CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is one of the subjects in school that apply because English is one of the subjects that are taught in schools because it is a global language. The majority of people use it for communication, business, education, and other purposes. English is also used to impart knowledge. The student must also study four additional abilities related to the English language. They are speaking, reading, writing, and listening. The ability to interpret and comprehend the meaning of words is a prerequisite for mastering this kind of skill. Furthermore, it is generally quite difficult for them to interpret and understand the language because it is not their native tongue. Students may find it quicker to comprehend and understand Indonesian material because it is essentially in their mother tongue (Indonesia), but they will require more time and effort to understand the content of the foreign language. This makes it difficult for students to understand the content of the text.

In the learning process, reading is one of the key components for students. Reading is an activity that requires acceptance in order to gain a thorough understanding. In addition to the comprehension needed to read, processing the material while reading also encourages critical and creative thinking on the part of the reader. Readers will comprehend the text's contents quickly and with the greatest impact by employing an efficient reading approach. Every lesson needs a plan of attack. The goal of teaching reading is to develop proficient readers. It

indicates that they truly comprehend the subject matter. In addition to understanding the text's structure, students must also be able to interpret what they have read. The reading text is difficult to grasp, however, as English is still a foreign language to us, and students should not fully comprehend the content. Some language skills, like pronunciation, vocabulary, and grammar, must be mastered by the learner.

Reading comprehension is the capacity to interpret written text, comprehend its meaning, and relate it to prior knowledge. There are a variety of reading techniques one can use to increase reading comprehension and inferences, such as expanding one's vocabulary, conducting a critical text analysis, and engaging in deep reading. The skills of the reader and their capacity for information processing have an impact on their capacity to comprehend material. When word recognition is challenging, pupils read words with too much processing power, which hinders their comprehension of what is being read. Reading teaching strategies are very important in influencing students reading success. Strategy can help students understand the text, so teachers must use strategy or methods to help students easily understand what the teacher teaches when teaching English. The listen-read-discussion strategy is a strategy a teacher can use in teaching. Strategy can help students because learning strategies are more effective for students without strategy, but with the help of strategy, students learn more effectively.

Reading is an activity that is very effective in helping students master a language (Harmer, 2007). Because reading helps people learn new vocabulary and

increase their understanding of concepts that are useful to them in leading lives that are increasingly reliant on technology, it gets easier for people to understand texts as they read. Therefore, the knowledge imparted by the students in the community enables them to solve any problem they encounter using their own critical and creative thinking. William and Stoller (2002, in Khairunnisa, 2018) stated that reading is a cognitive process, meaning that capturing the author's message from the text written to be understood by the reader is assisted by the hard work of the brain. According to Jismulatif (2019), every student has different skills and experiences in learning to read, so the process of learning to read will be effective and generate meaningful understanding if done thoroughly. Furthermore, Jarrell et al. (1983) stated that reading is an experience that is reflected in the mastery of language. In short, reading is the student's experience of learning new words. The more success they achieve, the more vocabulary they receive. A person can gain more ideas and understanding by studying carefully, and they may even learn many new things that they were not aware of before.

The 2013 curriculum states there are several types of texts that must be studied, one of which is descriptive text. Descriptive text is a text that explains or describes people, animals, or an object in terms of their shape, characteristics, quantity, and so on. On the basic competence curriculum 2013, students are expected to be able to understand the purpose and interpretation of written texts and interpret the main idea of the text. But in reality, based on the experience observed during practice sessions at SMA HKBP Sidorame, many students reported feeling anxious when they had to comprehend a text with a limited vocabulary. They also reported having difficulty understanding how to recognize

the components of a literary work, which led to the emergence of student opinions that the poor quality of the English language causes students to receive poor grades when exams are given.

In this case, the teacher is expected to be able to use effective teaching strategies to increase student understanding so that the student is able to comprehend the descriptive text along with its constituent components and intended purpose. The most common teaching method that is related to improving student comprehension of what they are reading is called Listen-Read-Discuss (LRD). Manzo & Casale (2002, on Sudibyo et al., 2020) state that Listen-Read-Discuss (LRD) is a strategy that enables students to build prior knowledge before reading the material learned during the listening stage, make them understand the text easily during the reading stage, and be active in discussion class. The Listen, Read, and Discuss (LRD) strategy helps them develop their prior knowledge. Students pay attention as the teacher reads aloud the material they are supposed to have read in the first phase. Students read the text and contrast their comprehension of it with what they have learned. Then, in small groups or large groups, students share what they have learned about the text with their peers. LRD is an effective method for involving struggling readers in class discussion. Because the content is initially covered orally, students who are unable to read the entire text on their own can gain at least a surface level of understanding of the reading. Those students who lack prior knowledge of the content acquire it during the listening stage, enabling them to more easily understand the text during the reading   stage.

The LRD Strategy provides advantages in the learning process, particularly when it comes to teaching reading to enhance students' reading abilities and boost activeness, which actively incorporates all pupils. The first benefit is that both students and professors are actively involved in the learning process. The second benefit is that students have prior knowledge, which helps them understand concepts better. The three students will be present in class when the conversation starts. so that it can give the students the self-assurance to comprehend the text's meaning, which is then articulated in an argument. By presenting a thorough understanding of the course material in the form of a visual organizer with ring-knit text explanations, the teacher may develop the student's conceptual understanding. The reason for LRD as a teaching strategy, citing Manzo and Casale (1985 in Terasne et al., 2018), is that LRD helps students understand material through graphic organizers that are drawn out clearly, builds understanding of the student's dash before reading texts, and helps students reach self-awareness through group discussions.

