

**THE EFFECTIVENESS OF USING LISTEN READ DISCUSS (LRD) STRATEGY
IN TEACHING READING OF DESCRIPTIVE TEXT TO THE EIGHTH GRADE
STUDENTS AT SMP MUHAMMADIYAH 1 PALEMBANG**

THESIS

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**ENGLISH EDUCATION STUDY PROGRAM
TEACHER TRAINING AND EDUCATION FACULTY
*UNIVERSITAS MUHAMMADIYAH PALEMBANG***

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THESIS

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In Partial Fullfilment of the Requirements

For the Degree of Sarjana in English Language Education

By:

Fadhil Naufal

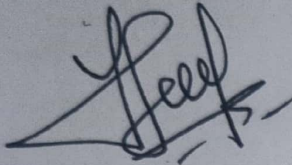
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**ENGLISH EDUCATION STUDY PROGRAM
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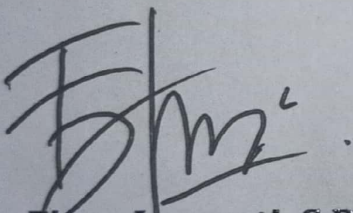
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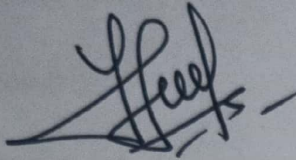
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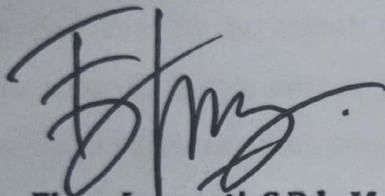


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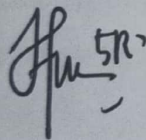
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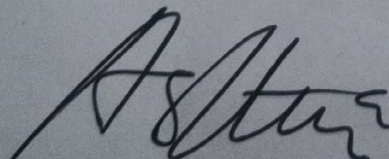
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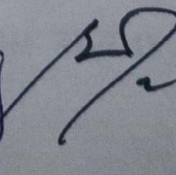
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SURAT PERNYATAAN KEASLIAN KARYA

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Menyatakan bahwa skripsi berjudul:

The Effectiveness of Using Listen Read Discuss (LRD) Strategy in Teaching Reading Descriptive Text to the Eighth Grade Students at SMP Muhammadiyah 1 Palembang, beserta seluruh isinya adalah benar merupakan karya saya sendiri dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dalam masyarakat ilmiah.

Atas pernyataan ini, saya siap menerima segala sanksi yang berlaku atau yang ditetapkan untuk itu, apabila dikemudian hari ternyata pernyataan saya tidak benar atau ada klaim dari pihak lain terhadap keaslian skripsi saya.

Palembang, 26 Agustus 2023

Yang menyatakan,



Fadhil Naufal

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MOTTO AND DEDICATION

Motto :

Dare to take risks, dream big, because success belongs to who never stop giving up.

Dedication :

I would like to dedicated this thesis for people who always be special in my heart and who always there for me, they are:

- My beloved parents, my father M Saleh, my mother Sumiyati, Thank you for everything.
- My big family who always give me support and make me strong.
- My beloved Advisors, Prof. Dr. Indawan Syahri, M.Pd and Finza Larasati, S.Pd., M.Pd. Who always guide me to finish this research.
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- For everyone that helped and supported to me.

ABSTRACT

Fadhil Naufal, 2023. *The Effectiveness of Using Listen Read Discuss (LRD) Strategy in Teaching Reading of Descriptive Text to the Eighth Grade Students at SMP Muhammadiyah 1 Palembang*. Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education, Universitas Muhammadiyah Palembang, Advisors: (1) Prof. Dr. Indawan Syahri, M.Pd. (2) Finza Larasati, S.Pd., M.Pd.

Keywords: *Listen Read Discuss, Reading, Descriptive Text.*

The objective of this research was to find out whether teaching reading of descriptive text using listen read discuss (LRD) strategy effective to improve the descriptive text reading skill significant or not. The method used in this study was quasi experimental method. The population of this research was all the eighth grade students at SMP Muhammadiyah 1 Palembang. The total number of population was 90 students. The samples took out were 60 students from 90 students by using purposive sampling method. They were divided into the experimental and control group. The data were collected by using written test, those were pretest and posttest. The result of the test was analyzed by independent sample t-test. The analyses provide that teaching reading comprehension using three minute pause strategy on reading help students in understanding the reading text better. The mean in posttest of experimental group was 81.40, it was higher than the mean posttest of the control group which was 64.50. The result of T-Test obtained significance (sig. 2 tailed) was 0.000, which less or lower than 0.05. Since the sig. 2 tailed was less than 0.05, therefore the null hypothesis H_0 was rejected and the alternative hypothesis H_a was accepted. It means that there was significant difference on students' reading comprehension taught using Listen Read Discuss (LRD) Strategy than those who are not.

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The researcher realized that this thesis is still far from being perfect. Therefore, any constructive comments, suggestions, and criticism are very much welcomed.

Palembang, Agustus 2023

The Researcher

FDHL

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CHAPTER I

INTRODUCTION

This chapter describes: (1) Background of the Research, (2) Formulation of the Problem, (3) Objective of the Problem, (4) Significance of the Problem, (5) Hypotheses

A. Background of the Study

Language is found among countries and English is one of the foreign languages that play an important role in the international relationship between English and Non-English speaking countries. It is generally believed that English has become a widely spoken language, and therefore, a person can participate in various social activities because language is more than just a language way of expression, it helps humans form a relationship and know how to interact in various social contexts depends on the sociolinguistic situation. English is one of the most important languages in this world (Zuparova, Shegay, & Orazova, 2020, p. 102).

