

**THE APPLICATION OF MODIFIED LRD (LISTEN-READ-DISCUSS) IN
TEACHING READING THROUGH ONLINE CLASSROOM**

(A Thesis)

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ABSTRACT

THE APPLICATION OF MODIFIED LRD (LISTEN-READ-DISCUSS) IN TEACHING READING THROUGH ONLINE CLASSROOM

By:

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This research was aimed at finding out whether there was a different increase of students' reading comprehension between students taught by using original Listen-Read-Discuss (LRD) and those taught by using modified Listen-Read-Discuss. Additionally, it was aimed at finding out what aspect of reading improves the most after being taught through the original and modified Listen-Read-Discuss strategy, and the students' perception toward the implementation of both techniques in relation to reading comprehension achievement. The population of this research was the first grade students of SMAN 16 Bandar Lampung in the academic year 2020/2021. The research was conducted to 34 students in experimental class and 35 students in control class. To collect the data, the researcher administered perception questionnaire and reading test. After gathering the data, they were analysed quantitatively.

From the analysis, it was found that there was a significant difference of students' reading comprehension between students taught by using original Listen-Read-Discuss and those taught by using modified Listen-Read-Discuss. The result revealed that the value of sig. (2 tailed) is 0.002 which is lower than p value (0.005). It implies that there was a significant difference in students' reading comprehension that were taught using original LRD technique and the modified one. In addition, it was found that after receiving the treatments, the most

improved aspect of reading in control class was finding specific information; on the contrary, the most improved aspect of reading in experimental class was determining reference. The last finding of this research was most of the students had positive perceptions toward the techniques however there was no correlation between students' perception and their reading comprehension achievement. In accordance with the findings, modified Listen-Read-Discuss left positive perception on students and it is more effective to teach reading comprehension especially in teaching determining reference.

Keywords: *reading comprehension, modified Listen-Read-Discuss, Listen-Read-Discuss, perception.*

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By

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A Thesis

Submitted in a partial fulfilment of
the requirements for S-2 Degree



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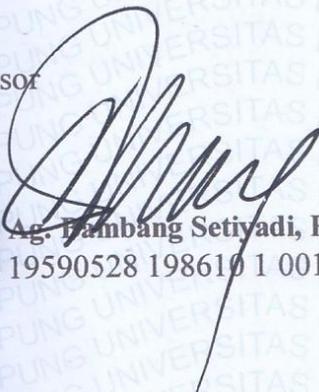
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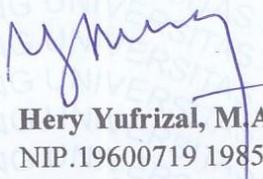
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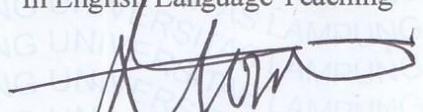
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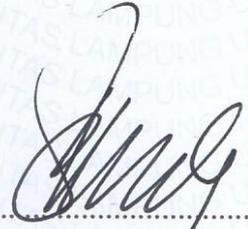
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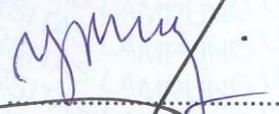
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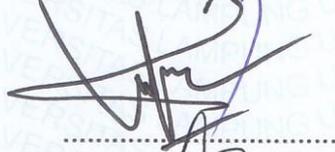
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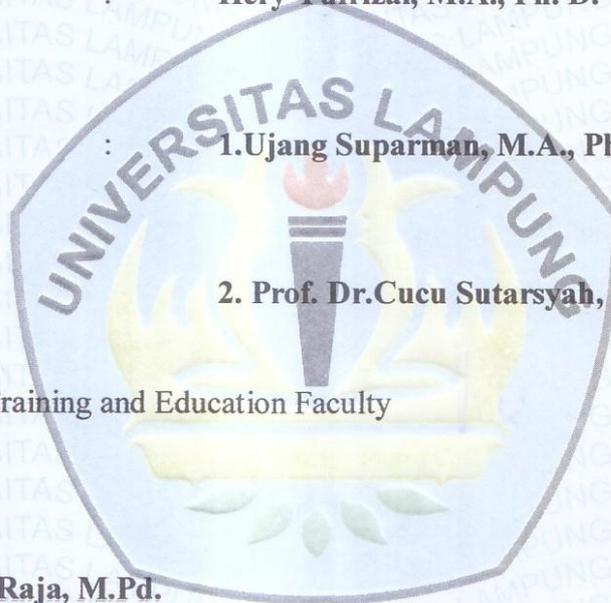
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LEMBAR PERNYATAAN