This strategy is quite effective when used for learning. The use of the Listen, Read, and Discuss (LRD) strategy allows the teacher to observe students' ability to understand the text. In addition to becoming aware of the value of English, students can improve their reading, writing, speaking, and listening skills in the language. Based on the explanation above, the researcher conducted research with the title **"THE EFFECT OF THE LISTEN-READ-DISCUSS (LRD) STRATEGY ON STUDENTS READING COMPREHENSION AT CLASS X SMA HKBP SIDORAME MEDAN"**.

1.2 The Problems of the Study

Based on the research background above, the researcher formulated the research problem as follows:

1. Is there a significant effect of using the LRD Strategy on students' reading comprehension in class X SMA HKBP Sidorame Medan?

1.3 The Objectives of the Study

Based on the problem of the study above, this research objective is to find out whether is any significant effect of using LRD Strategy on students reading comprehension at class X SMA HKBP Sidorame Medan.

1.4 The Scope of Study

The scope of this study is to focus on the teaching reading strategy, and the limitations of this study are the use of the Listen-Read-Disccuss strategy in teaching reading at SMA HKBP Sidorame Medan. The researcher chose class X at SMA HKBP Sidorame Medan as the target school because at this school, the researcher found that there were still many students who had difficulty understanding reading text, especially in class X.

1.5 Significance of the Study

The researcher hopes that this research can provide some of the importance of the quality of teaching and learning English as follows :

1.5.1 Theoritically

This research is expected to contribute to the development of knowledge related to teaching reading to class X, especially by using the Listen Read Discuss (LRD) strategy.

1.5.2 Practically

1. Teacher

a. This research is expected to help teachers to improve the quality of teaching and learning English, especially in reading skills.

b. With this method, the teacher is more practical to direct students

2. Students

a. This research is expected to encourage students to develop text reading skills and motivate students to learn English, especially in reading.

b. Based Listen Read Discuss (LRD) strategy, will make it easier for students to do assignments

3. Next Researcher

The result of this research are expected to contribute knowledge, experience, and direction. And for the next researcher, hopefully this research can help in knowing more information and knowledge related to reading studies, especially   reading   comprehension.

1.6 Hypothesis

A hypothesis is a statement that predicts how variables are related to one another. The hypothesis is a temporary answer to the problem formulation. Because it is still temporary, it needs to be verified through the empirical data collected. Researchers use two hypotheses based on the background of the problem above: an alternative hypothesis (Ha) and the null hypothesis (Ho).

Ha: There is a significant effect of using the LRD strategy on students reading comprehension in class X SMA HKBP Sidorame Medan.

Ho: There is no significant effect of using the LRD strategy on students reading comprehension in class X SMA HKBP Sidorame Medan.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theorytical Framework

Conducting research, theories are needed to explain some concepts to the researcher concerned. The concepts that are used must be clarified in order to have the same perspective on their implementation in the field. In this chapter, the researcher tries to give a clear description of the theoretical framework, which covers the general concepts of reading, reading comprehension, and listening, reading, and discussing (LRD).

2.2 Language

Language is a technique of communicating ideas through the names of things and utterances, which mirror ideas through air currents flowing from the lips. According to Borman (2017:744), language is a verbal tool for communication. Previously, Chaer emphasized that language is a sound symbol of arbitrary nature that is used by a group of community members to interact and identify themselves. Being social beings, humans require means of interacting with others in society. Language is an essential communication tool for the goal of social connection. People need ways to interact with other people in society since they are social beings. As a medium of communication in particular contexts and for a variety of activities, language is a message that is sent in the form of expression. In this situation, the expression is linked to oral and kinesic segmental

and suprasegmental aspects, allowing a sentence to serve as a communication tool with a different message if expressed differently.

2.2.1 English Language

English is a Germanic language that was first spoken in England in the early Middle Ages and is currently the most commonly spoken language worldwide. English is spoken as the first language by the majority of the population in various countries. In the world, behind Mandarin and Spanish, English is the third most common mother tongue. Along with many other organizations, the European Union, Commonwealth of Nations, and United Nations all utilize English as a second and official language. This shows that communication and scientific and technological fields both use the English language. The way that English is currently taught to students may result in them internalizing foreign cultural norms and values in their daily lives, or it may simply result in them having a better understanding of foreign culture than their own. Instead of learning the language, some young children may have a firm grasp of a foreign culture. Because future generations will no longer have a deep understanding of their own culture, this method of teaching English as a second language may have the greatest negative effects.

2.3 Reading

This section will be carried out on several theories to get a clear point for the readers and the writer. The second section explains the definition of reading, the purpose of reading, types of reading, and reading technique.

2.3.1 Defenition of Reading

Reading is a skill that everyone has and cannot be separated from other skills such as writing, speaking, and listening. These skills must be learned by English learners. Reading helps improve other language skills, develop understanding, or discover new vocabulary in the text. Generally, the skill of reading is developing in societies with literary taste because it can lead to the development of comprehension vocabulary. According to Mulyono Abdurahman (2018:180), reading is a complex activity that includes the physical and mental. Physical activity associated with reading includes eye movement and visual acuity. Mental activity includes memory and understanding. People can read well if they are able to see the letters clearly, move their eyes agilely, remember the language symbols correctly, and have reasoning enough to understand the reading. According to M.E. Elizabeth (2021:278), reading is the process of looking at a written or printed symbol and translating it into an appropriate sound. Tarigan (1985: 7) defines reading as a process that is carried out and used by readers to get messages, which are conveyed by writers through the medium of words or written language.

