

**THE EFFECT OF USING LISTEN READ DISCUSS (LRD) STRATEGY ON  
THE STUDENTS' ACHIEVEMENT IN LISTENING COMPREHENSION**

**SKRIPSI**

*Submitted In Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
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## **ABSTRACT**

**Dwi Friyanda, 1302050096 “The Effect of Using Listen Read Discuss (LRD) Strategy on The Students’ Achievement in Listening Comprehension”. Skripsi English Department of Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara. (UMSU). Medan. 2017.**

The objective of this research was to find out the effect of using Listen Read Discuss Strategy on the Students’ Achievement in Listening Comprehension. This research was conducted at SMP Swasta F.Tandean, Jalan Dr.Sutomo No.28-A, Tebing Tinggi. The population of this research was the VII<sup>th</sup> grade students of the academic year 2017/2018. Purposive sampling technique was applied, and the VII-3 class was chosen as the sample. The sample taught by using Listen Read Discuss strategy. Experimental group pretes-posttest research design was applied in this study. Descriptive quantitative method used to be describe the finding. In order to obtain the data, completing test consist of 25 items were administrated to the students. The result showed that applying Listen Read Discuss (LRD) in mastering Listening Comprehension which was proven from the calculated of t-test. It was found that t-observed was higher than t-table ( $21.38 > 1.701$ )  $\alpha$  0.05, at  $df = 28$ . It means that the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_o$ ) was rejected. The effect of Listen Read Discuss (LRD) ont the students’ achievement in mastering Listening Comprehension was 94.00% and 6.00% from the other factors.

**Keywords: Listen Read Discuss Strategy, Listening Comprehension**

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This research intended to fulfill one of requirements in accomplishing S-1 degree at English Department of Faculty Teacher Training and Education Muhammadiyah University of Sumatera Utara. Furthermore in finishing the research entitle “*The Effect of Using Listen Read Discuss (LRD) on Students’ Achivement in Listening Comprehension* ”, the researcher faced a lot of difficulties and problems and without much help from the following people, it was impossible for her to finish it. The rearcher also would like to thanks to :

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The Reseacher

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# **CHAPTER I**

## **INTRODUCTION**

### **A. The Background of the Study**

In learning English, there are four skills that have to be learned by the students. They are listening, speaking, reading and writing. From those four language basic skills. Listening is the most difficulties skill to be mastered by the students. In listening, one should focus, have full attention and high concentration on what someone say, so her or she can got the information and recall it when needeed. He should have strong memory to memorize what he has listened. Listening is not just only a process of hearing, it is a complex process.

Listening in school especially in Senior Junior High School has weakness in the process of listening to the words spoken speech by teachers. Listening is not merely the process of a unidirectional receiving of audible symbol. Listening is a one way street, this view relies on the idea of the transmission of the information from speaker to listeners. It is a process where the listener role interact with the context of the listening. Which involves both active response to the communicative situation and interpretation by the listeners. Therefore a good facilities is needed in proces of tranferringknowledge, especially for the second language achievement to support the teaching learning process

Based on an researcher interview with an English teacher of SMP F.Tandean Tebing Tinggi, most of students have difficult in listening, there was a problem that reseacher found there. The problems will be related the students are not able to comprehend the text well. It can be proved when the students do an exercise, they could not get good score because the can not answer the question well. Example: what is the story about?, what is the purpose of the text?,etc. Then, when the teacher asks the students, not all of the students give response well, because they do not understand what they read. It may be caused by the teacher's strategy in teaching learning process.

In teaching listening, they just listen the text without compehending the text. The teacher aslo does not ask what the text is about. The teacher gives some questions to the students without discussing the questions, if the students find the difficulties. Then, the teacher just ask te students to do an assignment without paying attention whether the students understand or not about the text. So, the teacher does not know the difficulties of the student in listening comprehension. The students just can listen aloud but they can not comprehend about what they listen. Furthermore, to increase students' listening comprehension, the teacher should apply an effective strategy in teaching listening.

One of the effective strategy is Listen Read (LRD) . Manzo and Casale (1985:11) Listen Read Discuss offers a simple alternative approach. Simply by changing the sequence of conventional instruction, students are better prepared for reading. It means that Listen Read Discuss is a strategy give the students

some alternative, conventional instruction and better prepared for reading and to make the students easy to comprehension about the text they read. Listen Read Discuss Strategy is one of strategy in teaching English to helps students comprehend text. Before reading, students listen to a short lecture delivered by teacher. A guide or organizer can be used to help students follow the information.

According to McKenna (2002:94) that listen read discuss is a strategy especially designed for struggling readers. Its three stages represents before, during, and after stages of all reading lesson format. It means that,there are three stages in this strategy. First, the students listen the explanation about the material from the teachers. Second , the teachers asks the students to read the text to get their comprehension. Finally, the teacher guides the students to discuss to know the students comprehension about the text. In this strategy, the teacher efforts in order that, the students comprehend about the text by giving explanation in earlier section.

The students then read a text selection about the topic. This explanations compared with the information from the lecture. The passage from the textbook should cover the same information introduced in the lecture. Long reading assignment that bring in other topics are not appropriate. The teacher should let the students know that the purpose for reading is to experience another explanation of the topic and to compare it to the information they have just heard.

