THE EFFECTIVENESS OF USING LISTEN-READ-DISCUSS (LRD)

STRATEGY TOWARDS STUDENTS READING COMPREHENSION

FOR THE TENTH GRADE STUDENTS OF SMAN 11 JAMBI

A THESIS

Submitted as a Partial Fulfillment of the Requirements for Degree of
Sarjana Pendidikan (S.Pd) in English Education

Written by:

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APPROVAL

This thesis entitled "**The Effectiveness of Using Listen – Read – Discuss (LRD) Strategy Towards Students Reading Comprehension for the Tenth Grade students of SMAN 11 Jambi**"

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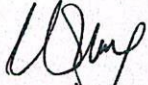
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LETTER OF RATIFICATION

This thesis entitled "**The Effectiveness of Using Listen – Read – Discuss (LRD) Strategy Towards Students Reading Comprehension for the Tenth Grade students of SMAN 11 Jambi**" written by Riska Maghfira, student's number 1900888203021, was accepted and approved by team of examiners faculty of Teacher Training and Educational sciences on August, 8th 2023.

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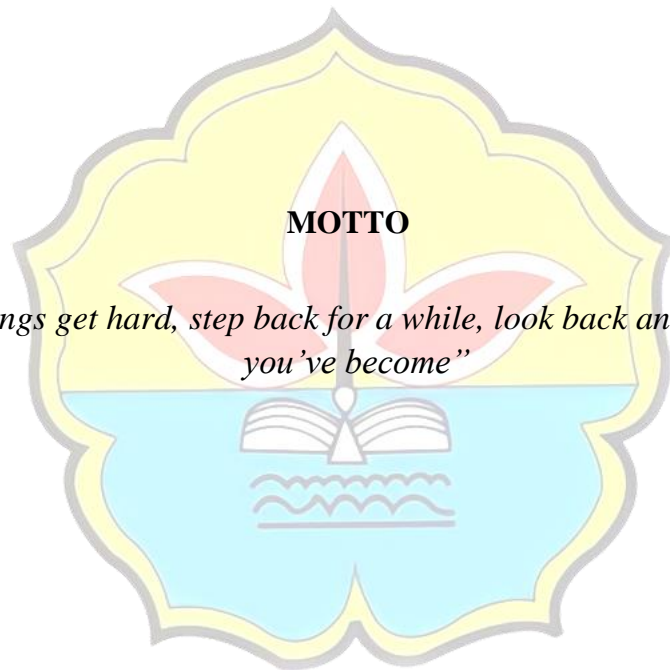I honestly declare that the research paper I wrote entitled "The Effectiveness of Using Listen – Read – Discuss (LRD) Strategy Towards Students Reading Comprehension for the Tenth Grade students of SMAN 11 Jambi" does not contain any parts of works of other people, except those cited in the quotations and bibliographies, as a scientific research should.

Jambi, August 9th 2023

The Researcher

Riska Maghfira

MOTTO

"When things get hard, step back for a while, look back and see how far you've become"

DEDICATION

I Praise to Allah SWT, the most gracious and the most merciful, who has given her blessing and chance for completing this thesis entitled "The Effectiveness of using Listen – Read – Discuss (LRD) Strategy Towards Students Reading Comprehension for The Tenth Grade Students of SMAN 11 Jambi"

I dedicate this thesis to my beloved parents, my father Masnizam and my mother Syafwarni who given love, advice, support, pray and have encouraged me every day to write this thesis. This thesis would not be finished without them who always remind me and give me support and advice to finish this thesis. And if without their motivation and encouragement, I would not have finished in pursuing my undergraduate studies.

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Last but not least, I also dedicate this thesis to me, for myself. Thanks to myself who have struggled to write and finish this thesis from beginning to end.

ABSTRACT

Maghfira, Riska. 2023. **The Effectiveness of Using Listen-Read-Discuss (LRD) Strategy Towards Students Reading Comprehension For The Tenth Grade Students of SMAN 11 Jambi.** Thesis. English Language Education, Faculty of Teacher Training and Educational Sciences, Batanghari University. The First Advisor: Dra. Hj. Wennyta, M.Pd. The Second Advisor Kartika Dewi, M.Pd.

This research aimed to find out the effectiveness of using Listen – Read – Discuss (LRD) strategy towards students' reading comprehension for the tenth grade students at SMAN 11 Jambi. This method of research is quantitative and the design of this research is quasi-experimental design. This research used two classes, experimental class and control class, X-E7 as experimental class were taught by using Listen-Read-Discuss (LRD) Strategy, and X-E3 as control class were taught without Listen-Read-Discuss (LRD) strategy. Both class consist of 36 students. This research used a test instrument with multiple choice questions with total number questions is 16 items. The test consist of Narrative Text. The technique of data analysis is calculation the students'score and analyzing using SPSS. The data was analyzed by T-test using SPSS for windows version 21.0. The result of this research is found that the mean score of post-test in experiment class with using LRD strategy was 87,86 and the mean of post-test in control class without using LRD Strategy was 77.67. Meanwhile, from T-test analysis found that the value of sig (2-tailed) was 0.000. As the result, it can be seen that $0.00 < 0.05$ which mean that null hypothesis (Ho) was rejected ad the alternative hypothesis (Ha) was accepted. It means that there is significant effect of using Listen-Read-Discuss (LRD) strategy toward students reading comprehension at the tenth grade students of SMAN 11 Jambi.

Keywords: *Reading Comprehension, Listen-Read-Discuss Strategy*

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All praise belongs to Allah SWT, who has given time, opportunity, energy, finance, health and most importantly to researchers so that researchers can complete this thesis to fulfill one of the requirements for obtaining a bachelor's degree in the Department of English Language Education, Faculty of Teacher Training and Education, Batanghari University. Shalawat and greetings we pray to the prophet Muhammad SAW, as the best educator who teaches and educates mankind so that he has brought us from darkness to light.

In conducting the research and finishing the thesis, the researcher got suggestions, encouragements, motivation, and supports from many sides. Therefore, in this chance and opportunity, the researcher would like to express the great thanks and gratitude to those who have given the researcher a lot of things that researcher is able to finalize and publish this research:

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2. Dr. H. Abdoel Gafar, S.Pd., M.Pd as the Dean of Teacher Training and Education Sciences Faculty of Batanghari University.

3. Mr. Ridho Pradja Dinata, S.Pd., M.Pd as the Head of English Education Program, Faculty of Teacher Training and Education Sciences, Batanghari University.

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   and the opportunity to use her English class as the research sample.

8. My friends from A1 English Class who gives me an inspiration and spirit when doing this thesis.

   Finally, the researcher realizes that thesis has many weaknesses and shortcomings. Therefore, comments, critiques, suggestions and advices are seriously needed in order to improve this thesis. May Allah Almighty bless them all. Aamiin..

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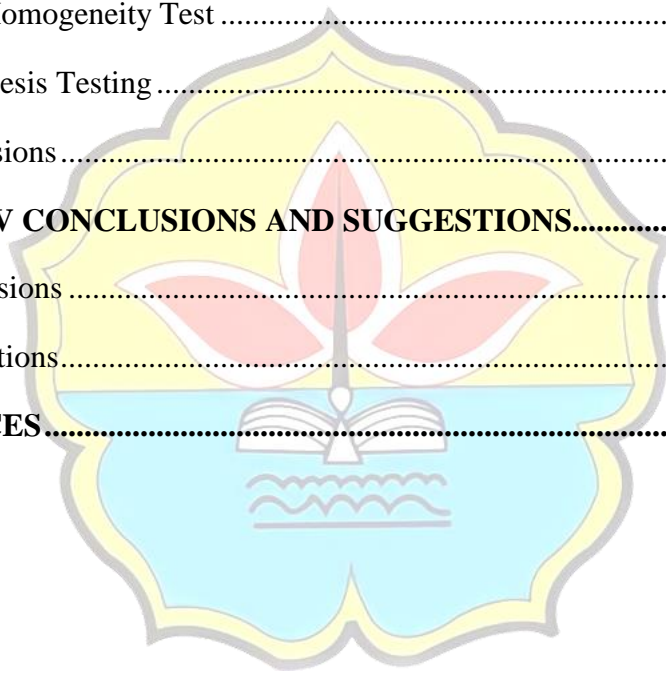
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CHAPTER I

INTRODUCTION

1.1 Background of The Problem

One of the most important skills in language learning is reading. Reading helps students build their vocabulary and improves their comprehension of written work. Furthermore, reading allows students to learn new things. Even in the modern era, books, magazines, journals, and the internet are helpful sources for learning that requires the ability to read and comprehend what is written in English. Reading will give students more opportunities to improve their English knowledge and skills.

According to Harmer (2007: 99), Reading is helpful for language learning. The more students read, the better their comprehension. It indicates that reading is an educational activity for students' language abilities and requires them to comprehend what they have read. Students' reading ability is very important. if students' reading ability is good, they will also be good at speaking, listening, and writing. Activities that involve writing, listening, and speaking increase reading abilities. According to Brown (2000: 28). People who want to improve their ability in those areas must also improve their reading skills.

Understanding the information offered in the text is the purpose of reading comprehension. Reading is a very important skill that is needed in everyday life. Students must develop their reading comprehension skills. Reading comprehension is very important for reading activities because without it, readers will not be able to find and understand what they read. Reading comprehension is

not just a process of finding information, but also a process that involves the reader's knowledge to get meaning from reading. Reading comprehension can be assessed based on several features such as main ideas, expressions, inferences. Reading comprehension aims to obtain information and understanding of what is read. Pardo (as cited in Snowball, 2005). Reading comprehension means understanding what has been read, and it is an active thinking process that depends not only on comprehension skills but also on students' experience and prior knowledge. Comprehension involves understanding vocabulary, seeing relationships between words and concepts, organizing ideas, making judgments, and evaluating. So, from this point of view, it can be said that reading comprehension is very important for students, if students do not understand what they read, they cannot find the meaning of the text.

In fact, most students do not understand what they read and do not understand the material they read. Students feel a lack in themselves this case is affected by their limited vocabulary. Students are difficult in recognizing this word means that students need a process to interpret the texts, so that when reading comprehension, students can recognize written words without finding it difficult. Also in reading a text, Some students can not identify the main ideas, they can not identify words and conclude topics and they difficult to find important points from the text. Furthermore, students become confused when learning according to the teacher's instructions. The teacher only used conventional method which is only teacher-centered without involving interaction with students. Therefore, students feel bored to learn to read with a monotonous

approach. The impact, the students are not active in learning english and they become passive in the classroom.

Based on the descriptive above, to make the teaching and learning process to be effective, the researcher apply appropriate strategies in teaching. The researcher use LRD (Listen – Read – Discuss) strategy. Listen - Read - Discuss (LRD) is an effective strategy in teaching reading in order for the students to improve their reading comprehension. In this strategy, the teacher provides an explanation of the text to students before they start reading, and then students participate in discussions to increase their understanding of the text. As revealed by Manzo, LRD strategy helps students understand the text. Before reading, students will listen to a brief explanation from the teacher, which helps them relate to the knowledge they already have (Manzo & Casale: 11). Thus, this step clearly requires students to activate their prior knowledge and relate it to the content of the text to be read.

According to Burner (cited in Manzo & Casale, 1985), Effective learning, which includes learning how to be an effective teacher, needs a way to get started, a way to keep going, and a way to protect it from becoming random or misguided. To comply with what Burner says about what is required for effective learning, the teacher can employ Manzo and Casale's Listen-Read-Discuss strategy. Furthermore, McKenna and Stahl (as mentioned in Karin, 2007: 10) revealed that Listen - Read - Discuss (LRD) is a valuable teaching approach when the student's vocabulary is not sufficient to understand the content of the reading. LRD is an effective method for teaching reading that is able to support the development of students' understanding of the texts they read.

The advantage of employing Listen-Read-Discuss (LRD) include assisting students in understanding information delivered verbally, according to Manzo and Casale (1995). Can helps them expand their prior knowledge of texts, and engages struggling readers in class discussions. This strategy was chosen by the researchers because It has several advantages and the researcher believed that the text would be simple for students to understand. According to the above description, the researcher is dedicated for conducting the research the titled is "The Effectiveness of using Listen-Read-Discuss (LRD) Strategy towards Students Reading Comprehension for The Tenth Grade students at SMAN 11 Jambi."

1.2. Identification of The Problem

Researchers identify the following problems:

1. Learning based on conventional teaching strategies feel monotonouns makes students become inactive and passive in class.
2. Students have limited vocabulary knowledge.
3. Students can not identify the main ideas and can not conclude topics and they difficult to find important points from the text.

1.3. Formulation of The Problem

Based on the previous statement, the formulate question relate to this reasearch: "Is there any signifficant effect of using Listen-Read-Discuss (LRD) towrads students reading comprehension for the tenth grade students at SMAN 11 Jambi?

1.4. Limitation of The Research

Based on several problem factors, the researcher conducted this research limitation to focus on the effectiveness of using Listen-Read-Discuss (LRD) Strategy for students reading comprehension understanding narrative texts, which was conducted in tenth grade students at SMAN 11 Jambi.

1.5. Objective of The Research

The objectives in this research is to find out the effectiveness of using Listen – Read – Discuss (LRD) strategy towards students reading comprehension for students especially in the tenth grade at SMAN 11 Jambi.

1.6 Significance of The Research

1. Theoretically

The researcher believes that the research will be useful for teachers in enhancing their student's reading comprehension, which is the theoretical importance for this research. The researcher also hopes that this LRD Strategy will help students improve their reading skills, especially in narrative texts.

