre-test score for the experimental group was higher than the mean pre-test score for the control group ($42,70 > 30$), while the mean post-test score for the experimental group was higher than the mean post-test score for the control group ($60 > 44,79$) and $T_o > T_{table} (5\%) = 9,76 > 2,014$. Ha is thus approved. In other words, using LRD is more important and effective than using traditional tactics.

Keywords : Listen-Read-Discuss (LRD) Strategy, Reading Comprehension, Recount text.

1. INTRODUCTION

As a result of globalization, language is becoming increasingly crucial for human interaction. English is a common language. According to Kachru and Nelson, the fast rise of English as a worldwide language has sparked a lively, though frequently contentious, conversation regarding the status of English in its various forms as what is now known as world English (in Brown, 2000)

One conversational language that is significant throughout the world is English. The official language, which is used for government, education, business, and international communication, is the "power language" in some nations. From elementary school to university, English is a foreign language taught in Indonesia. Many students believe that English is the most challenging subject because it is a foreign language that is used in the classroom. Then, in learning English, there are four skills namely listening, reading, speaking and writing.

Reading is one of the four abilities that students need to master. Reading is undoubtedly a crucial activity for enhancing linguistic proficiency (Patel and Jain 2008). Additionally, since reading and understanding are inextricably linked, the students must master reading in order to transmit and receive certain information. To extract information from the text, each reader must also be able to understand what they have read. Patel and Jain (2008) defined comprehension as the process of extracting meaning from related text that enables the reader to gather knowledge. To make the reading meaningful and comprehend the information presented in the book, the reader needs build connections between ideas. Students are required to successfully understand a variety of texts in reading class.

According to Curriculum 2013 (K13), students in the tenth grade should be able to understand texts that take the form of descriptive, recount, and narrative. In actuality, the students struggle with reading recount text with comprehension. According to the English teacher's observations made at SMK N 1 Tanjungbalai, students in the tenth grade struggle to understand recount text.

Based on preliminary findings, Researchers discovered that students in tenth graders at SMK Negeri 1 Perikanan Tanjungbalai lack of vocabulary, reading comprehension, and English language proficiency were all still weak. Many students raised concerns when they had trouble reading and understanding texts in English, especially in recount text. Actually, because the teacher didn't use a variety of teaching strategies, the students felt disinterested or unmotivated. The school continues to employ the outdated procedure and has students complete assignments from their books. Particularly in reading comprehension, students were instructed to read, then respond to the questions from their book without critically examining the material.

There are factors that cause the problems. From internal factors, such as students' background, interest, motivation and prior knowledge of students. Mellon stated that "students usually come to class with prior knowledge obtained from class or outside the classroom". It affects how they filter and interpret what they learn. Students who have a lot of knowledge will find it easier to learn new subjects. Then, one of the external factors is strategy.

There are numerous methods or strategies, that can be used to help students understand the text more easily. The lecturer will need imagination to investigate reading texts using a method or learning strategy in order to provide solutions to these issues. The LRD Strategy, which is the best strategy for enhancing students' reading comprehension, has been discovered using these strategies that the author finds intriguing. Utilizing the LRD strategy through a recount text to give effect on students' reading comprehension is one way to make situations in teaching and learning activities more engaging. Based on the elaboration above, the research is motivated to conduct a research entitled 'The Effect of Using Listen-Read-Discuss (LRD) Strategy on Students' Reading Comprehension of Recount Text At Tenth Grade SMK Negeri 1 Perikanan Tanjung Balai 2022/2023 Academic Year'.

2. METHOD

The complete collection of elements or group under inquiry is referred to as the "population." "Population is the entire topic of inquiry," declared Arikunto (2014). The study's population consisted of three classes of first graders at SMK N 1 Perikanan Tanjungbalai in the academic year 2023. There were three classes: X NKPI, XAPHPI, X TKPI.

The topic of the study can not be determined without a sample. A sample is a subset of the population that has been chosen as the subject of the investigation. Sample, in Arikunto's words, is a subset or representative of the population being studied (2014). The sample for this study has been selected through saturation sampling. In this study, all members of the population were sampled. The sample for the study consisted of 48 students each from X TKPI, X APHPI and X NKPI at SMKN 1 Perikanan Tanjungbalai during the 2022/2023 academic year.

Table 1. Sample Of The Study

Group	Class	Treatment	Number of Students
Experimental Group	X NKPI	✓	24
Control Group	X TKPI, X APHPI	-	24

The investigation was conducted using a reading comprehension exam as the tool. There were 20 multiple-choice questions using the given text. The purpose of a reading comprehension exam is to gather information regarding a person's reading comprehension, including their aptitude for both literal and critical comprehension. In order to fully comprehend a text, pupils need be able to: identify the primary idea; locate specific material; make references; draw inferences; and use terminology. These five components of reading are listed by Nuttal (1982).

It was decided to start with the experimental and control groups. The "give one, get one" philosophy was applied to the experimental group's therapy while it was not applied to the control group. The control group's members received instruction using the conventional teaching style. The experiment's results were only part of the therapy because it was thought that they would differ between the pre-test and the post-test. During a treatment session with the experimental group, the LRD method was tested to see if it enhanced students' reading comprehension.