After reading, there is a large group discussion or students engage in small group discussion about the topic. During the discussion, students compare and contrast the information from the lecture with the information from lecture with the information they read. Question should be encouraged. Students maybe asked to complete an information sheet or writing activity to further develop understanding.

1. It helps students comprehend material presented orally.
2. It builds students' prior knowledge before they read a text.
3. In engages struggling readers in classroom discussions.
4. This simple, flexible strategy can be used across all curriculum area with almost any text.

Then, Elabsy (2013) states that Listen Read Discuss is a strategy assists students in comprehending the text before reading or during reading with small groups or with the whole class. In this strategy, students listen to a brief lecture by the teacher paired with a graphic organizer to facilitate comprehension. Then the teacher grants students the opportunity to read and to discuss what they read in detail with the whole class. It means that Listen Read discuss is a strategy help the students to comprehend the text before or during reading in small groups discussion. In this strategy the teacher use graphic organizer as facilitate to give introduction after that the students read the text itself then to make the students more understand the teacher ask to discuss in small group.

In addition, Elabsy (2013) says that there are some procedures in Listen Read Discuss: (a) The teacher presents information utilizing a graphic organizer, giving a brief introduction on the topic about which they will read. (b) The teacher asks the students to start reading and make a comparison between what they listened to and what they read. (c) The teacher asks the students to discuss either during reading and or after reading what they read, to deepen their understanding of the reading. It means that there are some procedures in Listen Read Discuss: First, the teacher presents about the topic will be read to the students. Next, the teacher asks the students to read the text and asks the students to compare the idea based on what they listen and what they read. Finally, the teacher asks the students to discuss about the text. Based on the explanation above, it can be concluded that Listen Read Discuss is a strategy help the students to comprehend the text with small group discussion. In this paper the teacher chooses Elabsy (2013) procedures to Listen Read Discuss strategy. First the teacher give brief explanation about the topic to the students. Second, the teacher asks the students to read the text and make comparison between they listen to and what they read. Finally, the teacher asks the students to discuss in small group to deepen their understanding about their read.

Based on the fact above, the researcher tries to improve the students' achievement in listening by using Listen Read Discuss Strategy.

## **B. The Identification of the Problem**

Based on the background previously stated, the problem are formulated as follows:

1. The students have low achievement in English specially in listening
2. The students have problems in listening comprehension especially the students are not able to comprehens the text well.

## **C. Scope and Limitation**

The scope of this research is listening comprehension. The limitation was focused on the use of Listen Read Discuss (LRD) strategy on the student's achievement in listening comprehension especially about descriptive text in SMP F.Tandean Tebing Tinggi, on the seventh grade students at acadenic year 2017-2018.

## **D. The Formulation of the Problem**

Based on the scope and limitation above, the problem of this study is formulate as the following : Is there any significant effect of using listen read discuss (LRD) strategy in listening comprehension?



### **E. The Objective of the Study**

The objective of this study will be focused to find out the effect of using listen read discuss (LRD) Strategy on the students' achievement in listening comprehension.

### **F. The Significance of the Study**

The results of this research is expected to be useful, theoretically and practically.

#### 1. Theoretically

The result of this study can be use to give some alternative, conventional instruction and better prepared for reading and to make easy to comprehens about text.

#### 2. Practically

The result of this research are expected to be useful practically for:

- a. Students, it will help the students to improve and to increase their achievement listening by using listen-read-discuss (LRD) strategy.
- b. Teachers, the result of the study can contribute the improvement of English teaching notably teaching listen-read-discuss (LRD) strategy in listening.
- c. Other researcher, to help them to get information about strategy in teaching or learning and as references in teaching listening.
- d. Readers, especially at UMSU library would have a lot of information about teaching learning experiences for them.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

##### **1. Listening**

Listening is not a passive skill, nor even, as has traditionally been believed, a receptive skill. Listening is a skill and any help we can give students in performing that skill helps them to be better listeners (Harmer, 1998: 98). In the English subject, listening is the subject which is studied alone. Listening cannot be separated with the other component of the English subject such as speaking, reading, and writing. Listening is an active, purposeful processing of making sense of what we hear (Helgesen, 2003, 24). Rost (2002: 279) states that listening is a mental process of constructing meaning from spoken input. She also adds that listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin. Listening is thus fundamental to speaking.

Listening involves making sense of the meaningful (have meaning) sounds of language. We do this through context and our knowledge of language and the world. When we listen, we use our ears to receive individual sounds (letters, stress, rhythm

and pauses) and we use our brain to convert these into messages that mean something to us.

Listening in any language requires focus and attention. It is a skill that some people need to work at harder than other. People who have difficulty concentrating are typically poor listeners. Listening in a second language requires even greater focus. Anyone who uses language well has a number of different abilities. He may read book, write letters, speak on the telephone, listen to the radio. Listening as a basic input material is very important for the students in learning English. It is highly complex process that draw on knowledge of the linguistic code (language form) and cognitive processing skill (the skill process in the mind).

### **1.1 The Importance of Listening**

Based on David Nunan,2005 listening is important because it:

- a. Occupies a big chunk of the time we spend communicating in the language
- b. Provides input that can be very significant for second language acquisition in general and for the development of the speaking skill in particular
- c. Promotes non-linear processing of language and encourages learners to develop “holistic” strategies to texts.

## 1.2 Types of Listening

### a. Inactive Listening

Inactive listening is simply being present when someone is speaking, but not absorbing what is being said. *Example* : imagine attending a conference session that has no interest or applicability to you. You will be there physically, but not mentally.