Four language skills in language teaching include reading, writing, listening, and speaking are taught to students. Reading and listening skills are grouped as skills input while writing and speaking skills are output skills. As a foreign language in Indonesia teaching English naturally required the mastery of these four skills to their students. Authentic material and context are needed in teaching a foreign language. Therefore, teaching English should use the material and the English context as well. However, for English educators to be able to teach these four skills proportionally there are many obstacles faced (Hardiah, 2018, p. 39).

Reading is one of the very essential skills that must be mastered by each student. One of the activities that can improve student language ability is reading. Through reading, students can get much information based on

what they read such as health, technology, art, and culture. It can occur when the students can comprehend the text or passage (Sirait, Hasibuan, & Tanjung, 2020, p. 93).

In reading literacy, the main topic of PISA 2018, 15-year-olds in Indonesia score 371 points compared to an average of 487 points in OECD countries. The results of the 2018 PISA survey put Indonesia in 74, The reading ability of Indonesian students with a score of 371 is in position 74 out of 79 countries. Some 600,000 students completed the assessment in 2018, representing about 32 million 15-year-olds in the schools of the 79 participating countries and economies. In Indonesia, 12,098 students, in 399 schools, completed the assessment, representing 3,768,508 15-year-old students (85% of the total population of 15-year-olds).

Reading is an important part of language teaching and has complex problems. Reading for some teachers is not a favorite activity for most students. Therefore, teachers of English should find strategies to overcome this problem. They are expected to find appropriate strategies or activities to make students understand the reading text and enjoy reading. At SMP Muhammadiyah 1 Palembang this situation also occurred. When the researcher was doing observed there, therefore he was assigned to teach 8th-grade students. The researcher observed that students are expected to understand the text, but many students still find difficulties in reaching the goal. They sometimes can not find the idea of the whole text. students have difficulty understanding the text, and it makes them confused. Besides that, in reading class, the problem concerns the students who lack the ability in reading materials. This was because students got difficulty understanding the grammatical construction in the text they read, they did not know the meaning of unfamiliar vocabulary and the material was not interesting to them. These problems also have seen in the students' worksheets. To overcome these problems, teachers can use methods or strategies that are suitable and interesting for students in teaching reading skills. One of them

is by choosing to listen read and discuss strategy or known as LRD strategy to overcome those problems.

Listen Read Discuss is a comprehension strategy that builds students' prior understanding earlier before each student read a text, reading by using listening to the teacher's brief lecture, reading a text selection, and discussing to increase their comprehension instead of reading by themselves (Tawali, 2021, p. 323). Listen-Read-Discuss is one strategy that has effectiveness, meets the needs in teaching and learning reading comprehension, and can be a powerful strategy for the student for improving their reading skills and reading comprehension (Dwiono, 2017, p. 434).

The goal of teaching reading is to make students are predicted to study effectively and efficiently. It approaches that they would recognize approximately the content material. except for that intention, coaching analyzing is additionally anticipated to make college students apprehend the shape of the text, additionally realize the means of what is written. however, comprehending the analyzing textual content is not smooth to research, due to the fact English remains our overseas language. Descriptive textual content as one type of textual content in English also needs deep information from scholars. essentially, the descriptive text is to describe, consequently, how the students recognize what has been described in the descriptive text if they do now not recognize the meaning of the textual content once they study it.

Therefore, the researcher sees that teaching reading LRD will be a good and appropriate strategy. Because it is a strategy that develops students' knowledge before, they read the text, especially in reading descriptive text. Students are expected to be able to find the meaning of the given descriptive text and then they will know what has been explained in the given text.

Based on the explanation of the facts above, the researcher is highly motivated to conduct this present study in teaching reading and choose LISTEN-READ-DISCUSS (LRD) as a strategy.

Finally, at the end of the lesson, this technique is expected to be an effective strategy in teaching reading to eighth-grade students at SMP Muhammadiyah 1 Palembang. Thus, the researcher choose “The Effectiveness of Using Listen-Read-Discuss (LRD) Strategy in Teaching Reading of Descriptive Text to the eighth grade students of SMP Muhammadiyah 1 Palembang” as his thesis title.

B. Formulation of the Problem

Based on the identification of the problem above, through this study, the researcher formulates the problem as follows: Is the Listen Read Discuss (LRD) strategy effective to improve the descriptive text reading skill of the eighth-grade students of SMP Muhammadiyah 1 Palembang?

C. Objective of the Problem

Based on the formulation of the problem above. The objective of the study is to find out whether there is an effectiveness of using LRD to improve reading comprehension of descriptive text to the eighth-grade students at SMP Muhammadiyah 1 Palembang.

D. Significance of the Study

Researcher hope the finding of this study is expected to be useful:

1. For the researcher

The researcher hopes that strategy of this study can be useful and have a good impact for the researcher and especially in the implementation of the teaching system in school.

2. For the teacher

Hopefully this study can be beneficial for all junior high school teachers in making the style of teaching reading in the classroom at school.

therefore, each of the students and the teachers can enjoy the teaching and learning process.

3. For the students

The researcher also hopes that using this strategy can make students enjoy reading, help students improve their reading skills, and increase students' motivation in reading especially in reading descriptive texts.

E. Hypotheses

The hypotheses were formulated as follows

1. Null hypotheses (Ho): it is not effective to teach reading descriptive text by using Listen Read Discuss (LRD) strategy to eighth-grade students at SMP Muhammadiyah 1 Palembang
2. Alternative hypotheses (Ha): it is effective to teach reading descriptive text by using listen Read Discuss (LRD) strategy to eight grade students at SMP Muhammadiyah 1 Palembang

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