THE EFFECT OF LISTEN-READ-DISCUSS STRATEGY ON READING COMPREHENSION ABILITY ON RECOUNT TEXTS BY THE SECOND YEAR STUDENTS OF SMPN 13 PEKANBARU

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Abstract: *This pre-experimental research aimed to find out whether there was a significant effect of using Listen-Read-Discuss strategy on reading comprehension ability on recount texts by the second year students of SMPN 13 Pekanbaru. The research design is a pre-experimental research with one group pre-test and post-test dessign. The sample was VIII-10 chosen by using cluster sampling technique. The result of the data analysis showed that mean scores of the pre-test was 60.69 and the mean score of the post-test was 70.35. In other words, the mean scores of the post-test is higher than the pre-test. The result also showed that the value of t-obs was higher than t-table (9.869 > 2.023) at significance level of 5%. It can be concluded that the Alternative Hypothesis (Ha) is accepted and Null Hypothesis (Ho) is rejected. Hence, there is a significant effect of Listen-Read-Discuss strategy on reading comprehension ability on recount texts by the second year students of SMPN 13 Pekanbaru.*

Keywords: *Effect, Listen-Read-Discuss, Reading Comprehension, Recount Texts.*

PENGARUH DARI STRATEGI LISTEN-READ-DISCUSS PADA KEMAMPUAN MEMBACA DENGAN PEMAHAMAN TEKS RECOUNT OLEH SISWA TAHUN KEDUA DI SMPN 13 PEKANBARU

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Abstrak: Penelitian ini bertujuan untuk mengetahui apakah ada pengaruh yang signifikan dari strategi Listen-Read-Discuss pada kemampuan membaca memahami teks recount oleh siswa tahun kedua di SMPN 13 Pekanbaru. Desain penelitian yang digunakan adalah pre-eksperimental dengan satu grup tes awal dan tes akhir. Sampel penelitian adalah kelas VIII-10 yang ditentukan dengan menggunakan teknik pemilihan kelompok. Hasil menunjukkan bahwa nilai rata-rata tes awal adalah 60.69 dan nilai rata-rata tes akhir adalah 70.35. dengan kata lain, nilai rata-rata tes akhir lebih tinggi dari nilai rata-rata tes awal. Hasil juga menunjukkan bahwa nilai t-obs lebih tinggi daripada nilai t-tabel pada tingkat signifikan 5%. Dapat disimpulkan bahwa Hipotesis Alternatif (Ha) diterima dan Hipotesis Nol (Ho) ditolak. Karena itu, terdapat efek yang signifikan dari strategi Listen-Read-Discuss pada kemampuan membaca memahami teks recount oleh siswa tahun kedua di SMPN 13 Pekanbaru.

Kata Kunci: Pengaruh, Listen-Read-Discuss, Pemahaman Membaca, Teks Recount

INTRODUCTION

English is an international language which is used by people in almost all parts of the world. It is not only as communication but also as transfering knowledge. Then, in Indonesia, English as second language or foreign language which is taught as compulsory subject in schools. In learning English, there are four basic language skills that should be mastered by the students: speaking, listening, reading and writing skills.

According to Celce (1979), reading is a skill that everyone needs whether s/he is a student in elementary, secondary, and university level. Reading as a receptive skill that is one of the important for the readers to get information from the written text. By reading, the students can increase their understanding about the text or what they have read, enrich their vocabularies and knowledge. Besides that, it could make the students easy to connect their ideas on reading towards what they have already known.

Patel and Jain (2008) state that reading is the ability to understand the meaning of printed word. Reading is crucial and important for the students to receive the information from the written form. Most of the materials are presented in the written form, for example in form of handbooks. It means that the students tend to have the ability to comprehend the meaning well. For this reason, the reading comprehension is needed.

Based on 2013 curriculum for Junior High School, there are some text types that should be taught for the second year students, one of them is recount text. In the basic compentencies of 2013 curriculum, the second year students are demanded to be able to grasp the meaning from spoken or written text, be able to understand the text and be able to comprehend the text effectively. But, to achieve that goal is not easy because many students still find difficulties and problems in comprehending the text. In this research, the researcher focuses on students' reading comprehension ability on recount texts by the second year students of SMPN 13 Pekanbaru.