### b. Selective Listening

Selective listening is hearing what you want to hear or what you expect to hear instead of what is being said. *Example* : in your ninth grade English class, Clara always does her homework. One day you ask students individually who turned in an assignment, and Clara replies that she did not do it. You move on the next student without comment until another student complains that is not fair that Clara gets excused from doing the assignment.

### c. Reflective Listening

This is one of the most complex types of listening. It involves actively listening; interpreting what is being said and observing how it is be said. *Example* : a student regularly comes to class looking sad and depressed. When you ask her if everything is ok at home, she responds that it is, but the look on her face and body language scream it is not. You ask her again if things are ok, but question her body language. She breaks down and begins to cry, revealing that her parents have been arguing a lot.

### d. Active Listening

Active listening is hearing what is said, concentrating on the message and absorbing it. Active listening involves the listener observing the speaker's behavior and body language. Having the ability to interpret a person's body language lets the listener develop a more accurate understanding of the speaker's message.

When the listener does not respond to the speaker's non-verbal language, (s)he engages in a content-only response which ignores the motions that guide the message. Having heard, the listener may then paraphrase the speaker's words. It is important to note that the listener is not necessarily agreeing with the speaker simply stating what was said. In emotionally charged communications, the listener may listen for feelings.

Thus, rather than merely repeating what the speaker has said, the active listener will describe the underlying emotion ("you seem to feel angry," or "you seem to feel frustrated, is that because..?"). *Example* : the board of education is offering bonuses to teachers that complete a required list of professional development courses. You are interested in the courses and the bonus. You take detailed notes and pay close attention to what you need to do.

### **1.3 The Difficulties in Listening**

According to Richards, common listening problems are:

1. Speaker speaks too fast

2. Listeners listen word to word
3. Listeners lack of cultural or background knowledge
4. Speakers use too many unfamiliar words
5. Listening takes too much effort and concentrating.
6. Recordings are not always clear and are difficult to follow
7. Speakers' accents are unfamiliar
8. Tasks are too difficult
9. Listeners cannot recognize words they know when they hear them.

He also mentions the difficulty of listening factors:

1. Listeners' linguistic knowledge
2. Knowledge of the co-text
3. Background knowledge
4. Learners' motivation and interest in the topic
5. Cognitive load of the text (topic, text length, text type)
6. Lexical density (ratio of the new words to known words)
7. Tasks.

Richards mentions that the problems are coming from some aspects such as students, media, and materials. One problem is causing another problem. For example, if students lack background knowledge, they will feel that the tasks are too difficult. This problem is affecting the students' motivation and interest in doing

the tasks. Efforts have to be done by the teacher to avoid these problems in the listening class.

#### **1.4 Procedures of Listening**

There are some procedures of listening :

a. Before listening

Prepares your learners by introducing the topic and finding out what they already know about it. A good way to do this is to have a brainstorming session and some discussion questions related to the topic. Then provide any necessary background information and new vocabulary they will need for listening activity.

b. During listening

Be specific about what students need to listen for. They can listen for selective details or general content or for an emotional tone such as happy, surprised or angry. If they are not marking answers or otherwise responding while listening, tell them ahead of time what will be required afterward.

c. After listening

Finish with an activity to extend the topic and help students remember new vocabulary. This could be a discussion group, craft project, writing task, story tell and games.

## **1.6 Listening Process**

According to Nunan (1991:17) there are two distinct processes involved in listening comprehension.

### **a. Bottom-up**

Listeners use bottom-up process when they use linguistics knowledge to understand the meaning of message. They build meaning from lower level sounds to words to grammatical relationship to lexical meanings in order to arrive at the final message.

### **b. Top-down**

Listeners use top-down processes when they use prior knowledge to understand the meaning of a message. Prior knowledge can be knowledge of the topic, the listening context, the text-type, the culture or other information stored in long-term memory as commons situation around which world knowledge organized. Listeners use content words and contextual clues to form hypotheses in an explanatory fashion.

## **2. Comprehension**

Comprehension is often consider to be the first order goal of listening, the highest priority of the listeners sometimes the sole purpos of listening. Comprehension is the process of relating language to concepts in one's memory and to be the references in the real world (Rost,2002). Comprehension is the sense of understanding what the language use refers in one's experience or in the outside world. according to Bloom's taxonomy comprehension is gasping or understanding



the meaning of informational materials use words such as: describe, explain, estimate, predict and interpret. Because comprehension involves the mapping and updating of references that the speaker users, the process of comprehending occurs in an ongoing cycle, as the listener is attending to speech.

A concrete starting point of discussing how comprehension, the mapping and updating procedures takes place is the notion of give and new information. Each intonation unit utter by a speaker unit can be seen as including both 'new' or 'vocal' information and 'give' or 'background' information. New refers to the status, in the speaker's mind, that information is not yet active in the listener's working memory. New information does not necessarily mean that the speaker believes the information itself is novel for listener. Give refers to the status, again in the speaker's mind, that information is already active in the listener's mind.

The most fundamental aspects of comprehension is the integration of the information conveyed by the text with information and concepts already known by the listener.