Dengan ini saya menyatakan dengan sebenarnya bahwa:

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CURRICULUM VITAE

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DEDICATION

*This research is lovingly dedicated to my parents, Heru Widya Satmoko Karwan and
Ida Meriati, who taught me about dreams and how to catch them.*

MOTTO

“Victory is always possible for the person who refuses to stop fighting”

-Napoleon Hill

“If it doesn't challenge you, it won't change you”

-Widaty Prayoga Ningrahayu

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Having done this work, the author realized that there are many individuals who gave a generous suggestion for finishing this thesis; therefore, the author would like to express her sincere gratitude and respect to:

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Bandar Lampung, April 2022

The author,

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I. INTRODUCTION

This chapter narrows down some points. Those are research background, research questions, objective of the research, uses of the research, scope, and definition of terms.

1.1 Background

Reading is one of four indispensable skills in English that is important in language learning. This skill is categorized as receptive skill along with listening skill since learners do not have to produce language, they precisely receive and understand. To conclude, learners receive the language and understand it. Besides, reading is a life skill that enables learners to extend their concept, gain information as the basis for other learning and to gain access to new knowledge. Precisely, reading is considered to be a process of active meaning construction. In this process, readers make use of both linguistic information from the external printed text as well as their own internal background knowledge (Park, 2014). Furthermore, reading is defined as an interactive process between readers and text yet the main goal of reading is to gain the correct message from a text that the author intended for the reader to receive.

The process of reading needs a comprehension. When reader does not comprehend the information in the text, the reading skill is totally meaningless. The readers need to understand the idea and information that they receive from the text. The comprehension does really occur when the reader understands fully information and idea written in the text. There will be no reading

when there is no comprehension. Nuttal (1982:17) stated that the purpose of reading comprehension is a part of the process of reading comprehension, that is characterized by the process when the readers get the messages and meaning of the text they have read. The message or the meaning conveyed can be in the forms of information, knowledge, and even happy or sad expression messages. Reading comprehension is the ability to read text, process it, and understand its meaning. This understanding comes from the interaction between the words that are written, and how they trigger knowledge outside the text or message. Therefore, students should practice their reading skill intensively so that they are able to comprehend the text well.

On the contrary, many students are found out that they get difficulties in reading comprehension which hinder the process of language learning. Several aspects of reading as stated by Nuttal (1985) become difficulties for the students in understanding the written text, i.e. main idea, specific information, references, inference, and vocabulary. These issues are tracked back from the learners' worksheet and also during teaching-learning process. These problems are relevant with some researchers that have investigated the problems further Ibrahim (2017) and Terasne et al (2018). Thus, the low of achievement of the students in reading is the result of these problems that they encounter.

Concerning those problems above, a teacher should find a way to succeed the teaching-learning process and one of the ways is applying a suitable strategy. A suitable strategy is needed to help the learners comprehend the written text well and make them feel at ease during teaching-learning process. There are many strategies

proposed by some experts that can be implemented. In this case, Listen-Read-Discuss (LRD) strategy proposed by Richardson as cited in Ibrahim (2017) is assumed as the most appropriate strategy for teaching reading skill. LRD is defined as a comprehension strategy that builds students' prior knowledge before they read a text, during reading, and after reading by listening the teacher's short lecture, reading a text selection, and discussing. This strategy can help the students synthesize the writer's thought in their own word, thus influence their comprehension so as to enable learning and remembering what they read (Ibrahim, 2017). In short, based on the definition above, it can be concluded that Listen-Read-Discuss is originally designed for teaching reading skill.