2. Practically

a. For teachers: this research can provide alternative strategies for teaching reading, which can be implemented in the classroom to engage students and make them become active learners to students through Listen Read Discuss strategies and can help them to improve their reading comprehension.

b. For students: Students are expected to use the Listen – read – discuss (LRD) strategy to improve their reading skills as much as possible, as well as to motivate students to learn English, particularly in reading comprehension.

c. For researchers: Listen – Read – Discuss strategy allows the researcher to increase knowledge and experience in teaching reading comprehension while also serving as a resource for another researcher who wants to compile a thesis as a reference or related study.

1.7 Definition of Key Terms

Below are some of the keywords found in this research and their meanings so that readers know and avoid misunderstandings:

1. Listen-Read-Discuss (LRD) Strategy

Listen – Read - Discuss (LRD), according to Manzo and Casale (1985), is a strategy that assists students in comprehending text. It is a comprehension strategy that help students in developing primary knowledge while reading a text.

2. Reading

Johnstone and King (2006:2) state that, reading is a process in which the reader decodes and understands written text. In this process, the process of decoding and understanding the text becomes the first step for readers to gain knowledge from the contents of the text they read. In this context, reading theory plays an important role in enabling the subject to understand and absorb the information contained in the text.

3. Comprehension

Burnes and Page (1985) stated that, comprehension is the process by which the reader's background knowledge or world knowledge connecting with

messages arranged in the text to create what the author of the message according to his understanding.

1.8 Basic Assumption of the Research

Some of the basic assumptions of this research according to the researchers as follows:

1. The material taught by the teacher to students is in accordance with the applicable curriculum and syllabus guidelines.

2. By using this Listen – Read - Discuss strategy, the students can enjoy teaching and learning process through techniques to increase their abilities in narrative text in reading comprehension.
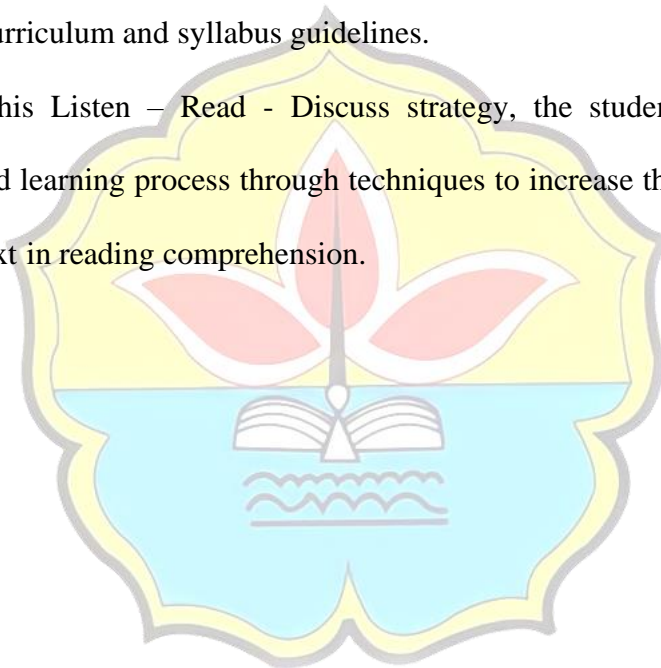
CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1 Concept of Reading

According to Harmer (2003: 199), reading is an ability to receive information, where individuals can take meaning from the text they read or hear. He goes on to say that when we read texts, newspapers, or news, or in a conversation, at that time we are in reading comprehension using language skills, perspectives, and the comprehension we use will be determined through our reading goals and hearing.

Harmer also stated that reading can improve language acquisition. As long as the students comprehend what they have read. the more they read, the better they get at it. Furthermore, Cline at al (2006:2) argues that, decoding is defined as reading to understand the written text. Reader comprehension is contributed based on reading purpose, context, text form and reader's strategy and knowledge. he also defines that getting meaning from text is reading process, this reading process is done by decoding in written text for readers.

According to the theory, reading is a process of decoding and understanding written texts, as well as getting meaning from the texts, in which the reader's prior knowledge of the subject influences what is learned and read.

2.1.1 The Purpose of Reading

According to Grabe William and L. Fredrika (2002), the category of purpose for reading are:

a. Reading to search for simple information

Reading to search is a common reading ability, but some researchers believe it is an additional cognitive process. This activity is often used in reading, so it can be considered as a type of reading skill. When we do a reading search, the destination can be a specific term, a bit of specific knowledge, or a few general phrases.

b. Reading to skim quickly

Skimming is a speed reading technique used for readers, this strategy is used to quickly predict where the information in the text is located to form a general idea and can apply the reader's reading comprehension skills.

c. Reading to learn from texts

In learning, reading is very important for skills and professionals because reading requires understanding what is in the text, what content and information is from a text. then the reader must be able to identify the main ideas of paragraphs, build paragraph outlines, and arrange text based on what has been read.

d. Reading to integrate information

The point here is that reading can combine information based on connected and complementary texts, connected to each other and form a structural framework of the text to accommodate information from many sources.
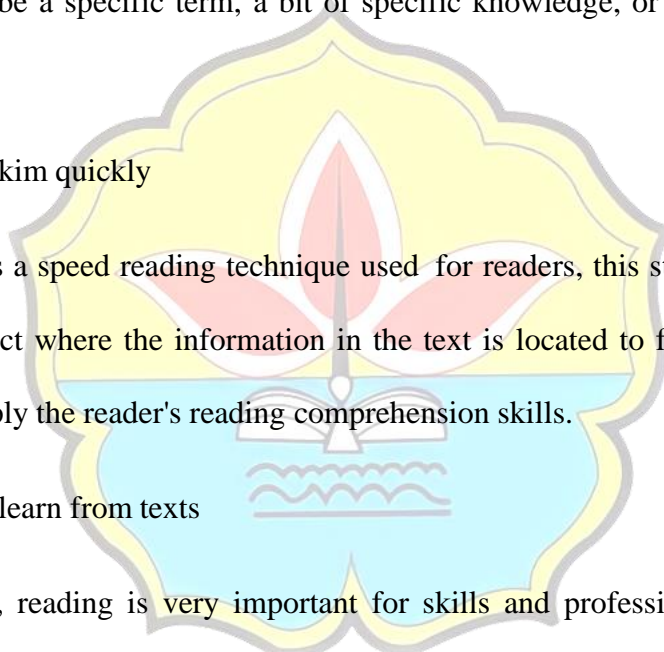
e. Reading to write and reading to critique texts

Reading to write and reading to criticize are variations on reading to identify some information. both of these methods must have the ability to analyze, and be able to compose the contents of a text.

f. Reading for general comprehension

Reading for general requires skills in finding representations of the general meaning of the main ideas, requires words to be processed quickly, and there is coordination of the process within a limited time.

2.2 Definition of Reading Comprehension

Reading comprehension, according to Klingner (2007: 2), is the process of constructing meaning by coordinating a number of complex processes such as word reading, world knowledge, and fluency. Reading comprehension is the ability to comprehend what has been read. The student can read more willingly if they require visible evidence of their own progress; when reading an interesting text or book, they quickly feel the satisfaction of this improvement.

According to Grabe and Stoller (2013: 12), The ability to understand and interpret information in text is referred to as reading comprehension. To summarize, the reader attempts to understand and interpret the information included in the text during the complex process of reading comprehension, which involves the reader and the writer over the text.

Writing in the text to comprehend the purpose or significance of a passage is an example of reading comprehension. The process of collecting information

and comprehending what is read is known as reading comprehension. According to Pardo (as cited in Snowball, 2005), the process by which readers generate meaning by interacting with text by combining previous knowledge and experience, information in the text, and the reader's posture as it relates to the text is known as comprehension.

In the view of Healy (2002), Reading Comprehension is the process of understanding written words, understanding the content being read, and constructing meaning from the text. He stated that reading is an intentional and involved act. A reader reads with the aim of understanding, remembering, and applying what he has learned. Based on this explanation, reading comprehension can be interpreted as an activity that involves the process of exploring the meaning of the text in order to gain a general understanding of what is conveyed in the text.

Reading comprehension is not only the process of finding information. It is also the process that involves the readers knowledge getting meaning from reading. Reading comprehension can be evaluated based on several features such as main ideas, expression, inference and so on.

2.2.1 Technique of Reading Comprehension

According to Maxwell (1970) in Diaz, S., & Laguado, J. (2013: 138), there are two reading comprehension techniques:

1. Skimming

Skimming is a technique of reading written text quickly to understand the key idea or selected substance. With a systematic approach, students can anticipate the

content of the text, thereby helping them to find important words that play a role in deducing the general meaning of the book. In addition, the skimming method can also speed up the content analysis process and advance students' reading skills.

2. Scanning

Scanning defined as the capacity to quickly discover specific facts and details, such as dates, names, places, among others,is seen as a desirable reading skill and is taught in most development reading courses.

2.2.2 The Advantages of Skimming and Scanning

There are several benefits of skimming and scanning techniques according to Grellet (1981:19). Some of them are as follows:

1. Skimming allows students to quickly understand the gist of the text being read.
2. By skimming, students can find out the organizational structure of the text.
3. Skimming helps students to get an idea of the author's tone or intonation, thus facilitating understanding of the text and increasing the impression of the tone or style of writing.
4. Scanning assists students in finding specific information quickly.
5. Scanning allows students to follow a linear flow of reading.

6. Scanning assists students in optimizing the use of time. By using scanning, students can efficiently find information from books and use their time more effectively.

2.2.3 Components of Reading Comprehension

King and Stanly (1998: 331) defined there are several components in reading comprehension as follows:

1. Finding Factual information

   In reading, to get actual information, readers have to scam for specific details.

Students will usually be given factual information questions that include learning 5W1H (what, when, who, why, where, how) for terms.

2. Finding main ideas.

   The way to find the main idea in a text is to look at the beginning of the paragraph. This is important because it helps students understand the content of the paragraph when reading the first part of the text. The main idea at the beginning of this paragraph usually reflects the main idea of the entire text.

3. Finding the meaning of vocabulary in context

   in a text there is an important vocabulary that can improve comprehension, students can learn new vocabulary in the text for words they have never heard before and associate the close meaning of unfamiliar words with the text and topic of the text they are reading.

4. Identifying references
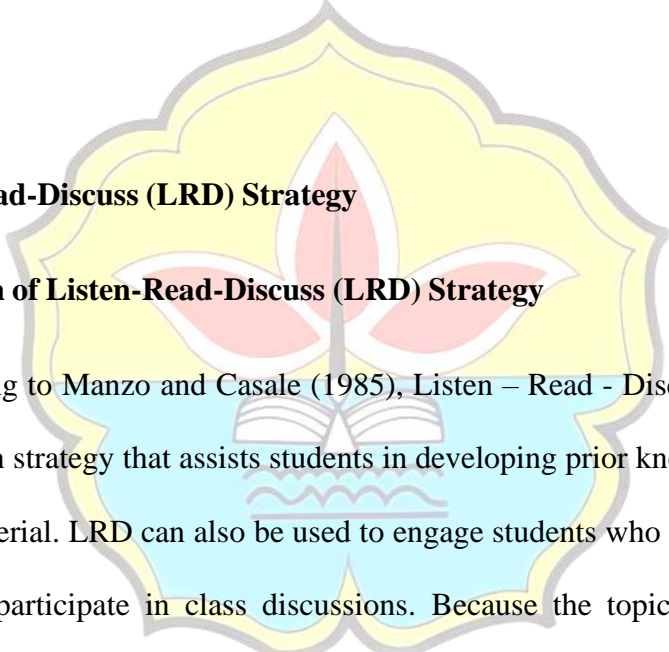
In english, repeating sentences or words will feel awkward and look boring, it would be better if the word is referred to a synonym that has the same meaning rather than repeating it.

5. Making inference

In reading sessions, readers are required to be able to make conclusions based on what has been read, it can be seen from the contents of the text, both explicit and implied. it is an inference skill.

2.3   Listen-Read-Discuss (LRD) Strategy

2.3.1 Definition of Listen-Read-Discuss (LRD) Strategy

According to Manzo and Casale (1985), Listen – Read - Discuss (LRD) is a comprehension strategy that assists students in developing prior knowledge prior to reading a material. LRD can also be used to engage students who are struggling readers should participate in class discussions. Because the topic is originally given verbally, students who do not understand how to read full texts on their own can learn at least basic reading comprehension. Students who do not have prior understanding of the topic can learn it in the listening stage, making it easier for them to understand the text during the reading stage.

McKenna (2002: 94) reveals that Listen - Read - Discuss is a strategy specifically for readers who have difficulties. This method consists of three stages which include before, during, and after the reading process in a learning format.

This method contains three steps. First, the teacher gave an explanation of the material to students. Next, students are asked to read the text to assess their understanding.

Furthermore, teacher facilitates a discussion with the students to assess their comprehension of the book. The teacher uses this method to guarantee that students understand the content by providing more information in the previous part. It stimulates students' minds during section discussions.

Manzo (1985: 11) stated that the following are some processes in teaching reading using the Listen - Read - Discuss strategy:

a. Before reading, students are given a brief lesson by the teacher. To assist students in following the information, a guide or graphic organizer can be employed.

b. Students then read a topic-related literary selection. This explanation is compared to the lecture information. the contents of the book must be in accordance with the curriculum and topics to be discussed in learning. if the reading text is long and includes other topics, then it is considered inappropriate. The teacher must supervise and educate that the objective of reading is to gain another perspective on the topic and compare it to what they have just heard.

c. Following the reading, either a big group discussion or small group conversations concerning the topic at hand are held. For increased comprehension, students may be requested to complete an information sheet or a writing assignment.