### **3. Listen Read Discuss (LRD) Strategy**

Manzo and Casale (1985:11) Listen Read Discuss offers a simple alternative approach. Simply by changing the sequence of conventional instruction, students are better prepared for reading. It means that Listen Read Discuss is a strategy give the students some alternative, conventional

instruction and better prepared for reading and to make the students easy to comprehension about the text they read. Listen Read Discuss Strategy is one of strategy in teaching English to helps students comprehend text. Before reading, students listen to a short lecture delivered by teacher. A guide or organizer can be used to help students follow the information.

The students then read a text selection about the topic. This explanation is compared with the information from the lecture. The passage from the textbook should cover the same information introduced in the lecture. Long reading assignment that bring in other topics are not appropriate. The teacher should let the students know that the purpose for reading is to experience another explanation of the topic and to compare it to the information they have just heard.

After reading, there is a large group discussion or students engage in small group discussion about the topic. During the discussion, students compare and contrast the information from the lecture with the information from lecture with the information they read. Question should be encouraged. Students maybe asked to complete an information sheet or writing activity to further develop understanding.

5. It helps students comprehend material presented orally.
6. It builds students' prior knowledge before they read a text.
7. In engages struggling readers in classroom discussions.

8. This simple, flexible strategy can be used across all curriculum area with almost any text.

Then, Elabsy (2013) states that Listen Read Discuss is a strategy assists students in comrehending the text before reading or during reading with samll groups or with the whole class. In this strategy, students listen to a brief lecture by the teacher paired with a graphic organizer to facilitate comprehension. Then the teacher grants students the opportunity to read and to discuss what they read in detail with the whole class. It means that Listen Read discuss is a strategy help the students to comprehend the text before or during reading in small groups discussion. In this strategy the teacher use graphic organizer as facilitate to give introduction after that the students read the text itself then to make the students more understand the teacher ask to discuss in small group.

In addition, Elabsy (2013) says that there are some procedures in Listen Read Discuss: (a) The teacher presents information utilizing a graphic organizer, giving a brief introduction on the topic about which they will read. (b) The teacher asks the students to start reading and make a comparison between what they listened to and what they read. (c) The teacher asks the students to discuss either during reading and or after reading what they read, to deepen their understanding of the reading. It means that there are some procedures in Listen Read Discuss: Firts, the teacher presents about the topic will be read o the students. Next, the teacher asks the students to read the next and asks the students to compare the idea based on what they listen and what

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### **3.1 The advantages of Listen Read Discuss Strategy**

Manzo and casale (1995:10) explain the benfit of using LRD strategy are:

1. It helps students to comprehend the material presented orally.
2. It builds students' prior knowledge before they read a text.
3. It engages struggling readers in classroom discussion.

McKenna (2002:94) adds about the advantages of using Listen Read Discuss strategy has been found to be a powerful means of improving reading comprehension and content learning in both weak and proficient readers. Lyne (2004:135) adds that the advantages of Listen Read Discuss is effective with low ability readers.

### **3.2 The Disadvantages of Listen Read Discuss Strategy**

1. It is difficult to use on daily basis because developing the lecture and the students' prior knowledge is time intensive.
2. The students lack prior knowledge about and need more support with as Listen Read Discuss text.

### **4. Text Descriptive**

Descriptive text is one of some genres in English that should be mastered by the learners both in junior or senior high school students beside other English text. Descriptive text is a text to describe something, such as persons, places, or things. Fawcett and Sandberg (1984:6) stated that descriptive text is a kind of text that describes something, a person, a scene, or an object into words so others can imagine it. It is almost the same as Heinle (2002:73) stated that descriptive text shows how something looks, sounds, smells, tastes or feels. Siahaan (2008:119) also give his opinion, that descriptive text is a text that describes an object, a person, or an event in detail. It can be an abstract object such as: hate, love, opinion, idea, belief etc.

If we are talking about genre, we can avoid that the learners will always face two important components of the text itself that are generic structure and grammatical features. Descriptive text is also has two components. The students need to observe and find characteristic of the subject when they are about to write descriptive text. They can make a simple writing by describing people, animal, place and person. By

describing the characteristic of those simple topics, students will learn more and capable to make descriptive text using more challenging topic.

## 1. Generic Structure

Generic structure is thing that should be contained in writing genre of text. It distinguishes one text to another. The significance of generic structure of descriptive text is identification and description (Djuharie 2007:24). The generic structure of descriptive text includes:

### a. Identification

This part introduces the subject of the description to the audience. It gives the audience brief details about the when, where, who or what of the subject. On the other words this part is stating classification of general aspect of thing, animal, public place, plant etc which will be discussed in specifically.

### b. Description

This part consists of several paragraphs. Each paragraph usually begins with a topic sentence. Each paragraph in this part should describe one feature of the subject. All the paragraphs in this part build the detailed description of subject. It may describe physical appearance, qualities, general personalities or idea, and the characteristics.

### c. Conclusion (Optional)

The concluding paragraph contains the conclusion of the topic, and signs the end of the text. There are two important part of the generic structure when writing

descriptive text, the first is identification, and the second one is description. Students can add with the concluding paragraph but it is not a must.

## 2. Social Function

To describe a particular person, place or thing.