In this case, the component of reading comprehension and the component of recount text should be found and understood by the students. Then the students' comprehension will be shown by answering correctly questions of the texts that provided such as finding main idea, factual information, meaning of vocabulary, reference and inference as the five of components of reading comprehension and generic structure, language feature and social function as the components of recount text.

Recount text is a text with a purpose to retell the readers about something which happens in the past time through a sequence of events. In this research, the writer has two reasons for choosing recount text. First, recount text contains on the syllabus of the second year students of Junior High School. The second, recount text is one of the texts that students will face in daily-test, mid-test, semester test and the final examination which is mostly perform in reading. So, by using Listen-Read-Discuss strategy the writer hopes the students can identify the texts, comprehend the texts and answer the questions based on the texts.

Based on researcher's experience during the teaching practice at SMPN 13 Pekanbaru, there were several problems that researcher found there. The students were difficult in getting essential information of the text. It could be proved when the students did an exercise, they could not get a good score because they could not comprehend the text well. Then, the students were also lazy to read the text therefore the text was too long.

An English teacher also said that the problems might be due to the lack of vocabulary mastery. The students were difficult to comprehend the text because they did not have many vocabularies so it could make the students confused when they read the text. Then, some students also got difficulty to analyze the component of the text. In addition, based on the informal interview with the students, they said that the teacher tend to use conventional strategy that make them bored. When it came to reading, the teacher only asked the students to read the text and answer the comprehension questions provided in the book individually. In fact, the students just read the text without comprehending well. The teacher asked the students to do assignment without really paying attention whether the students understood or not about the text. As a result, the teacher seems does not know the difficulties of the students in reading comprehension. The students just read aloud but they are not able to comprehend the text that they have read.

Regarding the problems above, in order to solve it the researcher finds an effective way to help the students in reading comprehension. Related to the reading strategies used, there are many strategies proposed by some experts, one of them is by using Listen-Read-Discuss strategy. Manzo and Casale (1985) argue that Listen-Read-Discuss is a comprehension strategy that builds students' prior knowledge before they read a text. It means that even the students do not know the text, by using Listen-Read-Discuss strategy could help the students to activate students' prior knowledge and comprehend the text.

Based on the brief explanation above, the researcher conducts a research entitled "The Effect of Listen-Read-Discuss Strategy on Reading Comprehension Ability on Recount Texts by the Second Year Students of SMPN 13 Pekanbaru."

METHODOLOGY

The type of the research was pre-experimental research by using one group pre-test and post-test design. The design of this research is described as follows:

Group	Pre-test	Treatment	Post-test
Experimental	O_1	X	O_2

(Sugiyono: 2013)

The population of this research was all of the second year students of SMPN 13 Pekanbaru in the academic year of 2016/2017. There were ten classes with the total number of students was 397 students. The researcher took only one class as the sample to be observed by using cluster sampling technique. Gay (2009) states that cluster random sampling is the sampling in which groups, not individuals, are randomly selected. In this research, the sample was class VIII-10.

In doing this research, the pre-test and post-test were given to the students. The test consisted of 24 items multiple choices on three of recount texts. The students were assessed in eight components of reading test, namely: main idea, factual information, guessing vocabulary, reference, inference, generic structure, language feature and social function.

Pre-test was given before the treatment, and post-test was given after the

treatment. In order to analyze the data, T-obs was used by employing SPSS version 23.0. T-obs was used to compare the difference result of pre-test and post-test.

RESULTS AND DISCUSSIONS

Result of Pre-Test

Before giving the treatment, the researcher conducted pre-test to the students. The result of pre-test is presented in the following table:

Table 1 Descriptive Statistics of Pre-test Score

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	40	42.00	75.60	60.69	10.06057
Valid N (listwise)	40				

Table (1) shows that the mean score of students was 60.69. Meanwhile, the minimum score that students reached in pre-test was 42.00 and the maximum score was 75.60.

Table 2 Percentage of the Students' Scores in Pre-test

Test Score	Level of Comprehension	Frequency	Percentage
80-100	Excellent	0	0%
60-79	Good	24	60%
50-59	Average	10	25%
0-49	Poor	6	15%
Total		**40**	**100%**

Table (2) indicates that there were no students who got excellent level. While, there were 24 students got good level 60% and 10 students got average level 25%. Then, 6 students got poor level 15%.