Finally, based on the description above, it is possible to conclude that employing the using the Listen-Read-Discuss strategy can help students who cannot read the text by following the reading process and employing to be able to understand the text well. They will communicate with others about the target language choices. Furthermore, using Listen Read Discuss strategy might assist students in gaining prior knowledge to better understanding the content. Students and teachers can engage in active teaching and learning when teaching reading comprehension.

2.3.2 Advantages of Listen-Read-Discuss (LRD) Strategy

As for the benefits of using the Listen - Read - Discuss strategy, introduced by Manzo and Casale (1995:10) are:

1. can assists students in understanding the material presented.

2. can develops students to read a text by providing prior knowledge.

3. can facilitates classroom discussion for struggling readers.

According to Manzo's explanation, it is stated that there is an assumption that Listen – Read - Discuss help students understand material orally. In addition, this strategy described by McKenna (2002: 94) also been recognized as an effective method for improving reading comprehension and topic learning. The researcher finds that the LRD strategy provides students with the benefit of allowing them to build on prior knowledge.

2.4 Narrative Text

2.4.1 Definition of Narrative Text

Narrative text, according to Rebecca (2003), is a text that narrates a series of logically and chronologically related events that are caused or experienced by conditions. She claims that understanding a narrative requires an idea of plot, theme, characters, and events, as well as how they relate to one another. A narrative, according to Anderson (2003), is a text that describes a tale while entertaining the listener. It contains a character, a setting, and an action sequence. Typically, the characters, place, and narrative challenge are introduced at the start of the story. The conflict reaches a climax in between. Problems can be solved by looking for conclusions.

Many students choose narrative texts because, in addition to narrating previous events, it also contains interacting fiction, such as legends, fairy tales, and others. Narrative, according to Barwick (1999), refers to the telling of a factual, imagined, or invented story. A narrative text is a work that tells the reader about past events that focus on complicated experiences and resolutions in order to entertain and teach the reader a moral lesson. It can be inferred that a narrative is a type of written or oral recounting of a past event that may or may not be true.

2.4.2 Language Features of Narrative Text

Language features of a narrative include the use of past tense, specific characters, time words that connect events to explain when they occur, verbs to show the acts that occur in the story, and descriptive words to convey the character and scene, according to Anderson (2002). As a result, narrative text has the following five language characteristics, such as:

1. Using verbs of action that appear in the story.

   Example: read, walk, jumped, giggled.

2. Using the Past Tense formula (S + V2 + O) or (S + Was/Were +O).

   Example: she woke up early in the morning.

3. prioritize on a specific character and usually an individual participant.

   example, the king, the lion, eiffel tower, tugu monas, etc

4. Using conjunctions to express the order in which events happen

   Example: then, next, in the end, in addition.

5. Use descriptive words that define a character or other element.

   Example: blue eyes, small body

2.4.3 Generic Structure of Narrative Text

Anderson (2002: 167) suggests that in narrative text there are four generic structures, namely orientation, complication, resolution, and coda. Thus, the structure of narrative text can be explained as follows:

1. **Orientation**

   Orientation is the initial introduction of the story. The content of orientation is information about the character, location, time of occurrence, and so on.

2. **Complication**

   Complication is the part of the paragraph that describes the original problem. This initial problem is the beginning of a storyline that continues to conflict, climax, and anticlimax of a story.

3. **Resolution**

Resolution is a section that serves as the story's conclusion, which completes the narrative and marks the story's conclusion. A narrative text's problems must be fixed and the story must come to a happy or tragic and sad ending.

4. **Coda**

   coda is a moral message taken from a reading text or story, or it can be called advice that can be learned from a narrative text. coda is a narrative structure that is optional.

   When writing narrative text, we must understand the text's structure in relation to its content. Text is organized using generic frameworks. Because this research is based on textbooks that are same with school textbooks, the researcher used a common typical narrative text format. The researcher then used narrative text using the text structure of orientation, complication, resolution, and coda.

2.5 Previous of the Related Study

There are 3 related studies regarding the variables used in this research, aiming to see whether there are relevant studies related to the titles discussed. First, Putri Khairunnisa with the title "Implementation of the LRD (Listen-Read-Discuss) Strategy on Students' Ability to Master Reading Comprehension at MAS YP Raudhatul Akmal Batang Quiz" the students sample is 34 students from the eleventh grade social class at MAS YP Raudhatul Akmal Batang Kuis. Researchers used report text as material for this research by using clasroom action research design. The method used in this research is a mixed method, quantitative and qualitative. The way to collect data from qualitative research is to used observation sheets, and interviews. whereas with quantitative research using a test

with a six weeks meeting. The students were given pretests and post tests. According to the findings of this study, LRD (Listen Read Discuss) is a suitable method for teaching reading comprehension to eleventh graders at the school. Since the students' mastery of reading comprehension increased after each cycle, Based on the first previous research, there are several differences between this research and the previous studies mentioned above. The first difference is the title, and the method of the research, the previous studies used classroom action research, and mix method, meanwhile in this research use quantitative research. Another differences is in this previous studies used Report text meanwhile in this research is used Narrative text as the material of the text.

Second, Elfa Yusanti with the titled "The Influence of Using Listen-Read-Discuss (LRD) Strategy Towards Students' Reading Comprehension on Narrative Text at The First Semester Of The Eleventh Grade Of Sma Perintis 1 Bandar Lampung In 2017/2018 Academic Year" the methodology of this study was quasi experimental design. The sample of this study consisted of two classes, both class have 25 students in the experimental class and control class. in this study, researchers used the test as a method of collecting data. There is a difference between this research and this previous study, First is the title, and sampel. The previous studies was conducted in Eleventh grade. While, in this research using a sample of students in tenth grade senior high school.

The last, Choosri Banditvilai, conducted a research the titled is "The Effectiveness of Reading Strategies on Students' Reading Comprehension." The purpose of this study was to investigate the effectiveness of reading strategies on students' reading comprehension of second year English major students who

enrolled to study English Reading at the faculty of Liberal Arts and Science, Kasetsart University. Reading tasks, semi interview and Questionnaire is a technique for collected data. The mean value and standard deviation were the statistical techniques employed. The methods of the study is using qualitative data. The results showed that reading strategies improved students reading comprehension. They had positive attitudes toward skimming, scanning, making predictions, and asking questions. Based on the third previous research, there are several many differences between this research and the previous studies mentioned. Such as the title, the method of data collection. This previous studies collected the data is used questionnaire and interviews. Then, in this research to collect the data is to use pre-test and post-test. Samples from previous study also different, in previous study was conducted in second year English major students who enrolled to study English Reading at Kasetsart University's Faculty of Liberal Arts and Science. While in this research using a sample of students in tenth grade class of senior high school.
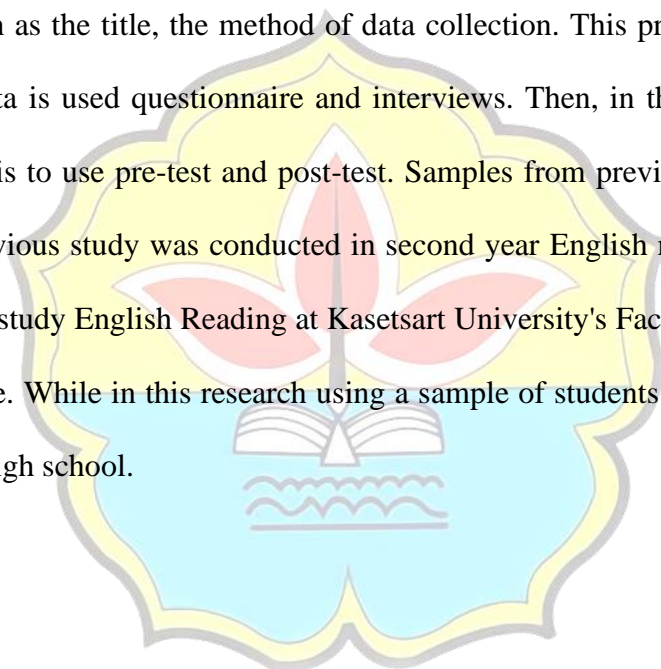
2.6 Research Framework

Research framework can be showed in the figure below:

Figure 1

Research Framework

```
┌─────────────────────────────────┐
│  The effect of using Listen Read │
│  Discuss (LRD) Strategy          │
└─────────────────────────────────┘
              │
              ▼
      ┌──────────────────┐
      │     Reading       │
      │ comprehension text│
      └──────────────────┘
              │
      ┌───────┴───────┐
      ▼               ▼
┌──────────────┐  ┌──────────────┐
│ Experimental │  │ Control class│
│    class     │  │              │
└──────────────┘  └──────────────┘
      │               │
      └───────┬───────┘
              ▼
        ┌──────────┐
        │ Pre-Test │
        └──────────┘
              │
              ▼
```

```
                    ┌─────────────────┐
                    │    Treatment    │
                    └────────┬────────┘
          ┌──────────────────┴──────────────────┐
┌─────────────────────────────┐  ┌─────────────────────────────────────┐
│ Experimental class: using   │  │ Control class: using convntional    │
│ Listen Read Discuss strategy│  │ methods                             │
│ on narrative text           │  │                                     │
└──────────────┬──────────────┘  └──────────────┬──────────────────────┘
               └────────────────┬───────────────┘
                       ┌────────▼────────┐
                       │    Post-test    │
                       └────────┬────────┘
                ┌───────────────▼────────────────────────┐
                │ The Result: the analysis of student     │
                │ about their reading comprehension about │
                │ narrative text using Listen-Read-       │
                │ Discuss strategy                        │
                └─────────────────────────────────────────┘
```

2.7 Hypothesis of The Research

Based on those theory that had been mentioned, the hypothesis will be stated as follows :

H_a: There is an effect of using (LRD) Listen – Read - Discuss strategy towards students reading comprehension on narrative text at the tenth grade of SMAN 11 Kota Jambi.

H_o: There is no effect of using (LRD) Listen – Read - Discuss strategy towards students reading comprehension on narrative text at the tenth grade of SMAN 11 Kota Jambi.

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CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research were used quantitative methods and quasi-experimental as the research design. Donald Ary (2009: 301) defines The objective of experimental research is to establish whether there is a causal connection between two or more variables. Through rigorous control, observation, and precise measurements, this research approach offers the most compelling evidence regarding the impact of one variable on another.

The Researcher used experimental research to see the effect of using the Listen - Read - Discuss (LRD) strategy on students' reading comprehension. Researchers will conduct quasi-experimental research because researcher used two classes to be taught, the first as xperimental class and the second as the control class.

The experimental class is instructed using the LRD (Listen, Read, Discuss) strategy. Furthermore, the control class receives only a pre-test and a post-test, with no special treatment, different from the experimental group. These groups employ various techniques, but both the experimental and control classes were subjected to the same test.

Figure 2

Nonequivalent Pre-test Post-test Group Design

Group	Pre-test	Treatment	Post-test
A ————▶	O1 ————▶	X ————▶	O2
B ————▶	O3 ————————————▶		O4
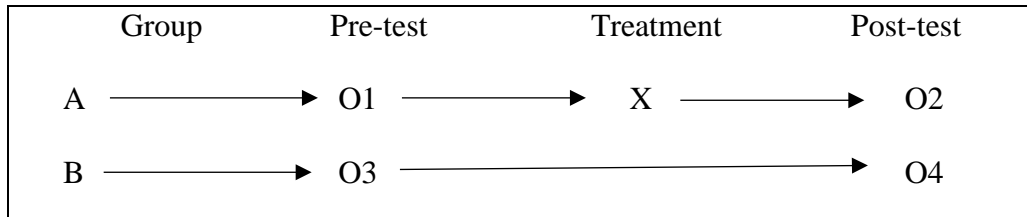
Note:

A: Experimental group

B: Control group

O1: Pre-test before giving treatment forexperimental group

O2: Post-test after given treatment for experimental group

O3: Pre-test for control group

O4: Post-test for control group

This study used a quasi-experimental form of non-equivalent pre-test post-test design, it means this research was conducted using 2 classes, experimental class and a control class. In experimental class, students were given treatment using the LRD strategy, while the control class did not receive any treatment. Each class was given a pre-test and post-test to to see if there was an increase in students in the experimental class and control class.

3.2 Population and Sample

3.2.1 Population

According to Ary et al. (2010: 148), population refers to all members of various classes of people, events, or objects that have clear boundaries. In this research, the population refers to all tenth grade students at SMAN 11 Kota Jambi

consisting of seven classes, such are class X-E1, X-E2, X-E3, X-E4, X-E5, X-E6, and X-E7, with a total of 244 students.

Table 1
Population of The Research

Class	Students
X E1	36
X E2	34
X E3	36
X E4	34
X E5	34
X E6	34
X E7	36
Total	**244**

Source: SMAN 11 JAMBI

3.2.2 Sample

Sample is part of the population which is representative. According to Ary et al. (2010: 148), the sample can be interpreted as a portion of the population. In this research, two classes were selected as samples, Experimental class and the Control class. Researchers used the simple random sampling method to select samples from the entire study population. This sampling method was carried out by drawing lots of classes as samples for the experimental class and the control class.