## 3. Language function

- a. Focus on specific participants
- b. Use of attributive and identifying processes
- c. Frequent use classifiers in nominal groups.
- d. Use of the Simple Present Tense

### **1.1 Types of Descriptive Text**

The arrangement of the details in your description depend on your subject and purpose. When painting a picture with words, you can begin from left to right, from right to left, from top to bottom, or from bottom to top. Sometimes, there is an object that dominates the scene or something that is unusual in the scene. In this case, maybe desirable to focus on that object and describe it first, since it is the first noticed. For example in describing a room the first thing the speaker describes is the first thing the viewer sees: the walls, ceiling, and the bed straight ahead. There are some types of descriptive text as follow :

- a. Describing person or animal

If someone wants to describe a person, the first thing that he does is to recognize his/her individual characteristics. He needs to describe people occurs fairly in areas of physical attribute (hair, eyes), emotional (warm, nervous), moral attributes (greedy, trust worthy), and intellectual (clever, perception).

In describing a person appearance in many ways. He can describe the person's clothes, manner of walking, color and style of hair, facial appearance, body shape, and expression. He can also describe the person's way of talking, and select depend on the topic the purpose.

In describing animals, he can begin with a physical description using much the same principle used to describe human begins. If the purpose is to explain what ideas expressing an attitude; his description will probably be more objective.

#### b. Describing place

As people, there is a commonly occurring need to describe places. The best way to describe a place is by presenting concrete, for example a home, a school and so on. It is not necessary to begin with one area and then proceed to another area.

#### c. Describing an event

In describing an event, a speaker should be able to memorize and remember what happened in the event.

#### d. Describing object

The best way to describe an object accurately is by providing the physical characteristic of an object such as the color, form, shapes, size and etc. Object is the



person or thing affected by the action described in the verb. A verb may be followed by an object that completes the verb's meaning.

For example: 1. He wrote the book.

"book" is the object, created by the action of writing.

2. I saw the film.

"film" is the object, sensed by the subject seeing it.

### Complex Objects

Like subjects, objects can be complex, consisting of the simple object and all the words which modify it.

For example: 1. I finally bought the dress I had tried on at least thirty times.

Simple object – dress

Complex object - the dress I had tried on at least thirty times

2. He chose the mangy puppy shivering over in the corner of the cage.

Simple object - puppy

Complex object - the mangy puppy shivering over in the corner of the cage.

Not all verbs are followed by objects.

For example: 1. The guest speaker rose from her chair to protest.

2. After work, Randy usually jogs around the canal.

## 1. Types of objects

There are two types of objects: **direct** and **indirect objects**:

### a. Direct object

A direct object is the thing or person that is affected by the action of the verb.

An indirect object is usually a person (or animal) who receives a direct object, a direct object shows who or what the action of the verb affects, a direct object answers the question "*what?*" or "*whom?*"

Examples: 1. David *repaired his car* → *his car* is the **direct object** of the verb *repaired*. (What did David repair?)

2. He *invited **Mary** to the party* → *Mary* is the **direct object** of the verb *invited*. (Whom did he invite?)

### b. Indirect object

An indirect object is the recipient of the direct object, or an otherwise affected participant in the event. There must be a direct object for an indirect object to be placed in a sentence. In other words an indirect object cannot exist without a direct object. An indirect object answers the question "*to whom?*", "*for whom?*", "*for what?*"...

Examples: 1. They sent him a postcard - *him* is the **indirect object** of the verb *sent*.

(*To whom* did they send a postcard?)

2. He bought his son a bike - *his son* is the **indirect object** of the verb *bought*.

(*For whom* did he buy a bike?)

### C. Conceptual Framework

Listening is already and will continue to be an important part of our everyday life. In listening, there some method that can be use to improve the students achievement in listening. In teaching English listening to students, the teachers must be able to present the lesson is much a way to make it interesting and relevant to the needs of learning. Learning about listening is difficult if the teachers still use conventional method. It just make the students feel bored, lazy and finally causes bad achievement.

One of the method in teaching listening that can be use is Listen Read Discuss strategy. This research is intended to find out the effect of Listen Read Discuss strategy on the students listening achievement in listening comprehension. Listen Read Discuss strategy is one the active learning method that can be use to improve students learning activities. This method have the advantages to motivate student, confidence, enjoy and learn more seriously which of course will result the success to both sides; that is to the teacher in teaching and the students in listening comprehension.

## **B. Previous Research**

There are some previous studies that related with the title of this research:

1. The first research was carried out by Talitha Rahma. 2014. The impact of LRD ( Listen Read Discuss ) strategy to the reading comprehension at second grade students of SMP Negeri 2 Gurah in academic Year 2014/2015. The writer chose second grade students in B. In collecting the data, the researcher observed by using pre test, treatment and post test with multiple choice as scoring. Then data is analyzed using T- test. The findings of this research are first the score is increasing after students are taught using listen read discuss. Second listen read discuss has significant impact on the second grade students' reading skills of SMP N 2 Gurah academic year 2014/2015. It is proven by t-score test that is 2,244 is greater than t-table in level significant 5% (2,042). From that findings can be concluded that listen read discuss is recommended in teaching reading to junior high school level. So, listen read discuss is suggested to use by the teacher to increase students' reading comprehension because listen read discuss gives significant impact in teaching reading.
2. The second research was carried out by Anita Andriya Ningsih. 2013. Implementasi model lrd (listen-read-discuss) untuk meningkatkan maharah qira'ah mahasiswa ppba fakultas hudaya universitas islam negeri Maulana Malik Ibrahim Malang. This research is aimed at improving students' reading comprehension by implementing the LRD (Listen-Read-Discuss) teaching