In fact, many researchers have investigated the implementation of Listen-Read-Discuss strategy in teaching reading skill namely Pebriana et al (2019), Riawan (2019), Dwiono (2019), Terasne (2018), Ibrahim (2017), Purwanti et al (2017), and Dasria (2018). These previous researchers have proved that there is significance effect of using Listen-Read-Discuss strategy on students' reading comprehension ability. Through their researches, it is also found out that several problems occurred during the implementation of the strategy. Riawan (2019) implicitly stated that the students were having difficulty in comprehending the text. In addition, some students were having problems in getting the main idea and inference from the text (Dwiono, 2019). Thus, based on this finding this research is interested to add a new procedure or item in Listen-Read-Discuss in order to minimize the problems.

In accordance to help students to read and comprehend the text, the teacher could use outline as a tool for a meaningful comprehension and it can be used to minimize problems in reading the text that might appear. Outlining as a graphic organizer is a high level skill which involves identifying relationships between concepts and arranging those concepts in an orderly manner. It presents a picture of the main ideas and the subsidiary ideas of any subject. Outlining strategies in relation with reading comprehension are intended to include a variety of metacognitive strategies for explicitly representing text (Tan, 2015). Sinatra and Pizzo (1992) aptly recognized outlining as a mapping tool. They expressed that it can be an important instrument for reading comprehension. In short, outlining can facilitate learners' reading comprehension and learning.

Based on explanation above, many researchers have investigated the implementation of Listen-Read-Discuss strategy for teaching reading, however none of them has modified the strategy and practically those researchers adopted identical procedure. Furthermore, adopting or using same procedure might not work to cope with the problems that have been investigated before by some researchers. It should be modified since there are several problems that occurred in Dwiyono (2019). Thus, this study is intended to modify Listen-Read-Discuss strategy by adding outlining as a tool which can help the learners to comprehend the written text well and also to minimize problems that have been stated before by some previous studies.

Nevertheless, because of this pandemic teacher cannot apply the instructional process in the classroom. Thus, the writer is going to apply it in online class. One

of the most suitable online media to apply this method is WhatsApp. Bensalem (2018) claims that many foreign language teachers have been interested in using WhatsApp to teach certain aspects of foreign language learning. Hamad (2017) states that “using WhatsApp to facilitate and create an avenue for learning and communication as well, as it is the most common App to the students, and they always have their mobile phones and smart phones in their hands, beside it is cheap to activate the App”. Meanwhile, Susanti and Tarmuji (2016) say that, WhatsApp has flexibility and useful features to text, to call, and to send video, audio, links, location, document, pictures. It means that WhatsApp is the most potential technology to support teaching and learning of English language today that can be accessed by mobile phone. In short, teachers and students can interact online with others through the features of WhatsApp. WhatsApp can present multimodal media through its features for learning English language. According to Marshal (2002) as cited in Gon and Rawekar (2017), people have ability to remember what they read only 10%, 20% of what they hear, 30% of what they see and 50% of what they hear and see. The technology that combines images, texts, and audio all in one is able to improve people in remembering something more than 50%. Thus, WhatsApp will make the teaching and learning process of English language to be interactive and can create a new atmosphere for both students and teachers.

As we know that, it should be necessary to have effective teaching strategies to make students have a positive perception of it. Perception can be described as the process in which someone gives an impression of what is happening around them. In addition, our emotionality, expectation, personal preference is influenced by perceptions as well as psychological process and current condition. One important factor that should be considered before a teacher selecting the strategy is students’

perception. The researcher believed that students' perception affected students' attitudes and impressions in the teaching-learning process which influenced their ability in learning. Thus, it is important to find students' perception for the teacher to gain the goal of learning.