The researcher made a lottery with seven small pieces of paper containing all the population in the tenth grade. After the researcher used the lottery method twice, the first paper that came out was class E7 and the second paper was class E3. So, the researcher decided that the first paper that appeared was E7 as the experimental class and class E3 which appeared second as the control class.

Table 2
Sample of The Research

Classification	Class	Number of Students
Experimental Group	X E7	36
Control Group	X E3	36
Total		**72**

3.3 Research Instrument

In this research, data collection was carried out using tests as the main instrument. According to Brown (2000: 384), a test is a method used to assess skills, knowledge, or individual performance in a particular field. The test used in this research is in the form of multiple choice questions and contains narrative text. The purpose of this test is to measure students' reading comprehension of narrative texts by applying the Listen – Read - Discuss strategy. The total number of questions on the test both before (pretest) and after (posttest) treatment is 16 items. The following table shows the types of questions for pre-test and post-test items:

Table 3
Test Specifications

Variable	Aspect in Reading Comprehension	Number of questions	Number of item
Narrative Text	Finding the Main Idea	1,6,12	3
	Finding Supporting detail	2,**7**	2
	Factual information	3,13,14	3
	Language features	4,8,10,15	4
	Vocabulary in content	5,9,11,16	4
Total			**16**

Source: Brown (2003 : 206)

According to Brown, some assessments commonly used in measuring reading comprehension are: main ideas (topics), phrases/sentences in content, supporting details, excluding unwritten facts, supporting ideas and vocabulary in content. The researcher made a test instrument in the form of multiple choice questions. The source of this instrument comes from the tenth grade learning module in general.

The researcher determined category classification to classify students' scores after assessing variables and aspects in reading comprehension on students' narrative text. This research employs the following classifications:

Table   4

Qualifications of Score
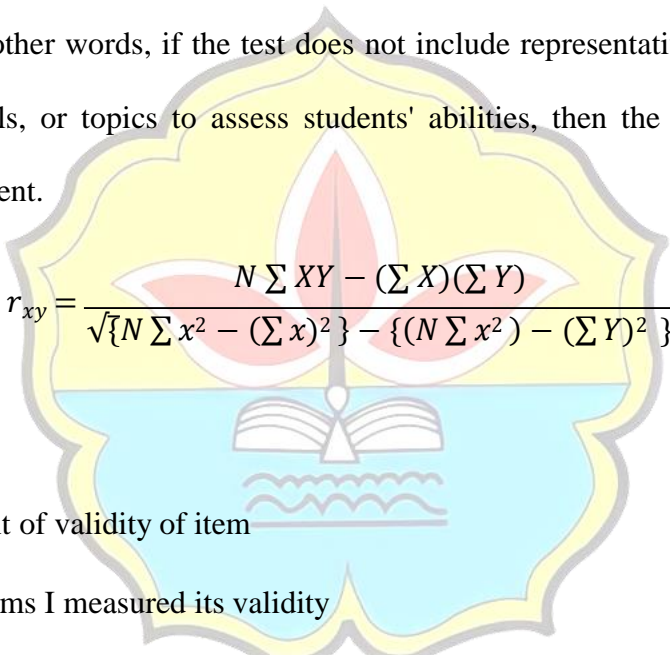
No	Qualifications	Score
1	Excellent	90 – 100
2	Good	80 – 89
3	Fair	70 – 79
4	Poor	60 – 69
5	Very poor	0 - 59

Source: (Brown, 2004:287)

From the table 5, it can be showed that the range 90-100 is excellent, range 80-89 is good, range 70-79 is fair, range 60-69 is poor, and the range 0-59 is very poor.

3.3.1 Validity

Validity test is used to assess whether the instrument created has validity or not. Content validity is a term used to measure the extent to which the instrument can measure what it is supposed to measure. According to Hughes (2003), a test is said to have content validity if its content represents a representative sample of language skills, structure, and other things to be measured. In other words, if the test does not include representative examples of skills, materials, or topics to assess students' abilities, then the test is deemed invalid in content.

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} - \{(N \sum x^2) - (\sum Y)^2\}}}$$

Note:

r_{xy} : coefficient of validity of item

X : score of items I measured its validity

N : number of students taking the test

Y : total score

3.3.2 Reliability

In this research, the reliability of a test is defined as the degree to which a test accurately measures whatever it measures. Reliability refers to the accuracy of the language skill assessment results in representing the actual level of

examinee skill. Sugiyono (2008:186) proposed the Kuder-Richardson Formula 21 or KR-21 to estimate the test's reliability coefficient:

$$R\{\frac{K}{K-1}\}\{1-\frac{M(K-M)}{K(SD)^2}\}$$

Note:

R : The reliability of the test

K : The number of the test items in the test

N : The number of students

M : The mean of the scores

SD : The standard deviation of the scores

X : The Score

3.3.3 Scoring Procedure for Pre-Test and Post-test

This research will use test to collect the data. The material of the test is Narrative Text. The test consists of 16 questions using multiple-choice before validity. In the first test, students do a pre-test, after that the students did the treatment four times and continued with the post-test. Students do a post-test using the same method and the same questions as pre-test. In this case, students were asked to select the correct answer to multiple-choice questions about the topics given. The results of the Pre-test and Post-test are calculated using the same formula; the pre-test and post-test scores can be calculated as follows:

$$\text{score} = \frac{\text{the number correct answer}}{\text{total number of item}} \times 100$$

3.4 Technique of Data Collection

This research used the following techniques to collect data:

1. **Pre-test**

   The pre-test was given before the treatment was carried out, the experimental and control classes were given the same pre-test questions. When the pre-test is given, students are asked to read the narrative text and answer the questions correctly with the type of multiple choice questions.

2. **Treatment**

   In the treatment session, the researcher will be taught using the Listen-Read-Discuss (LRD) strategy in class to help students understand reading in narrative texts. the class that will be given treatment is the experimental class, while the control class will be conducted using conventional learning methods commonly used by tenth grade English teachers in that class. this means that experimental class and the control class received different treatment. Treatment will be carried out for 4 weeks. The following are the steps in carrying out the treatments as follows:

a. **Treatment for Experimental Class**

1. The teacher introduces the listen-read-discuss strategy.

2. The teacher explains the steps for carrying out the LRD strategy in explaining narrative text.

3. the teacher explains the material about narrative text specifically

4. the teacher forms into several groups consist of 3-4 students.

5. the teacher gives different examples of narrative texts at each meeting

6. Students read on their own to find out and compare information that is in accordance with teacher or not.

7. The teacher asks students to discuss and identify the parts of the narrative text, starting from the structure, main idea, supporting details, etc.

8. Studens discuss the reading text and answer the questions related to the text in their group.

9. Each group presented the results of the discussion

b. Treatment for Controlled Class

In Controlled Class, the researcher don't use treatment with using the Listen-Read-Discuss (LRD) strategy. However, this class is used a conventional methods with lecturing and assignments as part of the learning process between the teacher and students.

3. Post-test

After following the treatment, students were given a post test. The researcher gave same post-test to students in the control and experimental classes to evaluate their reading comprehension during the treatment of narrative texts. The type of post test is in the form of multiple choice questions.

3.5 Technique of Data Analysis

In analyzing the data, the researcher collected pre-test and post-test scores from two different classes to measure the extent of students' reading comprehension by applying the LRD strategy. The data was analyzed using the SPSS version 21.

1. T-test

The t-test is the main data analysis process intended to test whether there are significant differences and comparisons between the two classes. This research will use statistical tests using SPSS Version 21. Hypothesis can be determined by T-test. The type of T-test used to find hypotheses is an independent sample test, useful for determining whether there is a difference between the pre-test and post-test scores and whether it is significant or not, the formula for the t-test is as follows:

$$t = \frac{\bar{x}1 - \bar{x}2}{\sqrt{(\frac{ss1 + ss2}{n1 + n2})(\frac{1 + 1}{n1 + n2})}}$$

Note:

t = Test of significance

$\bar{x}1$ = Mean score of the experimental group

$\bar{x}$ = Mean score of the control group

SS1 = Sum square of the experimental group

SS2 = Sum square of the control group

n1 = Number of students of the experimental group

n2 = Number of students of the control group

where: $SS1 = \sum x1^2 - (\frac{\sum x1^2}{n1})$

$SS2 = \sum x2^2 - (\frac{\sum x2^2}{n2})$

(Gay, 1981: 327)

3.6 Hypothesis test

Based on the formulation of the t-test above, the results of the hypothesis will be obtained which determine whether the use of LRD can improve students' reading comprehension. the The decision making in question is as follows:

1. Ha (alternative hypothesis)

   Ha is accepted If the Significance value is lower than < (0.05) then, Ho is rejected

2. Ho (null hypothesis)

   Ho is accepted If the Significance value is higher than < (0.05) then, Ha is rejected

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Findings

The findings of this research were to determine the effectiveness of using the Listen-Read-Discuss (LRD) strategy and to find out the reading comprehension of students in the experimental class who were given different treatment taught using the Listen-Read-Discuss (LRD) strategy and students in the control class who were taught without using the Listen-Read-Discuss (LRD) strategy in narrative texts for tenth grade students at SMA N 11 Jambi

This research used multiple choice questions as a instrument of test. The tests consist of narrative text. The data in this resreach were collected from the pre-test and post-test scores of students from two classes, X-E7 as the experimental class and X-E3 as the controlled class. Each class contains 36

students. The pre-test was given before the treatment, and the post-test was given after the treatment in the experimental class was finished. Control class not received any treatment.

4.2 The Result of Pre-Test and Post-Test Score

In this section, the results of data analysis from two classes were obtained, by collecting the results of the students' pre-test and post-test. The data can be presented with several tables and graphs below:

Figure 2

The Mean Score of Pre-test and Post-test in Experimental Class and Control Class
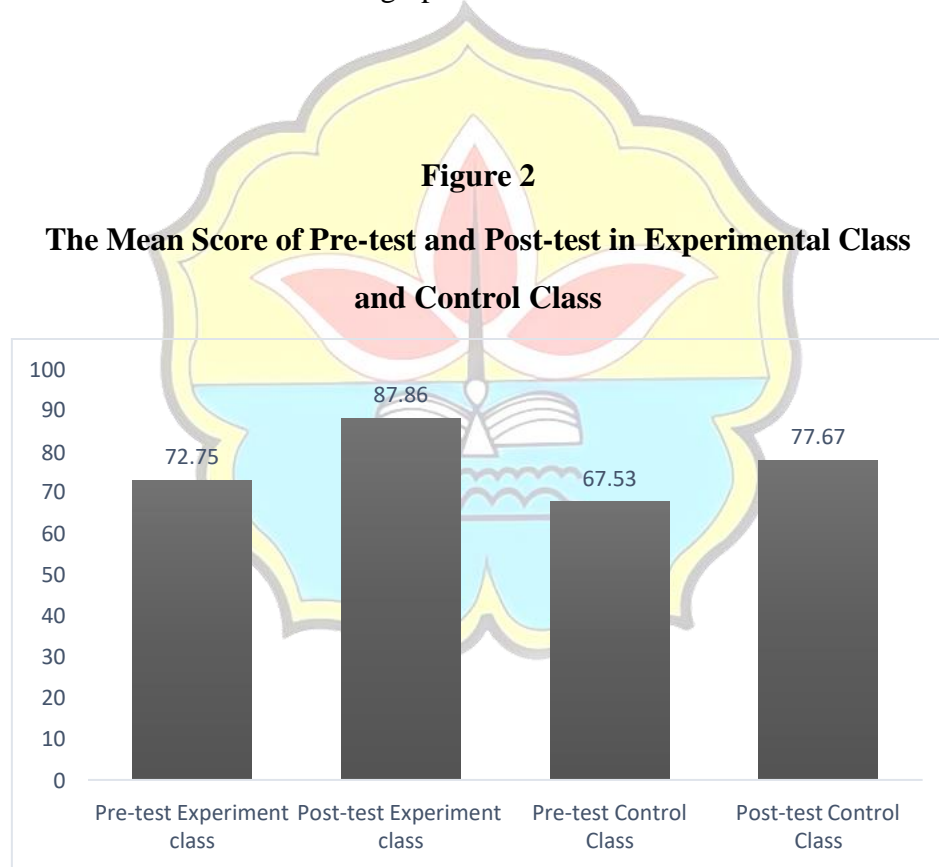
Based on figure 2 above, it can be seen that the mean of the two classes used different treatments, the pre-test result of the experimental class was 72.75,

and after giving treatment with using Listen-Read-Discuss (LRD) strategy method, the post-test result was 87.86.

While, the pre-test results of the control class were 67.53, and the post-test in control class without using Listen-Read-Discuss strategy was 77.67. Based on the description of the graph, it can be concluded that the mean score of the experimental class has a higher increase than the mean score of the control class.

4.2.1 Pre-Test and Post-Test in Experimental Class

Table 5

Score of Pre-Test and Post-Test in Experimental class

No	Students	Score		Gained score
		Pre-test	Post-test	
1	S-1	75	100	25
2	S-2	81	87	6
3	S-3	81	100	19
4	S-4	68	100	32
5	S-5	62	87	25
6	S-6	81	87	6
7	S-7	75	100	25
8	S-8	75	87	12
9	S-9	81	100	19
10	S-10	75	81	6
11	S-11	87	93	6
12	S-12	81	93	12
13	S-13	75	87	12
14	S-14	62	75	13
15	S-15	75	87	12
16	S-16	81	87	6

17	S-17	75	87	12
18	S-18	62	81	19
19	S-19	68	93	25
20	S-20	68	81	13
21	S-21	75	87	12
22	S-22	62	81	19
23	S-23	87	100	13
24	S-24	75	100	25
25	S-25	56	75	19
26	S-26	68	81	13
27	S-27	87	93	6
28	S-28	75	87	12
29	S-29	68	93	25
30	S-30	50	62	12
31	S-31	62	81	19
32	S-32	75	81	6
33	S-33	87	100	13
34	S-34	62	87	25
35	S-35	68	87	19
36	S-36	56	75	19

Based on the Table 6, the highest pre-test score of the students in the experimental class was 87, and the lowest was 50. Meanwhile, the highest post-test score was 100, and the lowest score in the experimental class was 62.