method. Subjects of the research are the students of 2013/2014 academic year taking reading II subject. The research uses classroom action research method. The data are collected by reading comprehension test for measuring the students's reading comprehension and questionnarie with Liket scale for collecting the students' perceptions toward LRD (Listen-Read-Discuss) teaching method. The data are analyzed by descriptive technique. The results of research show that 1) the preliminary comprehension of the students' reading comprehension is relative poor and very poor in which the distribution of comprehension is not proportional, 2) After first cycle, the students' reading comprehension improve relatel significantly, 3) Then, after the end of the research, the students' reading comprehensions improve significantly which most of them (52,8) obtains grade B or it is categorized good and (8,3%) reaches grade A. Only about (33,33%) and (2,8%) of them still have grade C and D. However, nobody gets failed. In term of perception, generally the students have positive and good responds and perception toward the LRD (Listen-Read-Discuss) teaching method for teaching and learning reading comprehension subject.

3. The third research was carry out by Anggraeni, Mita Bugi. 2014. The Reading Comprehension of The Eighth Grade students of SMP N 1 Pucakwangi Pati in The Academic Year 2013/2014 Taught By Using LRD (Listen Read Discuss). Skripsi: English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (1) Fajar Kartika, S.S, M. Hum, (2) Rismiyanto, S. S, M. Pd. Reading Comprehension, LRD (Listen Read Discuss)

English as International language is used in many countries in the world and it has an important role to the information progress in many sectors especially in education. Realizing the importance of English, our government states that English must be taught since Junior High School until University. They are expected to master four skills. They are listening, reading, speaking, and writing. Reading is process of comprehending and understanding the content of the text. Meanwhile, the students of the eighth grade students of SMP N 1 Pucakwangi Pati in the academic year 2013/2014 still have difficulties in understanding of the English text and they also felt bored when doing same activities in every meeting. LRD (Listen Read Discuss) is one of strategy that can be used to overcome the problem. It can increase the students' reading comprehension and motivate the students to learn, because by using LRD (Listen Read Discuss) help the students to understanding of the English text easily.

4. The fourth research which has carried out by Mustikasari, Jenny. 2015. Improving Student's Reading Comprehension by using L-R-D (Listen, Read, and Discuss) Strategy at Seventh Grade of MTsN Pilangkenceng in Academic Year of 2015/2016. Thesis. English Departement of Teacher Training and Education Faculty. Muhammadiyah University of Ponorogo. The researcher got some problems in the teaching reading comprehension at MTsN Pilangkenceng such as the teaching and learning process was still low. The learning reading process was just still translating and doing the task individually. This learning process made

the students feel bored, and there were just a few of students who paid attention to the lesson, and the other students were just listening to what the teacher say.

#### **D. Hypothesis**

Based on the review of literature and framework related above in this study, alternative hypothesis (Ha) and NULL hypothesis (Ho) was formulated as the following :

Ha: There is a significant effect of using Listen Read Discuss(LRD)

Ho: There is no significant effect of using Listen Read Discuss (LRD) Strategy on the students' achievement in Listening comprehension

## **CHAPTER III**

### **METHOD OF RESEARCH**

#### **A. Location and Time**

This research was conducted at SMP F.Tandean Tebing Tinggi on academic year 2017/2018. This location was chosen because the students had problems in understanding listening comprehension especially in Descriptive Text. The students have low achievement in English specially in listening and They have problems in listening comprehension especially able to comprehend the text well.

#### **B. Population and Sample**

The population of this research was taken from the seventh grade students' of SMP F.Tandean Tebing Tinggi, which consist of eight classes. This research was applied by purposive sampling technique by taking the class with lowest class score. In this case, the researcher will taken VII-3 as the sample. Purposive sampling is sampling technique based on the certain consideration. According to sugiyono (20016:124) stated that purposive sampling is an engineering sample determination with specific consideration. Purposive sampling technique will be used in this research.



The reason of chosen this class based on the result of the interview with English teacher the researcher found that the students still have problem in Listening Comprehension.

**Table 3.1**

**Population and Sample**

**SMP F.Tandean Tebing Tinggi**

<b>No.</b>	<b>Class</b>	<b>Population</b>	<b>Sample</b>
1.	VII-1	30	-
2.	VII-2	31	-
3	VII-3	30	30
TOTAL		91	30

**C. Research Design**

The experimental research was used to carry out this research. It deals with quantitative design. Namely experimental one group pretest-posttest design which consist of one group using Listen Read Discuss Strategy. So, the research design was conducted pre-test before being given traetment. The treatment can be known more accurately as it can be compared with the situation before given treatment. The design of this research could show below:

**Table 3.2**  
**Research Design**

<b>Group</b>	<b>Pre-test</b>	<b>Treatment</b>	<b>Post-test</b>
Experimental	√	Listen Read Discuss Strategy	√

**a. Pre test**

Pre-test will be conducted to find out the students' achievement in Listen Comprehension before having treatment. The pre-test will be given to the experimental group and their work is scored. The result of the pre-test is considered as the preliminary data.

**b. Treatment**

After the pre-test is administered, the treatment will be given to the students. The experimental group will be taught by Listen Read Discuss strategy.