Table 3 The Students' Ability in Each Aspect of Reading in the Pre-test

No	Aspects of Reading	Percentage	Classification
1	Finding main idea	79%	Good
2	Finding factual information	70%	Good
3	Guessing vocabulary in context	61%	Good
4	Identify references	57%	Average
5	Identify inferences	59%	Average
6	Generic structure	58%	Average
7	Language feature	37%	Poor
8	Social function	62%	Good

The data above show that percentages of the components of reading comprehension were varied. The percentage of main idea was 79%, factual information was 70%, vocabulary was 61%, reference was 57%, inference was 59%, generic structure was 58%, language feature was 37% and social function was 62%. It is found that the highest percentage in the components of reading comprehension was main idea (79%) and the lowest one was language features (37%).

Result of Post-Test

The result of post-test is presented in the following table:

Table 4 Descriptive Statistics of Post-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Post-test	40	50.40	88.20	70.35	10.09928
Valid N (listwise)	40				

Based on the table (4) the mean score of post-test was 70.35. Then, the minimum score was 50.40 and the maximum score was 88.20.

Table 5 Percentage of the Students' Scores in Post-test

Test Score	Level of Comprehension	Frequency	Percentage
80-100	Excellent	12	30%
60-79	Good	20	50%
50-59	Average	8	20%
0-49	Poor	0	0%
Total		**40**	**100%**

The data above show that 12 students were in excellent level in the post-test with percentage 30%. While there were 20 students got good level 50% and 8 students got average level 20%, and there were no students who got in poor level.

Table 6 The Students' Ability in Each Aspect of Reading in the Post-test

No	Aspects of Reading	Percentage	Classification
1	Finding main idea	88%	Excellent
2	Finding factual information	79%	Good
3	Guessing vocabulary in context	67%	Good
4	Identify references	66%	Good
5	Identify inferences	58%	Average
6	Generic structure	68%	Good
7	Language feature	59%	Good
8	Social function	74%	Good

The data description above indicate that percentage in each components of reading comprehension in post-test increased from that of pre-test. The percentage of main idea was 88%, factual information was 79%, vocabulary was 67%, reference was 66%, inference was 58%, generic structure was 68%, language feature was 59% and social function was 74%. It shows that the highest percentage was main idea (88%) and the lowest one was inference (58%).

The Comparison between the Results of Pre-test and Post-test

After calculating the result both of the test, there were the difference result of pre-test and post-test. The result can be shown in the following table:

Table 7 One Samples Statistics

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	40	60.69	10.06057	1.59072
Post-test	40	70.35	10.09928	1.59684

Table (7) shows that the total number of students of pre-test and post-test were 40 students. The mean score of pre-test was 60.69 and the mean score of post-test was 70.35. The difference of the mean score between pre-test and post-test was 9.66. The comparison level score can be seen in the following table:

Table 8 Comparison Level Score in Pre-test and Post-test

Test Score	Level of Comprehension	Frequency		Percentage	
		Pre-test	Post-test	Pre-test	Post-test
80-100	Excellent	0	12	0%	30%
60-79	Good	24	20	60%	50%
50-59	Average	10	8	25%	20%
0-49	Poor	6	0	15%	0%

Table (8) indicates that there was an improvement in terms of the level score of students' reading comprehension from the pre-test to the post-test after applying the treatment. In the pre-test, 15% of students were in the poor level; while in the post-test, there were no students in poor level. Surprisingly, in the post-test, 30% of students were in excellent level. Furthermore, the comparison of the students' achievement in each component of reading comprehension can be seen in the following table:

Table 9 Comparison between the Results of Pre-test and Post-test in Each Components of Reading Comprehension

No	Components of Reading	Percentage	
		Pre-test	Post-test
1	Finding main idea	79%	88%
2	Finding factual information	70%	79%
3	Guessing vocabulary in context	61%	67%
4	Identify references	57%	66%
5	Identify inferences	59%	58%
6	Finding event	58%	68%
7	Language feature	37%	59%
8	Social Function	62%	74%

Table (9) indicates that there were some improvements of the students' achievement after being taught by using Listen-Read-Discuss strategy. It shows that the highest percentage of the components in the pre-test was main idea (79%) and in the post-test was main idea (88%). While the lowest one in the pre-test was language features (37%) and in the post-test was inferences (58%).

Hypothesis Analysis

The last stage in analyzing the data was testing hypothesis. In this research, t-obs formula was used to compare the result of pre-test and post-test in determining whether the hypothesis could be accepted and whether the treatment could give an effect on the students' ability in reading comprehension.