Reading is a form of communication, using written language or symbols (texts). Reading is two-way communication between an author and a reader. Reading is interpretation and understanding. Reading is a process (processsess). According to Dr. Naf,an Tarihoran (2012:1-2) reading is one of the language skills and concurrently of the basic subjects of the English department and reading is a private, it is a mental, or cognitive, process with involve a reader in trying to

follow an respond to a message from a writer who is distant in space and time. According to Rombepajung (2019:4) reading is an important thing from existing skills, because by having reading skills, one can know, search for or explore various kinds of knowledge contained in books or real sources.

Reading is a form of communication using written language or symbols (texts). Reading is two-way communication between an author and a reader. Reading involves interpretation and understanding. Reading is a process. According to Dr. Naf,an Tarihoran (2012:1-2), reading is one of the language skills and concurrently one of the basic subjects of the English department, and reading is a mental, or cognitive, process that involves a reader in trying to follow and respond to a message from a writer who is distant in space and time. According to Rombepajung (2019:4), reading is an important part of existing skills because, by having reading skills, one can know, search for, or explore various kinds of knowledge contained in books or real sources. According to A.S. Homboy *Oxford Advance Learner's Dictionary* Reading is the act of reading something, like articles, books, etc., that is intended to be read. Reading is important for students both to develop their knowledge and to develop the way they think, which is related to the development of their moral, emotional, and verbal intelligence. To understand a reading text, the students must have good competence in knowing the meaning of words, sentences, and content, and the most important thing is to know about the writer's idea. Believed that if we could understand reading, we would understand the mysteries of the human mind. It means that by reading, we can know everything that we did not know before. By reading,   we   can   see   the   lack   of   knowledge.

Based on some of the definitions above, it can be concluded that reading is trying to find the essence of the text. Reading is not just reading; it is also understanding what the author aims at in the written text. Many readers cannot grasp the writer's idea because of their limited thinking when analyzing the meaning of words and sentences..

2.3.2 Purposes of Reading

Fitria (2019:95) states that reading comprehension assessment has different purposes. One of these is to compare students comprehension levels to those of those in a norming sample. Another is to find out if students have met preestablished criteria for their grade level. A third purpose is to inform instruction by determining when students understand what they read and how efficiently they use which comprehension strategies. The purpose of reading is to find out what the information inside is really about. However, there is no fundamental aspect that can be a point for other consideration. When the students read, it serves a purpose. The purposes are:

1. Reading to search for simple infomation and reading to skim

Reading to search for simple information is a common reading ability, though some researchers see it as a relatively independent cognitive process. It is used so often in reading tasks that it is probably best seen as a type of reading ability. In reading for research, we typically scan the text for a specific piece of information or a specific word. It involves, in essence, a combination of strategies for guessing

where important information might be in the text and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

2. Reading to learn from the text

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text. Reading to learn is usually carried out at a rate somewhat slower than general reading comprehension. In addition, make stronger inference demands than general comprehension to connect text information with background knowledge.

3. To integrate information, write and critique text

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting, or conflicting information and the likely restructuring of a theoretical frame to accommodate information from multiple sources. Both reading to write and reading to critique texts may be task variants of reading to integrate information.

4. Reading for the general comprehension

The notion of general reading comprehension has been intentionally separated from the last in this discussion for two reasons: First, it is the most basic purpose for reading, underlying and supporting most other purposes for reading. Second, general reading comprehension is actually more complex than commonly assumed. Reading for general comprehension, when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills

in informing a general meaning representation of main ideas, and efficient coordination of many processes under very limited time constraints.

2.3.3 Types of Reading

There are two kinds of reading: intensive reading and extensive reading. The detailed explanation is below.

2.3.3.1 Intensive Reading

Cedeno (2019:63) defined reading as a detailed focus on the construction of reading texts, which takes place usually (but not always) in the classroom. In other words, studying the construction of the text, which has a certain purpose for the reader, can be done intensively. Based on the explanation above, the researcher concludes that intensive reading is reading seriously and earnestly to understand the contents of the reading, while the ability to read intensively is the ability to understand in detail the contents of the reading completely and critically. Intensive reading means fully concentrating on the text to find out the main idea, information, generic structure, or even parts that may be useful for the reader and others. To make information easier to understand, readers have to read the text seriously and keep reading it until they get the optimal result. Besides getting an optimal result, intensive reading would take a lot of time to understand, which is one of its weaknesses. The reason it took a lot of time was because each sentence had to be fully understood before it could connect to another sentence. The classic approach to intensive reading is the grammar-translation approach, where the teacher uses the first language to explain the meaning of the text, sentence by

sentence. The purpose of the translation is to analyze the features of the language that they learn and to make sure the learners comprehension.

The use of translation is to make another text or piece of information easier to understand, or even to help someone talk with someone who speaks a different language by understanding the meaning of each sentence. The information moves to one point in a specific major at some distance and in the same way. After it moved, it copied from one language to another, and then the result would be shared with everyone in different countries, so everyone could understand the meaning and misunderstandings would not happen.

2.3.3.2 Extensive Reading

Brown (2013:313) explains that extensive reading is carried out to achieve a general understanding of the material. Paten and Praveen (2008:119) state that the purpose of extensive reading is to ask the students to read directly and fluently in the target language for enjoyment without the aid of a teacher. It means that extensive reading does not need teacher guidance. So, the researcher can only be a facilitator, caring for them whether or not they understand. Extensive reading is to find out what really exists in the text or even to help answer a question. Extensive reading can be a source of enjoyment and a way of gaining knowledge of the world. Extensive reading is focused on the story, not on items to learn. So it can be concluded that the aim of extensive reading is to read for pleasure and get a general idea of the story or texts.