**Table 3.3**  
**Treatments in experimental group**

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Teacher Activities

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1 (first) :

- a. Teacher gave greeting to the students to open the class,
- b. Teacher gave the pre-test,

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c. Teacher collected the answer sheets of the students,

d. Teacher calculated the score.

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2 (second)

a. Teacher give short lecture to the students.

b. Teacher give to students a text selection about the topic before read.

c. Teacher explain about the materials.

d. Students gave attention to the teacher's explanation.

e. Teacher gives a direction about Listen Read Discuss Strategy and give examples.

f. In Listen Read Discuss Strategy, the students focused in learning about narrative text.

g. The teacher gives a story about narrative text.

h. Teacher ask the students to pay attention to words phares or sentences in teh tape recorder which are native speaker is take from the materials.

i. Teacher tell to the students that during listening they need to take notes.

j. When the tape recorder is stop, students should check their notes.

k. Teacher will be play the segment again. Teacher asked to the students checked or added to their notes.

l. Teacher play the segment a second time, the students make the correction to their notes.

m. Have students read a text book selection on the topic. Asked to the

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students to compare the author's point of view of the same information covered in the short lecture. Place the students in small groups to discuss their own points of view about the topic. An activity sheet may be used to guide the discussions.

- n. Teacher ask the students to answer the question the evaluate the students' work.
  - o. Teacher collected students answer.
  - p. Teacher made data analysis.
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## CHAPTER IV

### DATA AND DATA ANALYSIS

#### A. Data Description

The data of this research was taken by giving the tests that were divided into pre-test and post-test. This study was conducted by applying an experimental research. It deals with quantitative design. Namely experimental one group pretest-posttest design. The students in experimental group were taught by applying Listen Read Discuss Strategy. The population of this research was the tenth grade students of SMP F.Tandean Tebing Tinggi. There are three parallel classes from VII-1 until VII-3. The researcher was taken the sample by Purposive sampling and chosen one class VII-3 as the sample. Below is the pre-test and post-test students' score is described in table below.

**Table 4.1**

**The Students' Score in Pre-test and Post test**

Score	Frequency		Total	
	Pre-test	Post-test	Pre-test	Post-test
20	I	-	1	-
24	I	-	1	-
32	II	-	2	-
36	III	-	5	-
40	II	-	2	-
44	II	-	2	-

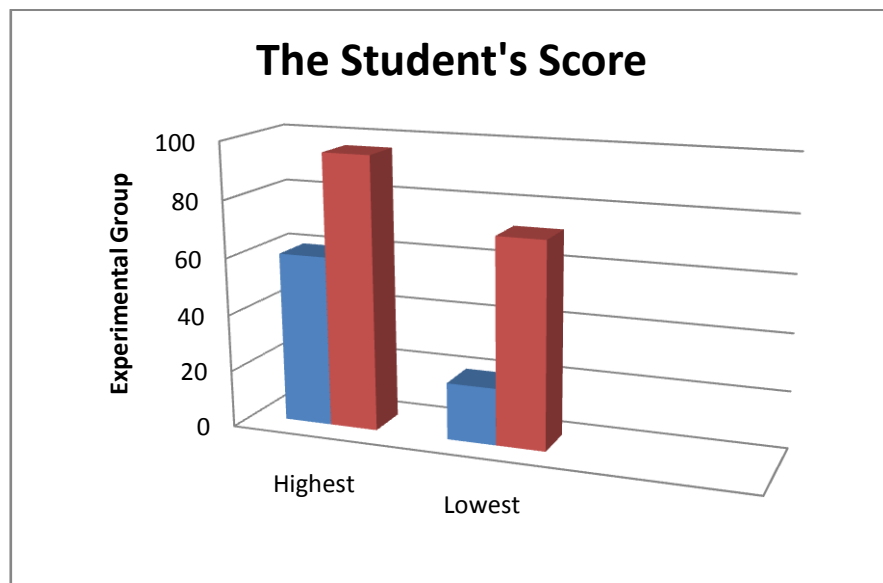
48	III	-	3	
50	I	-	1	
52	III I	-	6	
56	II	-	2	
58	II	-	2	
60	III	-	3	
72		I	-	1
76		III	-	4
80		<del>III</del> <del>III</del> I	-	11
84	-	<del>III</del> III	-	8
88	-	III	-	4
92	-	I	-	1
96	-	I	-	1
<b>Total</b>			<b>38</b>	<b>Jumlah siswa</b>

Completing test was given to the students to obtain the data. The data was collected by giving the students a test, consisting of 20 completing and 5 questions test items. The data showed that in experimental group, the total score of pre-test is 1390 and post-test is 2468. The mean score of pre-test is 46.33 and the post-test was 82.27. The result of the pre-test showed that the highest score was 60 and the lowest was 20, while the highest score in post-test was 96 and the lowest was 72 (for detail, see Appendix 6 and 7). Based on the data above, it proved that there were different score between pre-test and post-test.

**Table 4.2**

**The Students' Achievement Score in Pre-test and Post-test**

<b>Statistical Calculation</b>	<b>Pre-test</b>	<b>Post-test</b>
Highest	60	96
Lowest	20	72
Sum	1390	2468
Mean	46.33	82.27
N	30	30



**Figure 4.1 The Students' Score in Pre-test and Post-test**

Based on the data above, it proved that there were different scores between pre-test and post-test. After administering the treatment, the students' score in post-test is higher than pre-test scores.