Following the data collection, the researcher classified all of the scores using the score scale qualifications listed in the table below:

Table 6

Distribution Pre-test and Post-test Score in Experiment Class

Qualifications	Score interval	Pre-test		Post-test	
		Total score	Frequency	Total score	Frequency
Excellent	90-100	0	0	1,265	13
Good	80-89	834	10	1,611	19
Fair	70-79	825	11	225	3

Poor	60-69	780	12	62	1
Very poor	0-59	162	3	0	0
Total		**2,601**	**36**	**3,163**	**36**
Mean		**72,75**		**87,86**	
Median		**75,00**		**87,00**	
Std. Deviation		**9,524**		**8,967**	
Minimum		**50**		**62**	
Maximum		**87**		**100**	

According to the distribution data above, no students in the pre-test experimental class received scores in the excellent category, 10 in the good category, 11 in the fair category, 12 in the poor category, and 3 in the very poor category.

In the post-test section, there were 13 students in the excellent category, 19 students in the good category, 3 students in the fair category, 1 student in the poor category and no students in the very poor category.

According to the descriptive statistical distribution, the variables in the pretest section above have a median value of 75.00, a mean value of 72.75, a minimum value of 50, and a maximum value of 87, and the standard deviation is 9.524. Then, the variables in the post test section have a median value of 87.00, a mean value of 87,86, a minimum value of 62, and a maximum value of 100, and the standard deviation is 8.967.

Table 7

The Frequency Distribution Pre-test of Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	1	2.8	2.8	2.8
	56	2	5.6	5.6	8.3
	62	6	16.7	16.7	25.0
	68	6	16.7	16.7	41.7
	75	11	30.6	30.6	72.2
	8	6	16.7	16.7	88.9
	87	4	11.1	11.1	100.0
	Total	36	100.0	100.0	

Table 8 describes the frequency of pre-tests in the experimental class. From 36 students, the value of 50 obtained a presentation of 2.8%, the value of 56 was 5.6%, both the value of 62 and 68 was 16.7%, the value of 75 was 30.6%, the value of 8 was 16,7% and the value of 87 was 11.1%.

Table 8

The Frequency Distribution Post-test of Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	62	1	2.8	2.8	2.8
	75	3	8.3	8.3	11.1
	81	7	19.4	19.4	30.6
	87	12	33.3	33.3	63.9
	93	5	13.9	13.9	77.8
	100	8	22.2	22.2	100.0
	Total	36	100.0	100.0	

Table 9 represents the frequency of post-tests in the experimental class. From 36 students, the value of 62 obtained a presentation of 2.8%, the value of 75 was 8.3%, the value of 81 was 19.4%, the value of 87 was 33.3%, the value of 93 was 13.9% and the value of 100 was 22.2%.

4.2.2 Pre-test and Post-test in Controlled Class

Table 9

Score of Pre-Test and Post-Test in Controlled Class

No	Students	Score		Gained score
		Pre-test	Post-test	
1	S-1	68	81	13
2	S-2	62	68	6
3	S-3	75	81	6
4	S-4	81	93	12
5	S-5	56	62	6
6	S-6	75	87	12
7	S-7	87	93	6
8	S-8	81	93	12
9	S-9	62	75	13
10	S-10	75	81	6
11	S-11	56	68	12
12	S-12	68	81	13
13	S-13	50	62	12
14	S-14	75	87	12
15	S-15	62	87	25

16	S-16	68	75	6
17	S-17	68	81	13
18	S-18	56	68	12
19	S-19	50	62	12
20	S-20	68	75	6
21	S-21	75	87	12
22	S-22	75	81	6
23	S-23	87	87	0
24	S-24	81	87	6
25	S-25	68	87	19
26	S-26	50	62	12
27	S-27	43	56	13
28	S-28	87	93	6
29	S-29	68	81	13
30	S-30	56	68	12
31	S-31	56	62	6
32	S-32	81	87	6
33	S-33	56	62	6
34	S-34	68	81	13
35	S-35	75	87	12
36	S-36	62	68	6

Based on the Table 10, the highest pre-test score of the students in the controlled class was 87, and the lowest was 43. Meanwhile, the highest post-test score was 93, and the lowest score in the experimental class was 56.

Following the data collection, the researcher classified all of the scores using the score scale qualifications listed in the table below:

Table 10

Distribution Pre-test and Post-test Score in Controlled Class

Qualifications	Score interval	Pre-test		Post-test	
		Total score	Frequency	Total score	Frequency
Excellent	90-100	0	0	372	4
Good	80-89	585	7	1,431	17
Fair	70-79	525	7	225	3
Poor	60-69	792	12	712	11

Very poor	0-59	529	10	56	1
Total		**2,431**	**36**	**2,796**	**36**
Mean		**67,53**		**77,67**	
Median		**68,00**		**81,00**	
Std. deviation		**11,587**		**11,012**	
Minimum		**43**		**56**	
Maximum		**87**		**93**	

According to the distribution of the data, no student in the pre-test control class received scores in the excellent category, 7 students in the good category, 7 students in the fair category, 12 students in the poor category, and 10 students in the very poor category.

In the post-test section, there were 4 students in the excellent category, 17 students in the good category, 3 students in the fair category, 11 student in the poor category and 1 student in the very poor category.

Based on the statistical distribution value, the pretest section above has a median value of 68.00, with an average value of 67.53, a minimum value of 43 and a maximum value of 87, and a standard deviation of 11.587. Then, the variables in the post test section have a median value of 81.00, with mean value of 77,67, a minimum value of 56, and a maximum value of 93, and the standard deviation is 11.012.

Table 11

The Frequency Distribution Pre-test of Control Class

	Frequency	Percent	Valid Percent	Cumulative Percent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	43	1	2.8	2.8	2.8
	50	3	8.3	8.3	11.1
	56	6	16.7	16.7	27.8
	62	4	11.1	11.1	38.9
	68	8	22.2	22.2	61.1
	75	7	19.4	19.4	80.6
	81	4	11.1	11.1	91.7
	87	3	8.3	8.3	100.0
	Total	36	100.0	100.0	

Table 12 shows the frequency distribution of the pretest in control class. A valid percentage with a value of 43 is 2.8%, a value of 50 is 8.3%, a value of 56 is 16.7%, a value of 62 is 11.1%, a value of 68 is 22.2%, a value of 75 is 19.4%, a value of 81 is 11.1%, and an 87 is 8.3% based on the results of 36 respondents.

Table 12

The Frequency Distribution Post-test of Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	56	1	2.8	2.8	2.8
	62	6	16.7	16.7	19.4
	68	5	13.9	13.9	33.3
	75	3	8.3	8.3	41.7
	81	8	22.2	22.2	63.9
	87	9	25.0	25.0	88.9
	93	4	11.1	11.1	100.0
	Total	36	100.0	100.0	

Table 13 shows the frequency of post-test in control class. from 36 respondens, the valid percent with the interval of 56 was 2,8%, the interval of 62

was 16,7%, the interval of 68 was 13,9%, the interval 75 was 8,3%, the interval

81 was 22,2%, the interval 87 was 25,0%, and the interval 93 was 11,1%

4.3 Data Analysis

4.3.1 Normality Test

The normality test determines whether or not the data are normally

distributed. The Kolmogorov-Smirnov test was used by the researcher with using

SPSS 21.
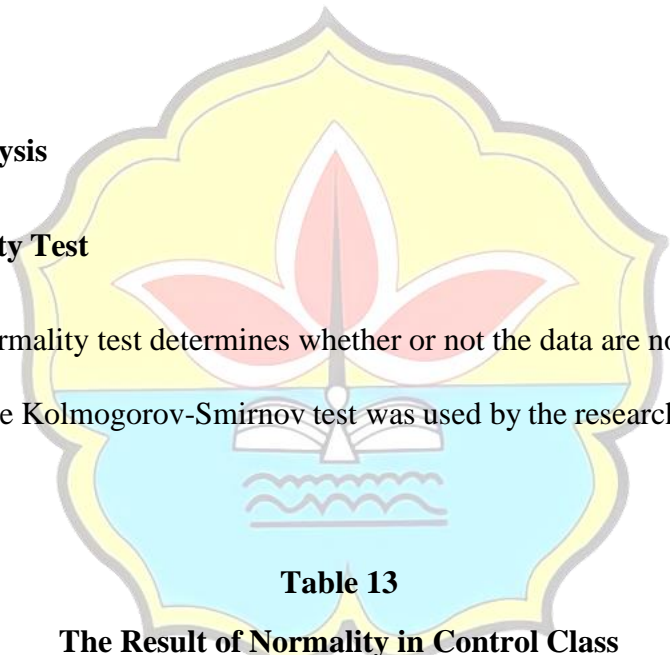
Table 13

The Result of Normality in Control Class

		pre test	post test
N		36	36
Normal Parameters[a,b]	Mean	67.53	77.67
	Std. Deviation	11.587	11.012
Most Extreme Differences	Absolute	.129	.202
	Positive	.118	.143
	Negative	-.129	-.202
Kolmogorov-Smirnov Z		.776	1.214
Asymp. Sig. (2-tailed)		.583	.105

Based on the table 14 above, it was found that the significance value of pre test and post test in control class are 0.583 and 0.105. The significance value of the data above is higher than 0.05. As the result, it can concluded that the data in pre-test and post-test score in control class are distributed normally.

Table 14

The Result of Normality in Experiment Class

		pre test	post test
N		36	36
Normal Parameters[a,b]	Mean	72.25	87.86
	Std. Deviation	9.524	8.967
Most Extreme Differences	Absolute	.197	.177
	Positive	.109	.177
	Negative	-.197	-.156
Kolmogorov-Smirnov Z		1.182	1.063
Asymp. Sig. (2-tailed)		.122	.209

Based on table 15 above, it was found that the pre-test and post-test significance values in the experimental class were 0.122 and 0.209. Both significance values are higher than 0.5. From these results, it can be concluded that the pretest and posttest score data in the experimental class have a normal distribution.

4.3.2 Homogeneity Test

The homogeneity test determines whether or not the data is homogeneous. In this research, the Levene test was used to determine homogeneity, and SPSS 21 was used to complete the calculation. Table 16 displays the results of the homogeneity test.

Table 15

The Result of Homogeneity Test

Levene Statistic	df1	df2	Sig.
1.108	1	70	.296

Based on the results of the homogeneity test in table 16 above, a homogeneity result of 0.296 was obtained. It means that the significant is higher than 0.05. As a result, it can be stated that the data's variance was homogenous.

4.4 Hypothesis Testing

To find out whether there is a significant effect of the Listen-Read-Discuss (LRD) strategy, and to find the differences in student learning outcomes in the experimental class and the control class on reading comprehension of narrative texts. Researchers use the T-test formula by using Independent sample T-test. The data were processed using statistical compulsion by using SPSS 21.

Table 16

Descriptive Statistics

	siswa	N	Mean	Std. Deviation	Std. Error Mean
hasil belajar	LRD Strategy	36	87.86	8.967	1.495

Conventional	36	77.67	11.012	1.835

The statistical results post-test of both the experimental and control classe were shown in Table 17. The test is administered to 36 students in each class. The table also shows the mean of the mean score from the post-test for each class. The mean scores in the two classes were different, with the mean score of experimental class increasing to 87.86 after taught with using the Listen – Read – Discuss (LRD) strategy. While the mean score in the control class increased to 77.67 after conducting a post-test without using the LRD strategy.

Table 17

Independent Sample T-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post-test	Equal variances assumed	4.491	.038	4.307	70	.000	10.19444	2.36682	5.47397	14.91492
	Equal variances not assumed			4.307	67.241	.000	10.19444	2.36682	5.47057	14.91832

Ha is accepted If the Significance value is lower than < (0.05)

Ho is accepted If the Significance value is higher than > (0.05)

Table 18 shows that the data from the Independent Sample Test supports the statistical hypothesis of this research. The results of the analysis show that the t_o

was 4.307 with df 70. Table t_o obtained is compared to t-table either at 5% or 1%. At level of 5%, t-table is 1,666 and at level of 1%, t table is 2,380. Based on t-table, it can be analyzed that t_o is higher than t-table either at level of 5% and 1%. More specifically, it can be read as follows: $1,666 < 4,307 > 2,380$.

In addition, the value of Sig (2-tailed) is 0.000, which indicates that this value is less than the significance level of 0.05. Thus, it means that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. These results indicate that using Listen-Read-Discuss (LRD) strategy has a significant effect on students' reading comprehension in tenth grade students at SMAN 11 Jambi.

4.5 Discussions

From the data analysis, the purpose of this research was to find out if using the Listen-Read-Discuss (LRD) strategy had significant effects on reading comprehension for the tenth grade students at SMA N 11 Jambi. There was also significant variance in students' reading comprehension before and after being taught by using Listen – Read - Discuss strategy. According to data analysis, The research findings show that the result of pre-test and post-test in experimental class students are higher than the control class students. This is based on a comparison from the results of the mean, median, and mode values in the experimental class and the control class.