2.3 Reading Technique

According to Soedarso (2006:88–89), there are two techniques that we can use to make our reading easy. The techniques are:

Scanning is a common method used when looking up a term in a dictionary or phone book. You conduct a keyword or concept search. The steps in scanning are:

1. Specify the details of the information you require.
2. Try to foresee the solution's presentation and the possible hints you might utilize to find it.
3. For instance, you might scan the paragraph fast, seeking exclusively for numbers if you were looking for a specific date.
4. Use headings and any other tools that will make it easier for you to determine which sections might include the data you're looking for.
5. Read the passage only when necessary, skipping over other parts.

Skimming is a method for quickly identifying a text's important points.

The steps in skimming are:

1. Look at the title.
2. Take a look at the introductory paragraph or section.
3. In every other paragraph, read the first sentence.
4. Be sure to read all headers and subheadings.
5. See the concluding sentence or summary.

2.4 Defenition of Reading Comprehension

Reading comprehension can be defined as a series of processes readers use to find and understand information contained in a reading text. Kirby (2014:8) stated that reading comprehension refers to reading for meaning, understanding, and entertainment. Reading means realizing the various steps readers take to derive meaning, realizing the significance of the data in a book they are reading, and appreciating the entertainment. Experts in the field concur that the reader's initial information acquisition, or schema, determines whether or not reading comprehension will be successful. Resky (2018:6) argues that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. Thus, reading comprehension is a deliberate activity that involves coordinating a number of complicated activities, including reading words and knowledge, to produce meaning. According to Tarchi (2017:27), reading comprehension is essentially the ability to understand what has been read. In line with that, another definition is that reading comprehension can be understood as a set of procedures readers use to locate information and comprehend the information included in a reading text. Reading comprehension is a sort of reading to understand, according to the definition given above:

1. Literary standards

2. Written drama,

3. Printed drama

4. Fiction patterns are just a few examples of standards or norms in literature. (Tarigan, 2018:58)

The researcher draws the conclusion that reading comprehension is a set of actions or procedures used by readers to comprehend what they have read in order to meet their information needs. This conclusion is based on the expert opinions of the many specialists mentioned above. Additionally, it may be said that reading comprehension (also known as reading for understanding) is a sequence of exercises that are read to know and grasp what is unknown and what is not yet understood.

2.5 Defenition of Listen-Read-Discuss (LRD) Strategy

Concept of LRD strategy This strategy has three important elements: listen, read, and discuss. The Listen, Read, and Discuss (LRD) strategy was created to aid student learning. The LRD technique is ideal for learning reading comprehension because it includes novel phases that enable pupils to comprehend the goal of reading comprehension. According to Manzo et al. (2005:12), the learning strategy known as Listen-Read-Discuss (LRD) helps students build their knowledge by using graphic organizers during the Listen (listen) stage, assisting them in understanding the text during the Read (read) stage, and assisting them in achieving meaningful understanding during the Discussion (discuss) stage. McKenna (2002:94) defines listen-read-discuss as a strategy especially designed for struggling readers. Its stages represent the before, during, and after stages of all reading lesson formats. It means that there are three stages to this strategy. First, the students listen to the teacher's explanation of the

material from the teacher. Second, the teacher asks the students to read the text to gauge their comprehension. Finally, the teacher guides the students to discuss their comprehension of the text. In this strategy, the teacher makes efforts to ensure that the students comprehend about the text by giving explanations in earlier sections. It simulates students minds in section discussion.

According to Manzo (2005:11), the teacher should do in the class: (a) review the reading selection and prepare a brief; (b) present the summary orally to students; (c) have the students read the text book version of the same material; (d) discuss the material students have heard and read; (e) begin the discussion with the information and ideas students were directed to look for. In applying Listen, Read, Discuss (LRD), we need some procedures to help the teacher and students comprehend the text. Manzo's explanation gives us an understanding of what the teacher does in the class to apply the Listen Read, and Discuss strategy. First, the teacher prepares the material. The teacher also prepares for how to deliver the material by asking about the background knowledge of the students about the material. Then, the teacher presents or shows the summary of the text to the students by using a graphic organizer. The students listen to the teacher's explanation. After that, the students read the text. The last is when the teacher and the student discuss the material. It is about the teacher explanation and the students" comprehension. In the discussion group, the students also discuss the difficulties that they found in the text. So, by applying the LRD strategy, the activities of teaching reading comprehension can run well.

The first stage in the Listen-Read-Discuss strategy is for students to listen as the teacher presents the content of their reading through a lecture, often paired with a graphic organizer. A graphic organizer is a visual display that is used to depict the relationships between facts, terms, and ideas within a learning task. They form a powerful visual picture of the information, and this allows the mind to discover patterns and relationships. Next, the second stage of the LRD strategy is for the students read the text and compare what they learned during the lecture to their understanding of reading the text on their own. In this stage, the students discuss their understanding of the text with other students in their small group or large group. According to Manzo (2005:12-13) there are three procedure of Listen Read Discuss to follow :

1. Listen

The teacher presents information to students about the text they will be reading. This can be in the form of a short lecture on the topic, using a graphic organizer to guide the lecture. Presenting the information from the portion of text in a well-organized format takes about 5–15 minutes while the students are listening to the teacher explain the content of their reading.

2. Read

In this stage, students read the text and compare what they learned during the lecture to their own understanding of the text. Students should read silently because silent reading increases comprehension and encourages students to practice study strategies independently.

3. Discuss

After reading, students discuss their understanding of the text with other students in their small group or large group. The teacher guides students in a review and reflection of the content. Discuss the material students have now heard and read. From the explanation of the LRD strategy above, the writer has a big expectation that using the LRD strategy can be useful to improve reading comprehension in the classroom. Moreover, it will make a valuable contribution to the students understanding of the reading texts. And lastly, this strategy will be useful for the writer to motivate herself to teach and learn English. Based on the explanation above, the researcher concluded that the LRD strategy can aid students in reading text since the entire process of teaching reading by using the LRD strategy will engage students in reading. To discuss the choice of target language, they will engage in social interaction. Students will be inspired to understand the text's significance when using this method.