Using a post-test, the LRD strategy's success in assisting students in understanding what they read was assessed. Pre-test and post-test data were compared between the experimental class and the control class. The ratings were then translated into numbers to measure the pupils' reading comprehension.

This study investigates how well students understand what they read when using the LRD technique to read recount texts. Comparing the study group to the standard control group allows for this. The t-formula test's is as follows:

$$t = \frac{M_X - M_Y}{\sqrt{\left[\frac{X^2 + Y^2}{N_1 + N_2 - 2} \right] + \left[\frac{1}{N_1} + \frac{1}{N_2} \right]}}$$

In which:

N_1 : total of the data (subject) of Experimental Group

N_2 : total of the data (subject) of Control Group

M_x : mean of Experimental Group

M_y : mean of Control Group

X^2 : standard deviation of Experimental Group

Y^2 : standard deviation of Control Group

3. RESULT AND DISCUSSION

This investigation took place in January and February of 2023. The tests that were used to gather data—the pre- and post-tests—were given. In order to ascertain the benefits of the LRD Reading Comprehension Method in Recount Text, the study's findings were reviewed. Two groups were drawn from the community for this study: an experimental group and a control group. The exact identical tests were given to each cohort. The goal of the study was to collect data to see whether using the Provide LRD technique might significantly improve students' reading comprehension abilities for recount texts. The results of applying the LRD Strategy and the Conventional Method are represented by the numbers. Students from SMK Negeri 1 Tanjungbalai's X grade carried out the investigation. This study used pre-test and post-test interventions. The test results for the pupils are listed in the accompanying table.

Table 2. The Differences Scores Between Pre-test and Post-test of Control Group

No	Student's Name	Score Pre-Test	of Score Post-Test	of y-x
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		(x)	(y)	
1	AFS	30	50	20
2	DS	25	55	30
3	DM	25	45	20
4	IA	25	40	15
5	J	20	40	20
6	MA	25	40	15
7	MFR	30	40	10
8	MS	25	40	15
9	R	25	40	15
10	RAP	30	40	10
11	RA	20	45	25
12	RB	30	40	10
13	AL	40	60	20
14	AW	35	45	10
15	BM	30	60	30
16	DDM	35	40	5
17	DJS	35	45	10
18	DA	30	40	10
19	EF	35	50	15
20	JP	40	45	5
21	KK	30	40	10
22	RD	30	45	15
23	SR	40	50	10
24	TC	30	40	10
Total		$\sum X =$	$\sum Y =$	$\sum Y - X =$
		720	1075	355

The study above shows that even while students' post-test scores were higher than their pre-test scores, this difference was not statistically significant. The mean difference between the pre-test and post-test control group is 355 at the moment.

Table 3. The Differences Scores Between Pre-test and Post-test of Experimental Group

No	Student's Name	Score of Pre- Test (x)	Score of Post- Test (y)	y-x
1	AFS	40	65	25
2	DS	45	60	15
3	DM	35	65	30
4	IA	40	50	10
5	J	30	50	20
6	MA	60	70	10
7	MFR	65	70	5
8	MS	40	65	25
9	R	35	50	15
	RAP	15	60	45
11	RA	30	55	25
12	RB	30	50	20
13	AL	40	55	15
14	AW	35	50	15
15	BM	40	65	25
16	DDM	50	60	10
17	DJS	45	65	20
18	DA	40	50	10
19	EF	50	60	10
20	JP	40	65	25
21	KK	65	70	5
22	RD	45	55	10
23	SR	50	65	15
24	TC	60	70	10
Total		$\sum X =$ 1025	$\sum Y =$ 1440	$\sum Y - X =$ 415

The results of the analysis show that the students' pre-test and post-test scores were both higher. It implies that the LRD Method has had a positive impact on pupils' reading comprehension. Nonetheless, there is a mean difference of 415 between the experimental groups' pre-test and post-test results. Hence, the LRD Method affects how well pupils can comprehend.

Following the completion of the study, the data were calculated, and the experimental group's score was greater than that of the control group's, demonstrating that the students had the ability to read comprehension of a recount text and were aware of its advantageous linguistic features. In order to enhance pupils' reading comprehension, the LRD Approach is useful. This is a list of some of the variables that affect students' academic success:

1. The students' high level of motivation to learn
2. The students' punctual attendance
3. Class interaction between the students
4. The students always review their coursework at home.
5. The lesson has more attentive students
6. The students pay heed and pay attention to the teacher's advice.

4. CONCLUSION

In this study, sampling was carried out using the total sample method, and data were gathered using pre- and post-tests. Multiple-choice assessments were provided to the students. In a subsequent study, students enjoyed reading excellent materials and did not readily get bored, demonstrating the potential of this strategy to improve teaching and learning. The rejection of H_0 and approval of H_a in the preceding chapter's data analysis reveal that the LRD Strategy significantly affects first-graders' reading comprehension of the recount text at SMK N 1 Tanjungbalai. The results of the research confirm that the LRD strategy is successful in enhancing recount text reading comprehension. Based on the data analysis, the study comes to the conclusion that the LRD Strategy can enhance learning. Students won't find studying tedious because it will be enjoyable. With the help of this technique, students become more engaged and involved.

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Journal of English Education, Linguistics, Literature, and Language Learning and Teaching

Vol. 1, No. 2, January 2024, pp. 37-44

ISSN 3025-0323 (Online Media)

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