Based on the results of data analysis in the findings section, it was found that the difference score between the experimental and control classes, in the experimental class, the mean of pre-test result was 72.75, while in the control class the mean was 67.53. After getting the results of the pre-test in the two classes, treatment was carried out especially in the experimental class to find out whether there was an increase in students' reading by using narrative text. The mean score of post-test in the experimental class after treatment with using the Listen- Read – Discuss (LRD) strategy was 87.86 while the mean score of post-test in the control class without using the LRD strategy was 77.67. Based on these results indicate that students who are taught with the Listen-Read-Discuss (LRD) strategy get better results than students who are taught without using LRD strategy.

Then, to know the effectiveness of Listen, Read, Discuss strategy, the researcher analysis the data used t-test in SPSS Version 21.0. Based on the statistical calculation, it was obtained the t-observation (to) was 4.307 with the significant value is 0.000. The score of t-table is 1.666 with significant level of 5% with df 70. It is known that t-value or t-count is bigger than t-table (4.307 > 1.666). Furthermore, based on data analysis and hypothesis testing, T-test hypothesis (Ho) is rejected, however alternative hypothesis (Ha) is accepted. It suggests that these treatments had a significant effect on tenth grade students at SMAN 11 Jambi who used Listen-Read-Discuss (LRD).

Based on the results of this research, it is known that the Listen – Read - Discuss strategy proves its effectiveness in increasing students' reading comprehension at SMAN 11 Jambi. This method involves several steps, including listening to a short lecture from the teacher, reading the selected text, and having a discussion related to the text. With this approach, students can utilize their prior knowledge and guidance from the Listen, Read, Discuss strategy to better understand the content of the text.

This approach also allows students to extract deeper information from the text by leveraging their prior knowledge, assistance from the teacher, and understanding gained during the reading process. In addition, the Listen – Read - Discuss strategy also helps introduce new concepts to students during learning to read.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS
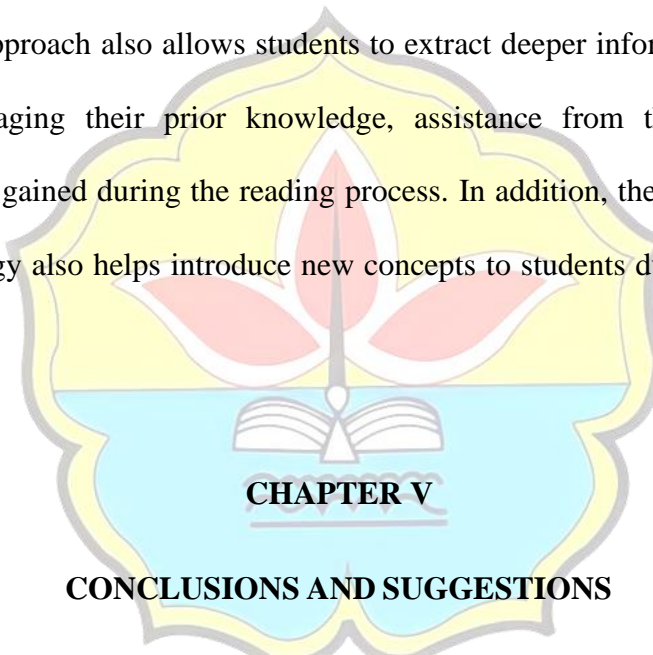
5.1 Conclusions

Based on the statistic calculation analyzed inresearch findings, it can be concluded that:

1. The post-test was administered at the end of the research to assess the effectiveness of using the Listen-Read-Discuss (LRD) on students' reading comprehension of narrative texts in both classes. Then researchers compared the

average post-test scores based on the two classes, found that the average post-test score in the experimental class was 87.86 while the average post-test score in the control class was 77.67. It was found that the students' posttest scores in the experimental class with the LRD strategy were higher than the students' posttest scores in the control class without being taught using the LRD strategy.

2. In addition, to finding the effect of using Listen-Read-Discuss (LRD) strategy to improve students reading comprehension, based on data analysis, the researcher found the score of t_o is 4.307. with a df of 70. based on t-table (appendix 9) At a significance level of 5% the result is 1.666, while at a significance of 1% the result is 2.380. These values can be interpreted as follows: $1.666 < 4.307 > 2.380$. Consequently, it can be inferred that using this Listen-Read-Discuss (LRD) strategy significantly enhances the reading comprehension for students at the tenth grade on SMAN 11 Jambi.

5.2 Suggestions

Based on the conclusion above, the researcher gives some suggestions based on the findings of the research experiment. some suggestions outlined below:

1. For Students

Listen – Read - Discuss (LRD) strategy has the potential to improve students' reading comprehension skills. By implementing the strategy, students are encouraged to play an active role in the English learning process, enabling

them to be actively involved in class. Thus, it is expected that students' reading skills will experience significant improvements and developments.

2. For English Teachers

In the teaching and learning process, teachers are expected to show innovation in applying the Listen - Read - Discuss (LRD) strategy so that students can be actively involved and their reading skills can be improved. In addition, the researchers also suggested that other teachers used LRD stratgey when teaching reading, as a step to help students understand the material better.

3. For other Researcher

The researcher suggests to other prospective researchers that this research can be improved with new changes and innovations. As an example of creating an LRD strategy with different materials. because it will provide some new knowledge to other researchers as well as add insight into reading by using the Listen, Read, Discuss strategy.

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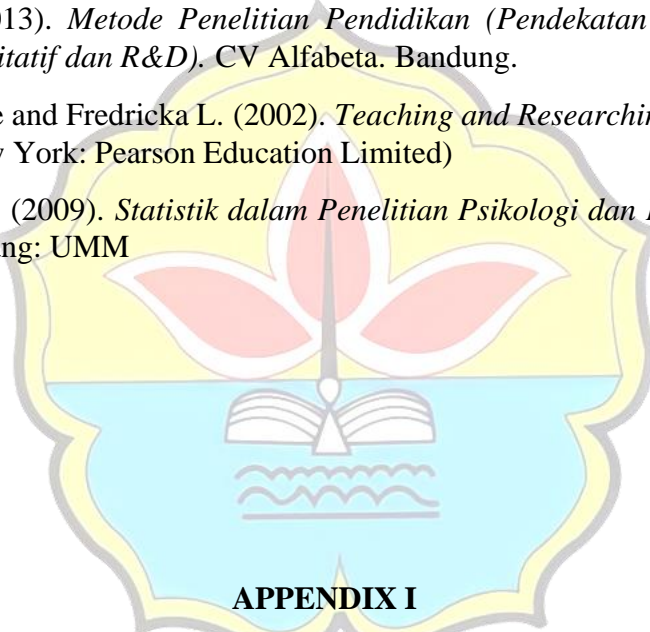
APPENDIX I

LESSON PLAN OF EXPERIMENTAL CLASS

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

KELAS EKSPERIMEN

School   : SMA Negeri 11 Kota Jambi

Subject   : English

Class   : X E-7

Material   : Narrative Text

Time allocation   : 4 weeks x 2 hours of learning (2 x 35 minutes)

Standard Kompetence

1. Understanding, applying, analyzing factual, conceptual, procedural knowledge based on his curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization related causes of phenomena and events, and applying procedural knowledge to the field of study specific to his or her talents and interests to solve problems.

2. Processing, reasoning and chanting in the realm of concrete and abstract realms is related to the development of the self-study in schools independently, and capable of using methods according to scientific rule

INDICATOR

- Identify main idea of narrative text
- Identify supporting detail of narrative text
- Identify information of narrative text
- Identify language feature and structure of narrative text
- Identify the vocabulary meaning word of narrative text

Learning Objective

By the end of the lesson students are able to:

1. Determine the main idea of narrative text
2. Determine supporting detail of narrative text
3. Determine of narrative text
4. Determine language feature and structure of narrative text.
5. Determine the vocabulary word of narrative text

Learning Media & Resource
- English Module
- Narrative text (Print out)

Learning method

LRD (Listen-Read-Discuss) strategy

Learning Steps

Meeting 1 (2JP)

Stages	Description of Learning Activites	Time
Introduction activity	1. Greeting and pray 2. Checking students's attendance 3. Teacher explains the aim of material	10 minutes
Core activity	1. The teacher gives opening activities 2. The teacher distributes pre-test questions to students 3. Students read the text that has been distributed 4. students answer the pre-test questions that have been given 5. the teacher gives positive feedback in oral form	50 minutes
Closing activity	1. Teacher and students make a conclusion about the learning. 2. the teacher provides learning feedback 3. The teacher conveys the lesson plan for the next meeting 4. Teacher closed the meeting	10 minutes

Meeting 2 (2JP)

Stages	Description of Learning Activites	Time
Introduction activity	1. Greeting and pray 2. Checking students's attendance 3. Teacher explains the aim of material	10 minutes
Core activity	10. The teacher invites students to ask questions based on last week's material/previous meeting. 11. The teacher asks and then introduces the listen-read-discuss strategy. 12. The teacher explains the steps for carrying out the LRD strategy in explaining narrative text. 13. the teacher explains the material about narrative text	50 minutes

	specifically	
	14. the teacher forms into several groups consist of 3-4 students.	
	15. the teacher gives a narrative text in each group with the title **"Cinderella"**	
	16. Students read on their own to find out and compare information that is in accordance with teacher or not.	
	17. The teacher asks students to discuss and identify the parts of the narrative text, starting from the structure, main idea, supporting details, etc.	
	18. Studens discuss the reading text and answer the questions related to the text in their group.	
	19. Each group presented the results of the discussion	
Closing activity	1. the teacher provides feedback on the learning process 2. teacher and students conclude today's lesson 3. The teacher conveys the lesson plan for the next meeting 4. Teacher closed the meeting	10 minutes

Meeting 3 (2JP)

Stages	Description of Learning Activites	Time
Introduction activity	1. Greeting and pray 2. Checking students's attendance 3. Teacher explains the aim of material	10 minutes

Core activity	1. The teacher invites students to ask questions based on last week's material/previous meeting. 2. the teacher explains the material about narrative text specifically 3. the teacher forms into several groups consist of 3-4 students. **4.** the teacher gives a narrative text in each group with the title **"The Boy who Cried Wolf "** 5. Students read on their own to find out and compare information that is in accordance with teacher or not. 6. Teacher asks students to discuss and identify the parts of the narrative text, starting from the structure, main idea, supporting details, etc. 7. Studens discuss the reading text and answer the questions related to the text in their group. 8. Each group presented the results of the discussion	50 minutes
Closing activity	1. Teacher provides feedback on the learning process 2. teacher and students conclude today's lesson 3. The teacher conveys the lesson plan for the next meeting 4. Teacher closed the meeting	10 minutes

Meeting 4 (2JP)

Stages	Description of Learning Activites	Time

Introduction activity	1. Greeting and pray 2. Checking students's attendance 3. Teacher explains the aim of material	10 minutes
Core activity	1. The teacher invites students to ask questions based on last week's material/previous meeting. 2. the teacher explains the material about narrative text specifically 3. the teacher forms into several groups consist of 3-4 students. **4.** the teacher gives a narrative text in each group with the title **"The Rabbit and the Turtle"** 5. Students read on their own to find out and compare information that is in accordance with teacher or not. 6. The teacher asks students to discuss and identify the parts of the narrative text, starting from the structure, main idea, supporting details, etc. 7. Studens discuss the reading text and answer the questions related to the text in their group. 8. the teacher gives post-test questions to students 9. The teacher asks students to read and answer the post-test questions that have been given 10. the teacher asks students to collect their work	50 minutes
Closing activity	1. the teacher gives feedback about narrative text 2. the teacher provides feedback on the learning process 3. teacher and students conclude today's lesson 4. Teacher closed the meeting	10 minutes

Learning Assesment

1. Knowledge Assesment

The assessment is carried out before learning activities and after learning takes place, including when students are able to answer and solve questions in the learning process.

- Type : Reading test (Pre-test, Post-test)
- Instruments : Multiple choice
  Each of the tests will be provided in the form of multiple choice tottaling 16 items.

2. Aspect to be assesment
   Accuracy in answering question.

3. Scoring

$$\text{score} = \frac{\text{the number correct answer}}{\text{total number of item}} \times 10$$

Jambi, 2023

Teacher   Researcher

Rita Rusli, S.Pd   Riska Maghfira
NIP: 19690630 199412 2 001   NIM: 1900888203021

APPENDIX 2
LESSON PLAN CONTROL CLASS

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(KELAS KONTROL)

School	: SMA Negeri 11 Kota Jambi
Subject	: English
Class	: X E-3
Material	: Narrative Text
Time Allocation	: 4 weeks x 2 hours of learning (2 x 35 minutes)

Standard Kompetence

1. Understanding, applying, analyzing factual, conceptual, procedural knowledge based on his curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization related causes of phenomena and events, and applying procedural knowledge to the field of study specific to his or her talents and interests to solve problems.