Some studies related to students' perception of teaching technique had been done by some previous researchers, for example Campbell (2001), Ismail (2011), and Ho (2017) who had done research on students' perception toward teaching strategies applied by the teacher in English language teaching class. The results of their researches showed that students' perceptions were different from each other. Most of the students had positive perception toward the implementation of the strategies.

Based on the statements above, the researcher proposes modified Listen-Read-Discuss strategy by integrating it with outlining and conducts this instructional strategy in online class by using WhatsApp to facilitate teaching and learning process. In this case, the researcher will investigate whether there is a significant difference between the students' reading comprehension achievements taught through modified LRD and those taught through original LRD in online classroom. The researcher also is interested in finding out what aspect of reading improves the most after being taught through modified Listen-Read-Discuss and those taught through original Listen-Read-Discuss strategy in online classroom. Then, the writer will observe the students' perception and students' reading problem in application of Original LRD and Modified LRD strategy.

1.2 Research Questions

Having known the theories and the problems above, we finally reach the point of this research. The research questions that can be formulated based on the explanation above are stated below:

1. Is there any significant difference of students' reading comprehension between students taught by using original Listen-Read-Discuss and those taught by using modified Listen-Read-Discuss strategy through online classroom?
2. What aspects of reading improved the most after being taught by the original and modified Listen-Read-Discuss strategy through online classroom?
3. How is students' perception toward the implementation of original Listen-Read-Discuss strategy in relation to their reading comprehension achievement?
4. How is students' perception toward the implementation of modified Listen-Read-Discuss strategy in relation to their reading comprehension achievement?

1.3 Objectives

Based on the research questions above, the writer formulated the objectives as follows:

1. To find out whether the modified Listen-Read-Discuss strategy can be used to improve students' reading better than the original Listen-Read-Discuss or not.
2. To find out the aspect of reading improved the most after being taught by the original and modified Listen-Read-Discuss strategy.
3. To find out students' perceptions toward the implementation of the modified Listen-Read-Discuss strategy in relation to their reading comprehension achievement.

4. To find out students' perceptions toward the implementation of the the original Listen-Read-Discuss strategy in relation to their reading comprehension achievement.

1.4 Uses

The uses of this research are expected to be useful theoretically and practically.

1. Theoretically, The findings of this research are expected to support the existing theories about Listen-Read-Discuss strategy and for optimizing reading.
2. Practically, the result of this research hopefully can be used as reference, information, or consideration for teacher that Listen-Read-Discuss strategy can be modified for teaching reading.

1.5 Scope

This study focuses on finding the significant difference of reading achievements taught through modified Listen-Read-Discuss and those taught through the original one, finding aspect of reading improved the most after being taught through two different strategies, finding the students' perception of using the original and the modified Listen-Read-Discuss strategy. This research is quantitative design conducted by using reading test. The subjects are two classes of first grade of high school. The classes are divided into experimental and control class. The data is analyzed by using independent t-test. Then, the data of students' perception is taken in a questionnaire.

1.6 Definition of Terms

In this research, there are several terms that should be defined well to give understanding to readers as follows:

1. Reading

Reading is the construction of meaning from a printed or written message. It means the construction of meaning involves the reader connecting information from the written message with previous knowledge to arrive at meaning and understanding (Day and Bamford, 1998:12).

2. Reading Comprehension

Reading comprehension is extracting the required information from the text as efficiently as possible (Grellet, 1981).

3. Listen-Read-Discuss (LRD)

Listen-Read-Discuss strategy is a strategy to teach reading, here the students will get the explanation about text from the teacher before they read and the students could enhance their comprehension about the text by doing discussion (Ibrahim, 2017).