Table 10 Paired Samples Statistics

		Paired Differences					t	df	Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Post-test – Pre-test	9.1350	5.85437	.92566	7.26268	11.00732	9.869	39	.000

t-table = 2.023

Finally, to prove the hypothesis, the data were calculated by using t-obs formula with assumption as follows:
1. If $t_{obs} > t_{table}$, the Null Hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted.
2. If $t_{obs} < t_{table}$ the Null Hypothesis (Ho) is accepted and alternative hypothesis (Ha) is rejected.

Based on the table (10), it shows that the result of t_{obs} was 9.869. Meanwhile, t-table was 2.023. The comparison between t-obs and t-table showed 9.869 > 2.023, meaning that t_{obs} was higher than t-table. It can be concluded that the alternative hypothesis (Ha) ''There is a significant effect of Listen-Read-Discuss strategy on reading comprehension ability on recount texts by the second year students of SMPN 13 Pekanbaru'' is accepted and null hypothesis (Ho) is rejected.

Discussion

Based on the description of the data, it can be stated that Listen-Read-Discuss strategy is applicable for teaching English on reading recount text. It can be proved that the post-test result was better than the pre-test result which indicated the improvement of students' reading comprehension in recount text. There is a statistically significant difference between pre-test and post-test. The achievement of students' reading comprehension ability was measured between pre-test and post-test. The improvement achieved might have been attributed to the way they being taught by Listen-Read-Discuss strategy.

Based on the research method, there are three steps to collect the data. Pre-test was the first step conducted to find out the students' reading comprehension ability in reading recount texts before treatment was applied. The treatment was the second step. Listen-Read-Discuss strategy was exposed in teaching reading of recount texts. There were four meetings in the application of Listen-Read-Discuss strategy. Post-test was the last step. It was conducted after treatments were applied in teaching reading recount texts.

There were eight components of reading comprehension, namely: finding main idea, factual information, guessing vocabulary, references, inference, generic structure, and social function. Those all of components were increased in pre-test and post-test. Therefore, applying Listen-Read-Discuss strategy made the student's ability in reading comprehension increased, espeacially about the lesson of recount text.

The lowest score of the eight components of reading in pre-test was language feature because the students were not able to use simple past tense in recount text. Hence, the lowest score in post-test was inference because the students were not able to look carefully to the facts that coming into conclusion. The highest score of the eight components of reading both in pre-test and post-test was main idea. The students were able to understand the main topic in each paragraph.

The result shows t_{obs} is higher than t_{table} (9.869 > 2.023). It can be concluded that there is a difference between the pre-test score and the post-test score. In other words, the alternative hypothesis of this research, "There is a significant effect of Listen-Read-Discuss Strategy on Reading Comprehension Ability on Recount Texts by the Second Year Students of SMPN 13 Pekanbaru." is accepted.

CONCLUSION AND RECOMMENDATION

Conclusion

This was a pre-experimental research which was aimed at finding out whether there is a significant effect of using Listen-Read-Discuss strategy on reading comprehension ability on recount texts by the second year students of SMPN 13 Pekanbaru.

Based on the result of the data analysis, it can be concluded that that there is a significant difference between the results of pre-test and post-test. Hence, it can be stated that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. In conclusion, this research has answered the research question namely that, there is a significant effect of Listen-Read-Discuss strategy on reading comprehension ability on recount texts by the second year students of SMPN 13 Pekanbaru.

Recommendation

After getting the result of this research, the researcher would like to provide some recommendations as follows:

1. For English teachers

    The teachers need to use Listen-Read-Discuss as teaching strategy in reading comprehension especially recount texts since this strategy gives positive effect to the students' reading comprehension. By applying this strategy, the teachers need to be more attention on how to improve students' comprehension on the language feature and identifying inferences when implementing Listen-Read-Discuss strategy in the class. Furthermore, in order to make this strategy more effective in teaching

and learning process, the time spent during teaching reading using Listen-Read-Discuss should be controlled and considered.

2. For students

The students have to be active in the class and pay more attention to the lesson that has been explained by the teacher in order to be able to comprehend texts especially recount texts.

3. For further researchers

The further researchers need to try this strategy to other levels of students in various contexts in order to discover its effectiveness in developing the students' ability.

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