2.5.1 Listen-Read-Discuss (LRD) Strategy Practice

The Listen, Read, and Discuss strategy Manzo (2005:12–13) offers a simple alternative strategy to this approach: by changing the sequence of instructions, students are better prepared for reading. Notice in the steps below how this approach speeds up the pace of instruction and provides for several repetitions of the information. There are several steps in the LRD strategy practice:

Step 1: Select a portion of text to be read.

Step 2: Present the information from that portion of the text.

Step 3: Have students read the book version of some material. Students will now be reading in an empowered way since they have just listened to an overview of the information.

Step 4: Discuss the material students have now heard and read.

2.5.2 Teaching Reading Comprehension Through LRD Strategy

According to Ula C. Manzo (2005:12–13), the Listen-Read-Discuss (LRD) strategy was created as a starter method for bridging traditional instruction to a more interactive approach. The concept of LRD strategy has three important elements: listen, read, and discuss. Harmer's (2007: 287) implications of reading strategy for teachers Reading strategies can be defined as plans for solving problems encountered in constructing meaning. It is true that strategies can be taught, and that is one goal of teaching reading: to help students develop as strategic readers. Listen, Read, and Discuss (LRD) is a strategy designed by teachers for students. The LRD strategy is suitable for learning to read because it consists of innovative steps that help students understand the purpose of reading comprehension. Reading-based teaching usually starts with reading assignments, listening to a short lecture or overview by the teacher, and then discussing their responses to questions. Therefore, the researcher concludes that the teacher must be selective and choose specific texts where the students lack prior knowledge about the text and need more support with LRD texts. Most students don"t need

that high a level of support for the content material they will read, but struggling readers and early English language learners will greatly benefit from this strategy.

The researcher is optimistic that using the LRD technique in the classroom to teach comprehension will be effective based on the explanation of the LRD approach provided above. Additionally, it will have an enormous impact on how well the students comprehend the texts they are reading. For English teachers teaching the subject, it may offer more knowledge. Also, by using this strategy, the researcher will be able to continue learning and teaching English while maintaining motivation.

2.5.3 The Advantage of LRD Strategy

The LRD strategy has several benefits for students, including improving their ability to read and understand text. There are some advantages of Listen-Read-Discuss strategy, and they are:

1. LRD can be used by proficient or weak readers.
2. Teachers observe reluctant readers approaching the text with more confidence.
3. It is easy to use and requires little preparation.
4. It helps students comprehend the material presented orally.
5. It builds students prior knowledge before they read a text.
6. It engages struggling
7. Readers in classroom discussion

8. Students bring more information and enthusiasm to be post-reading discussion.

9. Students capable of reading with greater understanding

10. They have more to contribute to the class discussion.

11. LRD is a flexible strategy that can be used across all curriculum areas with almost any text.

According to Manzo"s explanation, the researcher assumes that Listen, Read, Discuss can make it easier for the students to comprehend the material orally, and Listen, Read, Discuss also builds the students prior knowledge before they read the text. It also helps struggling readers in the classroom with discussion. Mc. Kenna (2002:94) adds about the advantages of using the Listen-Read-Discuss strategy as a powerful means of improving reading comprehension and content learning in both weak and proficient readers. Based on the explanation above, the researcher concludes that one of the benefits of LRD is that it helps students build on their past knowledge. Both weak and proficient students' reading comprehension and subject learning can be improved by it. Students taking SMA HKBP Sidorame Medan can understand the text's genuine meaning because readers can do so because they can talk or exchange ideas with one another.

2.6 Descriptive Text

A descriptive text is a text that describes a particular object in detail. Description text, according to Darnis (2015:8), is a descriptive essay about an object with the aim of making the reader feel as if seeing the object itself depicted

it. Writing that depicts or describes something that will be revealed by the author in such a way that the reader or listener feels as though they are viewing the object is known as descriptive text. Writing that depicts or describes something that will be revealed by the writer, giving the reader or listener the impression that they are actually viewing the object, is also known as descriptive text.

2.6.1 Purpose of Descriptive Text

The purpose of descriptive text is to describe everything, be it humans, animals, plants, or inanimate objects. The explanation refers to the inherent properties of objects, ranging from type, size, color, and others. The goal is for the reader to know the characteristics of something through the messages in the text. For instance, a sentence that describes an animal The text may include a variety of information, including details on the body, food, habitat, origin, breeding, and associated unusual facts. The main purpose of descriptive text is to detail or describe in detail and concretely a description contained in an object, atmosphere, or feeling. Thus, the reader seems to see, hear, and experience what is described.

2.6.2 Structure of Descriptive Text

The structure of the description text consists of three parts, namely an opening paragraph that introduces the description object, a series of paragraphs that explain the features of the description object, and a conclusion that shows the description text has been completed. There are three structures for descriptive text:

1. Introductory paragraph

Introducing the description object to the audience He needs to provide brief details about when, where, who, and what type of object he wants to describe.

2. Body section

Creates a series of paragraphs about the object. Each paragraph begins with a topic sentence that can explain one feature of the object that builds the description itself.

3. Closing

To present the final part of the text, the writer can draw a conclusion from the object being described. This final section is optional and may or may not exist.

2.6.3 Language Feature of Descriptive Text

According to Rusmawan, P. (2017:119), there are four language features of descriptive text:

1. Specific participant: has a certain object, is not common, and is unique (only one). for example: Bandengan Beach, my house, Borobudur Temple, Uncle Jim
2. The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in Jepara, etc.
3. The use of simple present tense: The sentence pattern used is simple present because it describes the fact of the object described.
4. Action verbs: verbs that show an activity (for example, run, sleep, walk, cut,   etc.)