2. Processing, reasoning and chanting in the realm of concrete and abstract realms is related to the development of the self-study in schools independently, and capable of using methods according to scientific rules

INDICATOR

- Identify main idea of narrative text
- Identify supporting detail of narrative text
- Identify information of narrative text
- Identify language feature, grammatical feature and structure of narrative text
- Identify the vocabulary meaning word of narrative text

Learning Objective

By the end of the lesson students are able to:

1. Determine the main idea of narrative text
2. Determine supporting detail of narrative text
3. Determine of narrative text
4. Determine language feature, grammatical feature and structure of narrative text.
5. Determine the vocabulary word of narrative text

Learning Media & Resource
- English Module
- Narrative text (Print out)

Learning Method
Lectures and discussions

Learning Steps

Stages	Description of Learning Activites	Time
Introduction activity	1. Greeting and pray 2. Checking students's attendance 3. Teacher explains the aim of material	10 minutes
Core activity	1. The teacher gives a pre-test questions to students before starting learning 2. Teacher explains narrative text using the conventional method without doing treatment 3. Students pay close attention to the teacher's explanation 4. Teacher gives the opportunity to students if they have something to ask 5. The teacher gave back the post-test questions to the students.	50 minutes
Closing activity	1. Students are given the opportunity to ask questions which things they don't understand 2. Teacher and students make a conclusion about the material today 3. Teacher closed the meeting	10 minutes

Learning Assesment

1. Knowledge Assesment

    The assessment is carried out before learning activities and after learning takes place, including when students are able to answer and solve questions in the learning process.

    - Type   : Reading test (Pre-test, Post-test)
    - Instruments   : Multiple choice

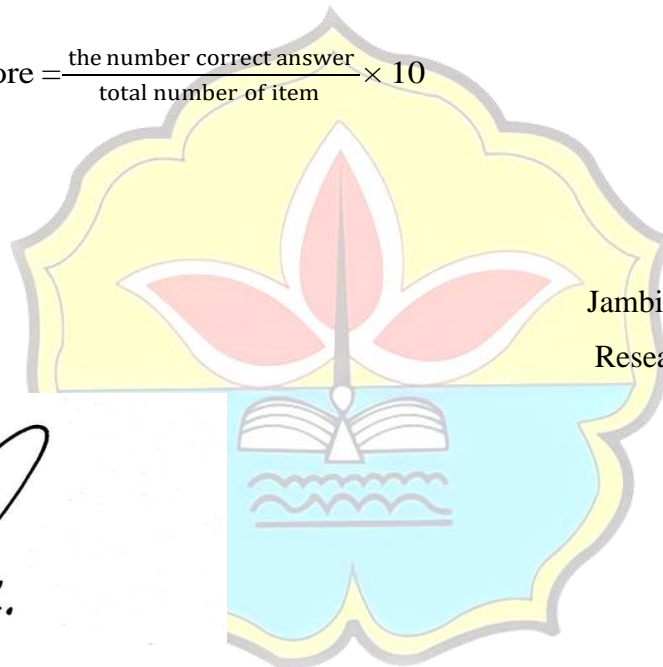   Each of the tests will be provided in the form of multiple choice tottaling 20 items

2. Aspect   to   be   assesment

    Accuracy in answering question.

3. Scoring

    $$\text{The students score} = \frac{\text{the number correct answer}}{\text{total number of item}} \times 100$$
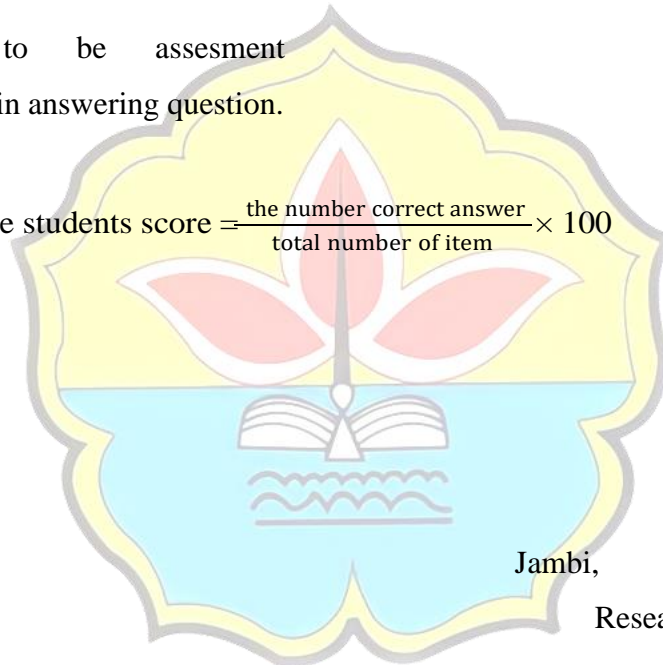
Jambi,   2023

Teacher   Researcher

Irawati Usman, S.Pd.,M.Pd   Riska Maghfira
NIP: 19820320 200604 2 012   NIM: 1900888203021

APPENDIX 3

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TABULATION OF VALIDITY TEST

No	Number of Items																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total
1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	17
2	1	1	0	1	0	1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	15
3	0	1	1	0	1	1	0	1	0	1	1	0	1	1	0	0	0	1	1	1	12
4	0	1	1	0	1	0	0	1	1	0	1	1	1	0	0	1	0	0	1	1	11
5	1	1	1	1	1	1	1	1	0	1	0	1	0	0	1	0	1	1	0	0	13
6	0	0	1	0	1	0	0	0	1	1	1	0	1	1	1	1	0	1	0	1	11
7	1	0	0	1	1	1	1	1	0	0	1	1	0	1	0	0	1	1	0	1	12
8	1	1	1	0	1	0	0	0	1	0	1	0	1	0	0	1	0	1	1	1	11
9	0	1	1	1	0	1	0	1	1	1	0	1	1	0	0	0	1	1	1	1	13
10	1	1	1	1	1	0	1	0	1	1	1	1	0	1	1	1	1	1	1	1	17
11	0	0	0	0	1	0	1	1	0	1	0	1	1	0	1	0	0	1	0	0	8
12	1	1	1	1	1	0	0	1	0	0	0	1	1	0	1	1	1	0	1	0	12
13	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	0	0	0	14
14	1	1	1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	1	1	17
15	1	1	1	0	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	0	15
16	1	1	0	1	1	1	1	1	1	0	1	1	0	1	0	1	1	1	1	1	16
17	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	17
18	1	1	0	1	0	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	15
19	1	0	1	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	16
20	0	1	1	0	1	0	1	1	0	1	1	1	0	0	1	1	0	1	1	1	13
21	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	0	0	14
22	0	1	0	1	1	1	1	1	1	0	1	1	0	1	1	0	1	0	1	1	14
23	1	0	0	1	1	1	0	0	0	0	1	1	1	1	1	1	1	1	1	1	14
24	1	1	1	0	1	0	1	1	0	1	0	1	1	1	0	0	0	1	1	0	12
25	0	1	1	0	1	1	0	0	1	1	1	0	1	1	0	1	1	0	0	1	12
26	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	0	1	0	1	1	16
27	1	1	0	0	0	1	0	0	0	1	1	0	1	0	0	1	1	0	1	1	10
28	0	1	1	1	1	0	1	1	0	1	0	1	0	1	1	0	0	1	0	1	12
29	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1	1	1	0	1	1	16
30	0	1	0	0	0	1	0	0	1	1	0	1	1	0	0	1	1	0	1	1	10
Σ	19	25	20	18	21	20	18	18	20	21	20	21	21	20	17	20	22	19	22	23	405

APPENDIX 4

VALIDITY TEST

Item		Total	Criteria
X01	Pearson Correlation	.454[*]	
	Sig. (2-tailed)	.012	Valid
	N	30	
X02	Pearson Correlation	.635[**]	
	Sig. (2-tailed)	.000	Valid
	N	30	
X03	Pearson Correlation	.792[**]	
	Sig. (2-tailed)	.000	Valid
	N	30	
X04	Pearson Correlation	.635[**]	
	Sig. (2-tailed)	.000	Valid
	N	30	
X05	Pearson Correlation	-.278	
	Sig. (2-tailed)	.137	Invalid
	N	30	
X06	Pearson Correlation	.667[**]	
	Sig. (2-tailed)	.000	Valid
	N	30	
X07	Pearson Correlation	.717[**]	
	Sig. (2-tailed)	.000	Valid
	N	30	
X08	Pearson Correlation	-.261	
	Sig. (2-tailed)	.163	Invalid
	N	30	
X09	Pearson Correlation	.545[**]	
	Sig. (2-tailed)	.002	Valid
	N	30	
X10	Pearson Correlation	.567[**]	
	Sig. (2-tailed)	.001	Valid
	N	30	
X11	Pearson Correlation	.302	
			Invalid
	Sig. (2-tailed)	.105	
	N	30	
X12	Pearson Correlation	.458[*]	

	Sig. (2-tailed)	.011	Valid
	N	30	
X13	Pearson Correlation	.123	
	Sig. (2-tailed)	.516	Invalid
	N	30	
X14	Pearson Correlation	.406*	
	Sig. (2-tailed)	.026	Valid
	N	30	
X15	Pearson Correlation	.792**	
	Sig. (2-tailed)	.000	Valid
	N	30	
X16	Pearson Correlation	.579**	
	Sig. (2-tailed)	.001	Valid
	N	30	
X17	Pearson Correlation	.792**	
	Sig. (2-tailed)	.000	Valid
	N	30	
X18	Pearson Correlation	.499**	Valid
	Sig. (2-tailed)	.005	
	N	30	
X19	Pearson Correlation	.454*	
	Sig. (2-tailed)	.012	Valid
	N	30	
X20	Pearson Correlation	.791**	
	Sig. (2-tailed)	.000	Valid
	N	30	
Total	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	30	

APPENDIX 5

Name :

Class :

Read the text carrefully then answer the questions by giving a cross mark (X) on the correct option (A, B, C, and D)!

Snow White

One day, there was a queen sitting near a very beautiful window while tailoring and seeing the snow. Accidentally, her finger was pierced by a sewing needle so that three drops of blood dripped out. The drops of blood fell down on the snow. The red color of the blood which was stuck in the white of the snow looked very pretty. Suddenly the queen thought "If only i had a child whose skin were as white as snow and whose lips were as red as blood".

As the time went by, finally a queen gave birth of a very pretty princess whose skin was as white as snow and whose lips were as red as blood. The queen grew up as a very pretty and kind-hearted girl. She was called Snow White.

However, when Snow White was about teenager, the queen died because of an illness. After the queen"s death, the king married again. This new queen was wicked and hated Snow white. The queen gave orders that Snow White was to be treated as a servant.

Everyday the queen stood in front of her magic mirror while asking "Who is the most beautiful woman in the land?" and the mirror always answered, "You are the most beautiful one of all." The new queen asked the same question everyday and the mirror always answered the same thing. But one day the mirror answered that the queen was so beautiful but Snow White was much more beautiful than the queen. It made the queen so angry that she gave orders to one of her Huntsmen to take Snow White into the woods and kill her.

The Huntsman had such a kind heart that he couldn"t do the deed. He told her to run away. In her fleeing into the woods, she found a place in which seven dwarfs lived. Their house was small and strange. Snow White entered the little house and found it very untidy. Then, she started to clean up the entire house. In the upstairs she found seven little beds. She was so exhausted that she stretched out on one of the beds. Not long after that, she was asleep on the bed.

When the Dwarfs came home they were surprised to find Snow White and after some argument, decided to let her stay. She promised to cook and look after them. She lived there together happily. Unfortunately, The Queen discovered the place where Snow White was living and disguising herself as a witch. She then took a poisoned apple and set out for the Dwarfs cottage. She gave Snow White the poisoned apple to eat and as soon as she bit the apple, she sank into unconsciousness.

Thinking she was dead, the Dwarfs built a glass coffin and put her in it. For days she lay in the forest in her glass coffin. One day, the Prince was riding through the forest looking for Snow White and found her. He leaned over and kissed her. She opened her eyes and sat up with a smile. Everyone was happy at that time. The Prince took Snow White to his palace where they were married and lived happily ever after

1. The main idea of the second paragraph is…
   a. The queen was died
   b. The Prince was died
   c. A queen gave birth of a very pretty princess
   d.   Snow   White   was   died

2.   Why   did   the   queen   became   so   angry   ?
   a. Because of magic mirror
   b. Because Snow White more beautiful than her
   c. Because the King divorced her.
   d.   Because   of   Huntsman

3. Why Snow White sank into unconsciousness ?
    a. Because she was starved
    b. Because she was tired
   c. Because she eat poisonous apple
   d. Because she disappointed

4. What is the character of the Huntsman ?
    a. Kind
    b. Cruel
    c. Evil
    d.   Greedy

5. The synonym of word " **Pretty**" in first paragraph is?
    a. Bad
    b. Beautiful
    c. Better
    d.   Preciou

(Question 6-9)

Malin Kundang

A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and her mother. Her mother was a single parent because Malin Kundang's father had passed away when he was a baby.

Malin Kundang had to live hard with his mother. Malin Kundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town. One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; "Malin Kundang has become rich and now he is here".An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang's mother. She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malin Kundang who was in front of his well-dressed wife and his ship crews denied meeting that old lonely woman.

For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail. He would leave the old mother again, but in that time, she was full of both sadness and angriness.

Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and really set sail.In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.