## B. Data Analysis

The analysis of data were conducted to providing the hypothesis of the research. Each of these is presented as follows:

**Table 4.3**

### Providing the Hypothesis

<b>Correlation Product Moment</b>	<b>T-test</b>	<b>Linear Regression</b>	<b>Significant Effect</b>
$r_{xy} = 0.97$	$t = 21.38$	$a = 80.19$ $b = 0.04$ $Y' = 80.19 + 0.04 X$	$D = 94\%$

After calculating the correlation of product moment showed that  $r_{xy} = 0.97$  (see Appendix 8 for more detailed). Based on the calculating of t-observed, it was found that t-observed was 21.38 and based on the level of significant 0.05 with the degree of freedom 28 ( $n-2$ ) = 30-2 = 28, t-table was 1.701. It shows that there was significant effect of using Listen Read Discuss (LRD) on the students' achievement in listening comprehension.

Which:

$$H_a : t_{\text{observed}} > t_{\text{table}} = 21.38 > 1.701$$

It means that there was significant effect of using Listen Read Discuss (LRD) on the students' achievement in listening comprehension. Next, testing linear regression showed that  $a = 80.19$  and  $b = 0.04$ . So,  $Y' = 80.19 + 0.04 X$ . And the last,



finding the significant effect showed that 94%. It means that the effect of using Listen Read Discuss (LRD) on the students' achievement in listening comprehension was 94.00% and 6.00% from the other factors.

### **C. Testing Hypothesis**

The hypothesis testing should be done in order to know whether the hypothesis is accepted or rejected. ( $H_a$ ) is accepted if the  $t_{\text{observed}} > t_{\text{table}}$ . In this research, the calculation of the scores by using t-test showed the degree of freedom (df) 28 at the level of significance 0.05. Based on the calculating of  $t_{\text{observed}}$ , it was found that  $t_{\text{observed}}$  21.38 and  $t_{\text{table}}$  1.701. Based on this, it is conducted that alternative of hypothesis ( $H_a$ ) is accepted. It means that there is significant effect of using Listen Read Discuss (LRD) on the students' achievement in listening comprehension.

### **D. Finding**

When Listen Read Discuss was used in experimental group, most of students comprehend the text before or during reading in small group discussion, they feel enjoy when learning because the teacher gave them a graphic organizer to facilitated comprehension.

After accounting the data previously by using  $t_{\text{observed}}$  formula, it shows that the critical value was 21.38, after seeking the table of df shows that df was  $28 (n-2) = 30 - 2 = 28$  showed that  $t_{\text{table}}$  was 1.701. Based on the data  $t_{\text{observed}} > t_{\text{table}}$ . It means, null

hypothesis was rejected and alternative hypothesis was accepted. It means that, there was a significant effect of using Listen Read Discuss (LRD) on the students' achievement in listening comprehension. Total of significant effect was 94.00% and 6.00% was influenced by other factors and the test of hypothesis was found that  $t_{\text{observed}} > t_{\text{table}} (21.38 > 1.701)$ .

### **E. Discussion**

There were the difference between pre-test and post-test score on the students' achievement in Listening Comprehension through Applying Listen Read Discuss Strategy. Listen Read Discuss is a strategy give the students some alternative, conventional instruction and better prepared for reading and to make the students easy to comprehension about the text they read. Listen Read Discuss Strategy is one of strategy in teaching English to helps students comprehend text. Before reading, students listen to a short lecture delivered by teacher. A guide or organizer can be used to help students follow the information.

According to McKenna (2002:94) that listen read discuss is a strategy especially designed for struggling readers. Its three stages represents before, during, and after stages of all reading lesson format. It means that, there are three stages in this strategy. First, the students listen the explanation about the material from the teachers. Second, the teachers asks the students to read the text to get their comprehension. Finally, the teacher guides the students to discuss to know the students comprehension about the text. In this strategy, the teacher efforts in order that, the students comprehend about the text by giving explanation in earlier section.

Based on the explanation above, it is supported by the result of some researches who used Listen Read Discuss strategy to teach listening comprehension especially for the seventh grade of SMP F. Tandean Tebing Tinggi, showed that the effect of using Listen Read Discuss (LRD) on the students' achievement in listening comprehension. In this research was shown that the students score in pre-test is higher than post-test. It was proved that there are significant effect was 94% and 6% from the other factors.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### **A. Conclusion**

From research finding, it was found that Listen Read Discuss strategy has a positive effect on the students' achievement in mastering Listening Comprehension, which was proven from the result of the test. The finding shows that  $t_o$  is higher than  $t_t$  ( $21.38 > 1.701$ )  $\alpha$  0.05, at  $df = 28$ . It means that the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_o$ ) was rejected. Therefore, applying Listen Read Discuss Strategy has significant effect on the students achievement in mastering Listening Comprehension.

#### **B. Suggestion**

In relation to the conclusion previously, suggestions are put forward as follows:

1. Hopefully, the finding of this research is beneficial for the improvement of teaching English especially in Listening Comprehension for all level of education, not only for Senior High School.
2. The English teacher should consider that applying Listen Read Discuss Strategy on the students' achievement in mastering Listening Comprehension can be enjoyable and fun because it can make them enthusiasm to work together and share their to their teammates by using cards.

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3. It is important to use some variations and combinations of several teaching techniques when students collaborative learning given to the students increase their ability and to make variation in teaching English process.

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