2.7 Previous Study

In this research, there are relevant researchers, so that can be used as a comparison. Relevant research in this research, among others:

1. The research conducted by Norzazili (2011), whose title is *"The Application of "Listen-Read-Discuss to Increase the Ability of the Second Year Students of Ma Darel Hikmah Pekanbaru in Comprehending Analytical Expository Texts"*. The LRD strategy could increase students ability to comprehend analytical expository texts. The improvements can be seen in the increase in the students" scores in the reading test after the post-test. In fact, in the data, we can see that the average score of the pre-test was 48.78 (poor level). Even though the average score of the post-test was 72.13 (average to good level), The students" ability increased from the pre-test to the post-test by 23.35 points. It means that the attainment of a passing grade post-test was better than pre-test.

2. Mariani's research (2019), with the objective: *"Implementation of LRD (Listen, Read, Discuss) Strategy Learning for Increasing Reading Skills and Student Achievement on Discussion Text Material in Class XII IIK 3 Madrasah Aliyah Negeri 1 Banjarmasin Academic Year 2019/2020"*. The purpose of this study was to improve reading skills and student achievement in discussion text material through the application of the LRD strategy. The method used in this study used a classroom action research design (CAR), which consisted of two cycles with four stages, namely planning, action, evaluation, and reflection. The participants used were students of class XII IIK-3 MAN 1 Banjarmasin, totaling 37 students, consisting of 18 female students and 19 male students. The instruments used were

observations and tests. The results showed that by implementing the listen, read, discuss (LRD) strategy, there was an increase in student learning outcomes, as indicated by the increase in student learning outcomes in each cycle. The equation is in the independent variable and the dependent variable, namely both using the strategy of listen, read, discuss (LRD) and reading ability. While the difference in this study lies in the number of dependent variables, it uses two dependent variables, namely reading skills and student achievement, while the researcher's research uses one dependent variable, namely reading ability.

3 Amar Akbar (2013), in his research entitled *"Improving the Students' Ability in Reading Comprehension of Narrative Text by Using the Power of Two Strategy at MTs Al Washliyah Tembung,* This research aimed to determine if reciprocal questioning can improve students comprehension reading of narrative text at MTs Al-Washliyah Tembung. The population of this research was the students of MTs Al-Wahliyah Tembung. That consists of three classes, and the total population was 99 students. He used purposefule sampling; there were 30 students,s and this research wash applied throughy classroom action research. He used purposefule sampling; there were 30 students,s and this research wash applied throughy classroom action research. Based on the research results, the mean at the post-test of the first cycle was 66,33. The mean of the post-test at the second cycle was 79. The percentage of students who got points up to 65 also grew. In the post-test at the first cycle, students who got up to 65 were 18 of 30 students (60%). In the post-test of the second cycle, students who got up to 65 were 27 of 30 students (90%). From the data, it appears that the implementation of the reciprocal questioning strategy was effective, and from the data above, it could be concluded

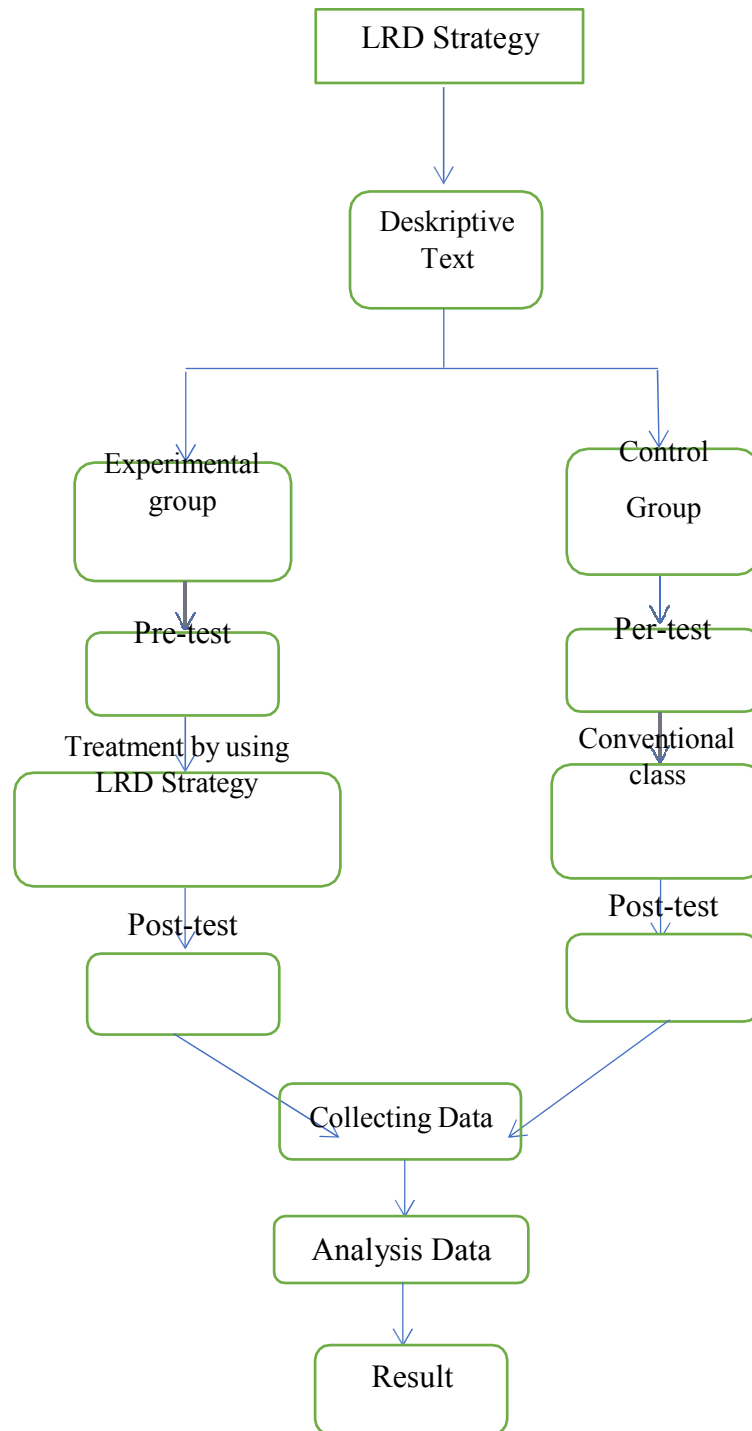that the students" ability to read narrative texts with comprehension has been developed by using the reciprocal questioning strategy. Amar Akbar (2013), in his research entitled "Improving the Students" Ability in Reading Comprehension of Narrative Text by Using the Power of Two Strategy at MTs Al-Washliyah Tembung, This research aimed to determine if reciprocal questioning can improve students comprehension reading of narrative text at MTs Al-Washliyah Tembung. The population of this research was the students of MTs Al-Wahliyah Tembung. That consists of three classes, and the total population was 99 students. He used purposefule sampling; there were 30 students,s and this research wash applied throughy classroom action research. He used purposefule sampling; there were 30 students,s and this research wash applied throughy classroom action research. Based on the research results, the mean at the post-test of the first cycle was 66,33. The mean of the post-test at the second cycle was 79. The percentage of students