6. What is the main idea of the last paragraph ?
   a. Malin Kundang has become wealthy
   b. Malin Kundang was married
   c. Malin Kundang turned into a stone
   d. Malin Kundang has a beautiful wife

7. What happened to Malin Kundang at the end of the story?
   a. He cried
   b. He turned into a stone
   c. He became wealthy
   d. He didn't apologize

8. How was Malin Kundang's personal character?
   a. Kind
   b. Rebellious
   c. Respectful
   d. Loyal

9. The synonym of the word " **Wealthy** " on paragraph two is …
   a. Poor
   b. Happy
   c. Rich
   d.   sad

(Question 10-11)
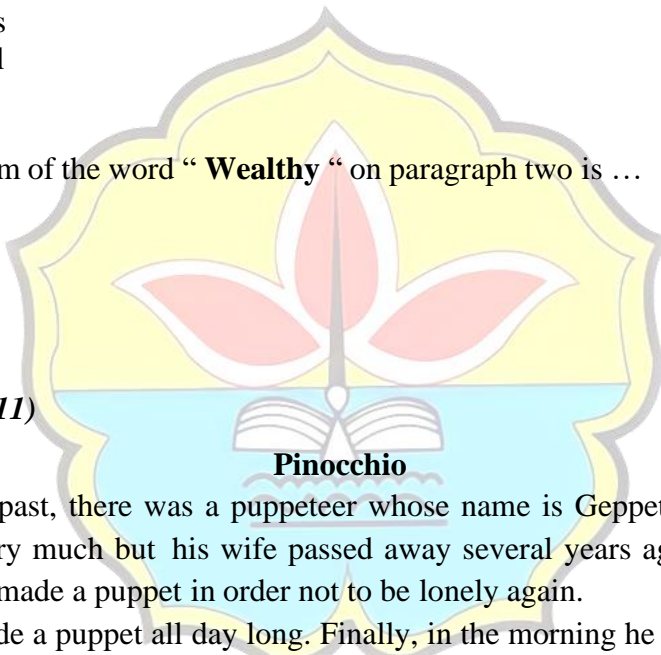
Pinocchio

In the past, there was a puppeteer whose name is Geppetto. He eager to have a son very much but his wife passed away several years ago. One day, he got an idea to made a puppet in order not to be lonely again.

He made a puppet all day long. Finally, in the morning he had finished his work and he named the puppet Pinocchio. Soon he felt lonely again since Pinocchio couldn"t walk or talk by itself. One night, Geppetto prayed to the God to become a real boy. He always thought it on his mind in his dream. In the next morning, he was surprised that Pinocchio was alive. He taught Pinocchio how to walk, how to read, how to speak and to do other things as human. He then studied at an elementary school. One day, Pinocchio felt bored and it made him go home late. When Pinocchio finally came home, Geppetto asked him. He said that he was on school but he wasn't. Instantly, Pinocchio"s nose grew longer and longer and it meant that Pinocchio has lied.

The next morning, Pinocchio was kidnaped by the owner of circus. Pinocchio soon became a slave for the circus. He was so famous because he was a

puppet which can talk. Geppetto worried about him because Pinocchio had not been going home for almost two days. He tried to find Pinocchio everywhere but he found nothing. When he searched him on the sea, big wave smashed him. He was then in whale's stomach when he awoke. He couldn't find the way to go out. In the other side, Pinocchio finally could escape out from the circus. He came home but nobody was there. Latter on, he searched Geppetto in the sea. He got the same accident like Geppetto and he met Geppetto in whale's stomach. Both of them got out from its stomach by making a fire. In the end of the story, they went home together and lived happily ever after.
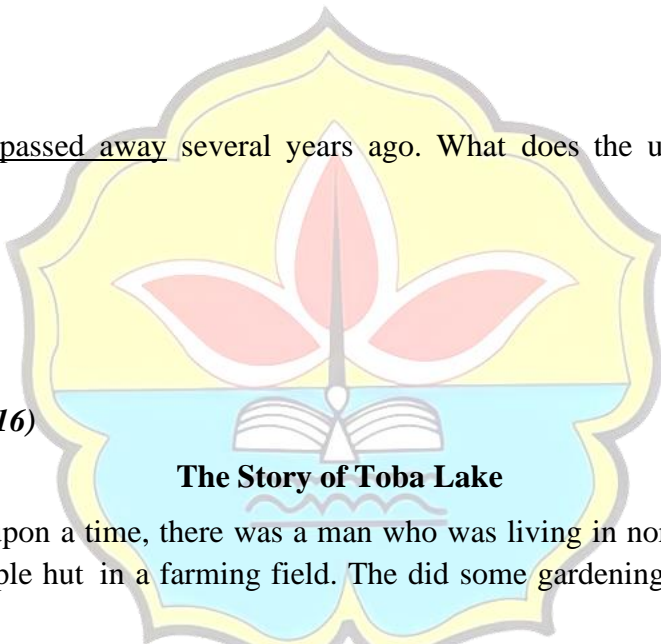
10. How was Pinocchio's personal character?
a. Cruel
b. Liar
c. Stingy
d. Arrogant

11. His wife <u>passed away</u> several years ago. What does the underlined word mean?
a. Died
b. Angry
c. Beautiful
d. Sad

(Question 12-16)

The Story of Toba Lake

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. The did some gardening and fishing for his daily life.

One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a son.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and he ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned son of a fish". The son ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.

Then she told his son to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

12 . What is the main idea of the second paragraph ?
a. The man turned into a fish
b.The man caught a big golden fish
c. The mother started crying
d. They became island of samosir

13. Where the location of toba lake?
a. East Sumatra
b. West Sumatra
c. North Sumatra
d. South Sumatra

14. Why the man was very angry with his son?
a. Because his son forgot to bring some foods
b. Because his son spill his father's lunch
c. Because his son ate his lunch
d. Because his son so naughty

15. How was the man (Toba)'s personal character ?
a. Faithful
b. Reliable
c. Unreliable
d.   Friendly

16. The synonym of the word " **Hut** " on first paragraph is?
a. Cottage
b. Floor
c. Roof
d. stairs
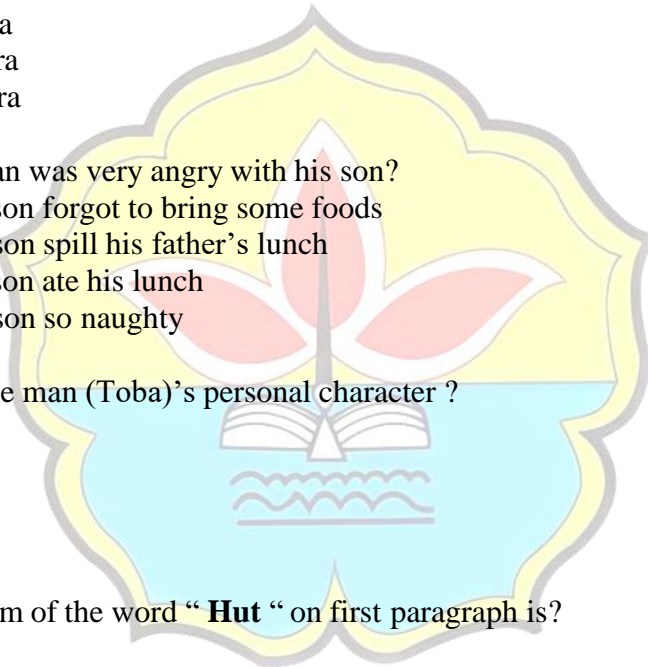
APPENDIX 6
ANSWER KEY OF THE TEST

1. C	9. C
2. B	10. B
3. C	11. A
4. A	12. B
5. B	13. C
6. C	14. C
7. B	15. C
8. B	16. A
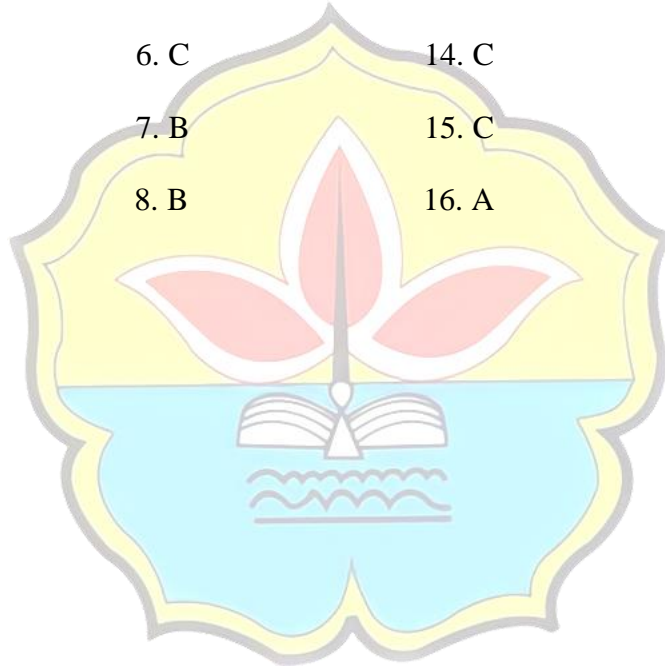
APPENDIX 7

RELIABILITY TEST

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.762	20
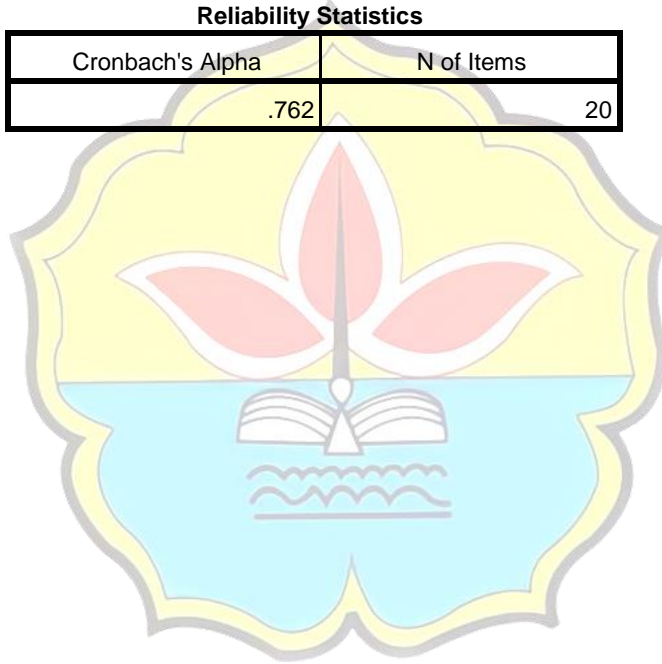
Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X01	15.1000	8.438	.384	.750
X02	15.1000	8.162	.580	.740
X03	15.1333	7.706	.749	.725
X04	15.1000	8.162	.580	.740
X05	15.7333	10.064	-.410	.816
X06	15.1667	7.799	.595	.733
X07	15.1333	7.844	.662	.731
X08	15.7667	9.978	-.392	.812
X09	15.1000	8.300	.481	.745
X10	15.1667	8.006	.482	.741
X11	15.3333	8.437	.153	.769
X12	15.2000	8.166	.350	.750
X13	15.4667	8.947	-.044	.790
X14	15.2667	8.202	.276	.757
X15	15.1333	7.706	.749	.725
X16	15.2000	7.890	.486	.740
X17	15.1333	7.706	.749	.725
X18	15.1000	8.369	.432	.748
X19	15.1000	8.438	.384	.750
X20	15.2000	7.407	.735	.719

APPENDIX 8
DISTRIBUTION OF TABLE "t" SCORE

Pr df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

df = n1 + n2 – 2
df = 36 + 36 – 2
df = 70

APPENDIX 9
DOCUMENTATION
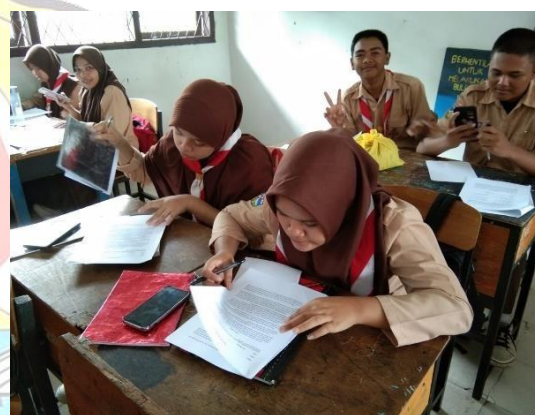
APPENDIX 10

RESEARCH LETTER

PEMERINTAH PROVINSI JAMBI
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS NEGERI 11 KOTA JAMBI
TERAKREDITASI A
Jl. Sersan Anwar Bay Kel. Bagan Pete Kec. Alam Barajo Kode Pos 36129 ☏ (0741) 583044
Website : www.sman11kotajambi.sch.id E-mail : sman11_jambi@yahoo.co.id
NSS : 301 1000 07 009   NPSN : 10504587

S U R A T   K E T E R A N G A N
Nomor : 420ʌ 59 /SMAN.11/III/TAS-2023

Yang bertanda tangan di bawah ini   :

Nama   : **Drs. Alasan Poltak Parulian Sitorus, M. Pd**
Jabatan   : Kepala SMA Negeri 11 Kota Jambi

Dengan ini menerangkan bahwa   :

Nama   : **Riska Maghfira**
NIM   : 1900888203021
Program Studi   : Pendidikan Bahasa Inggris

Telah melaksanakan Penelitian sebagai Tugas Akhir di SMA Negeri 11 Kota Jambi. Dengan judul :

"THE EFECTIVENESS OF USING LISTEN-READ-DISCUSS (LRD) STRATEGY TOWARDS STUDENTS READING COMPREHENSION FOR THE TENTH GRADE STUDENTS OF SMAN 11 JAMBI".

Demikian surat keterangan ini kami berikan untuk dipergunakan sebagaimana mestinya.

Jambi, 06 Maret 2023
Kepala Sekolah,

Drs. Alasan Poltak Parulian Sitorus, M. Pd
Pembina Tk. I / IV b
NIP. 19661201 199303 1 005