The difference between this study and the previous study above lies in the effect of the LRD strategy on students' reading skills in class X SMA HKBP Sidorame Medan in the 2022–2023 academic year. The method used in this study is a quantitative experimental method that consists of three stages: pre-test, treatment, and post-test. The participants in this study were 40 students of class X SMA HKBP Sidorame, consisting of 20 students in the experimental group and 20 students in the control group. The instruments used were pre-test and post-test. The research results show that by implementing the Listen, Read, Discuss (LRD) strategy, there is an increase in students' text-reading skills. This is aimed at the total score each student gets when working on the pre-test and post-test questions.

2.8 Conceptual Framework

There are many aspects that should be considered to achieve good reading comprehension of the text. Those aspects are related to students vocabulary mastery, their interest, their ability to use an effective reading strategy, a teaching technique, materials, and media. From those aspects come the obstacles to reading comprehension. When one or some of those aspects are not sufficient to support the reading process, comprehension will be difficult to achieve. The LRD strategy can build students prior knowledge. It can improve students reading comprehension and content learning in both weak and proficient readers. And the reader can find the real meaning in the text because they have listened to it before, and the reader is easy to understand because they can exchange thoughts with their friends or discuss each other.

```
                    ┌──────────────────┐
                    │   LRD Strategy   │
                    └────────┬─────────┘
                             │
                             ▼
                    ┌──────────────────┐
                    │    Deskriptive   │
                    │       Text       │
                    └────────┬─────────┘
              ┌──────────────┴──────────────┐
              ▼                             ▼
     ┌──────────────────┐          ┌──────────────────┐
     │   Experimental   │          │     Control      │
     │      group       │          │      Group       │
     └────────┬─────────┘          └────────┬─────────┘
              ▼                             ▼
     ┌──────────────────┐          ┌──────────────────┐
     │    Pre-test      │          │     Per-test     │
     └────────┬─────────┘          └────────┬─────────┘
              ▼                             ▼
     ┌──────────────────┐          ┌──────────────────┐
     │Treatment by using│          │   Conventional   │
     │   LRD Strategy   │          │      class       │
     └────────┬─────────┘          └────────┬─────────┘
              ▼                             ▼
     ┌──────────────────┐          ┌──────────────────┐
     │    Post-test     │          │    Post-test     │
     └────────┬─────────┘          └────────┬─────────┘
               └──────────┐    ┌───────────┘
                          ▼    ▼
                    ┌──────────────────┐
                    │  Collecting Data │
                    └────────┬─────────┘
                             ▼
                    ┌──────────────────┐
                    │  Analysis Data   │
                    └────────┬─────────┘
                             ▼
                    ┌──────────────────┐
                    │      Result      │
                    └──────────────────┘
```

1.1 Figure Theoretical Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research was conducted using quantitative experimental research. According to Sugiyono (2014), experimental research methods are methods used by researchers to look for the effect of certain treatments on others in controlled conditions. This research includes two groups: the first is the experimental group, and the second is the control group. The first group was taught using the LRD strategy, but the second group was not. Before the experiment, the students were given a pre-test. The experimental group received treatment, while the control group did not receive treatment. After being given treatment, students are given a post-test. The questions are the same as the questions before the experiment, and this study consists of two variables: the independent variable is the LRD strategy, and the dependent variable is students reading comprehension.

Table 3.1 The design of the Study

Group	Pre –Test	Treatment	Post-Test
Experimental		Using LRD Strategy	
Control		Without using LRD Strategy	

3.2 Population and Sample

In this study, the research determined the population and sample. The population and sample in this research are the following:

3.2.1 Population

A population is any group of individuals that have one or more characteristics in common that are of interest to the writer. According to Sugiyono (2011: 80), population is the generalization area consisting of objects or subjects that have the quality and certain characteristics defined by researchers to study and then withdraw in conclusion. The population of this research is the first-grade students at SMA HKBP Sidorame Medan. There are two parallel classes, and every class consists of 20 students. There are classes X IPA and X IPS.

3.2.2 Sample

Sugiyono (2011: 81) states that a sample is part of the number and characteristics possessed by the population. In this study, the sampling technique used was Jenuh sampling. Jenuh sampling is a sampling technique in which all members of the population are used as samples. Jenuh sampling is often done when the population is relatively small less than 30 people or when research wants to make generalizations with very small errors. Based on the explanation above, it will be used as a sample in this study if all of the population is taken, namely the entire population of class X SMA HKBP Sidorame, totaling 40 students. The sample was class X students consisting of 2 classes, X IPA and X IPS, and the researcher will take class X IPA as an experimental group (using LRD) consisting of 20 students and class X IPS as a control group (not using LRD) consisting of 20 students. Location of SMA HKBP Sidorame Medan.

3.3 Instrument for Collecting Data

In this study, the researcher used the test as an instrument to collect the data. The data would be collected by giving a multiple-choice test. Multiple choice is the reading task that is likely to be most familiar to students. It consists of the text, which can be almost any type such as descriptive, narrative, etc., accompanied by one or more multiple choice items where the students have to choose between alternatives a,b, c, or d. There are usually four or five options, only one of which is correct. It was common to have items tested corresponding to specific sections of the text, but there may be items to test comprehension of the text as a whole.

3.4 The Procedure of the Research

In conducting the test, the experimental group and control group gave pre-tests. After that, the writer taught the experimental group by using treatment, while for the control group, she taught them with formal teaching. Then, both groups gave a post-test.

3.4.1 The Pre-Test

The pre-test will be given to both the experimental and control groups before treatment. The experimental and control groups were given a multiple-choice test of 20 questions with the same questions to find out the average score of   the   two   groups.

3.4.2   Treatment

The experimental group taught by using treatment, which was using the LRD strategy. while the control group was taught with formal teaching. The experimental and control groups received the same material. The steps of treatment in the experimental group are shown below:

1. The researcher explained the text's meaning, purpose, characteristics of language, and structure.

2. The researcher showed an example of the text and read it while the students listened carefully.

3. The researcher conveyed the text information using a graphic organizer.

4. The researcher gave another text to the students.

5. Students read the text silently.

6. The researcher asked students to sit in groups of five.

7. Each group discussed the texts they had heard and read to compare the information they got from them.

8. After discussing, students do the exercises provided individually.

3.4.3 The Post-Test

The post-test was done after treatment had been completed. The post-test was given for both experimental and control groups. Both experimental and control groups were given a multiple-choice test of 20 questions with the same questions to determine the effect of the LRD strategy on reading comprehension.

3.5 Validity and Reliability

There are two important characteristics that every measuring instrument should process. They are validity and reliability. Validity and reliability are qualities that are essential to the effectiveness of any data-gathering procedure.

3.5.1 Validity

Sudjana (2004: 12) states that validity with regard to the accuracy of the assessment tool against the concept assessed means that it really assesses what should be assessed. Validity is the quality of a data-gathering instrument that enables it to measure what it is supposed to measure. This research uses content validity, which concerns how well the test measures the subject matter and learning outcomes covered during the instructional period.

3.5.2 Reliability

Reliability is the consistency of the outcome. Azwar (2003: 176) states that reliability is one of the main characteristics of a good measurement instrument. If the test can demonstrate a successful outcome, it is considered reliable. The greater the test's reliability, the more confidence there is in the results once the exam has been administered. to ensure the consistency and reliability of the measurements. Consistency in measuring is referred to as reliability. It is a required but not sufficient requirement for validity that a source be reliable, consistent, and dependable. To obtain the realibility of the test, the researcher will use the Kuder-Richardson 21 formula (KR_{21}) as follows:

$$KR_{21} = \frac{K}{K-1}\left(1 - \frac{M(K-M)}{KS^2}\right)$$

Where :

KR_2 = The reliability

K = the number of items

M = The mean of the score

KS = The square of standard devitatition of the test score

Reliability Criteria

0.0-0.20 = the reliability is very low

0.21-0.40 = the reliability is low

0.41-0.60 = the reliability is fair

0.61-0.80 = the reliability is high

0.81-above = the reliability is very high

3.6 Technique for Analyzing Data

The process of data analysis is ongoing while conducting research. The formula was utilized in this study to determine how the students could increase their reading comprehension of the descriptive material. The researcher employed statistical methods to examine quantitative data. The steps are:

1. Determining Mean of X1 with formula:

$$M^1 = \frac{\sum X1}{N1}$$

Where :

$\sum X1$ = The score of pre-test and post test experimental class

M1 = Mean of pre-test and post-test experimental class

N1 = Number of students of experimental

2. Determining Mean of X2 with formula:

$$M^2 = \frac{\sum X2}{N2}$$

Where :

$\sum X2$ = The score of pre-test and post test control class

M2 = Mean of pre-test and post-test control class

N2 = Number of students of control

3. Determining deviation score X1 with formula:

$X_1 = X_1 - M_1$ (Mean X_1)

4. Determining deviation score X2 with formula:

$X_2 = X_2 - M_2$ (Mean X_2)

5. After getting the data from the pre-test and post-test, the reseraher analyzed it by statistical calculation of the t-test formula with a degree of significance. The procedure is as follows :

$$t = \frac{Mx - My}{\sqrt{\left(\frac{Dx_2 + Dy_2}{Nx + Ny}\right)\left(\frac{1+1}{Nx \ Ny}\right)}}$$

Where :

Mx = The mean of the experimental group

My = The mean of the control group

Dx = The standard deviation of experimental group

Dy = The standard deviation of control group

Nx = The total number of the experimental group

Ny = The total number of the control group