4. Outlining

Outlining strategies in relation with reading comprehension are intended to include a variety of metacognitive strategies for explicitly representing text. Sinatra and Pizzo aptly recognized outlining as a mapping tool. Outlining as a graphic organizer is a high level skill which involves identifying relationships between concepts and arranging those concepts in an orderly manner. It presents a picture of the main ideas and the subsidiary ideas of any subject (Tan, 2015).

5. Online Learning

The term online learning implies “that the learner is at a distance from the tutor or instructor, that the learner uses some form of technology to access learning materials” (Anderson, 2008).

6. Students’ perception

Students’ perception is affected by students’ attitudes and impressions in the teaching-learning process which influences their ability in learning.

The discussion of the terms has ended the first chapter in which it elaborates the research background, research questions, objectives of the research, uses of the research, scope, and definition of terms. For the strong theories and some previous research which supported this research are discussed in the next chapter.

II. LITERATURE REVIEW

This chapter discusses several points related to the theories used in this study, such as review of previous studies, reading, reading comprehension, aspects of teaching reading, teaching reading, Listen-Read-Discuss strategy, Listen-Read-Discuss strategy in teaching reading, advantages and disadvantages of using Listen-Read-Discuss strategy, outlining, procedure of outlining strategy for teaching reading comprehension, procedure of modified Listen-Read-Discuss strategy in teaching reading comprehension, theoretical assumption, and hypotheses.

2.1 Review of Previous Studies

In accordance to Listen-Read-Discuss strategy, there are several previous studies. It is confirmed that seven studies have focused on integrating this strategy in teaching reading comprehension. This current research reviews these seven previous researches; in order to find gap and obtain better insight regarding Listen-Read-Discuss strategy.

A newest research was done by Riawan (2019). That study was an attempt to investigate Students' Reading Comprehension through Listen-Read-Discuss (LRD) Strategy at MA Sejahtera Pare. It used quantitative approach and experimental method with one-group pre-test and post-test design. The subject of this research was 32 students and the instrument was reading test with 25 multiple choice items of narrative text. In calculating the result, t-test was applied by this research; in case, to find out whether there was significant difference of students' reading ability before and after being taught using LRD strategy. After collecting pre-test and post-test score, it is obtained total pre-test score of second grade IPS class is 2332 while the result of post-test was 2952. The result of t-test t-score table is, $t\text{-score} (14.129) > t\text{-table } 5\% (2.042)$ so the Alternative Hypothesis (H_a) was

accepted and the Null Hypothesis (Ho) was rejected. It is concluded that there was significant effect on reading comprehension before and after being taught by using LRD strategy at the eleventh grade students' of MA Sejahtera Pare.

Another study was conducted by Pebriana et al (2019). This previous study was intended to find out whether there was any significant effect of students in learning reading comprehension through LRD strategy. It used quasi experimental design which involved experimental class and control class. This research was conducted at the eighth grade students' of MTS NurulFalahKresek in the academic year 2018. Total sample in this research was 40 students. Class VIII B as the experimental group consisted of 20 students whereas class VIII A as the control group which consisted of 20 students. The data were collected by reading test. Pre-test and post-test were administered to both experimental and control classes. The criteria of two tailed test with significance level ($\alpha = 0.05$) was $T_{table} \leq T_{test} \leq T_{table}$: H_0 is rejected and H_a is accepted. The result of computation got $T_{test} = 3.226$ and $T_{table} = 0.444$. It means $0.444 < 3.226 > 0.444$. H_0 is rejected and H_a was accepted. It was concluded that there was significance difference of students' reading comprehension between experimental class and control class before they were given the treatment. The percentage of score gaining on the control class was 12% while on the experimental class was 22%. Score gaining on the experimental class is higher than the control class. In short, the students' reading comprehension that taught through LRD strategy was higher than those who taught through conventional method.

Additionally, Terasne et al (2018) conducted research that focused on improving students' reading comprehension through Listen-Read-Discuss strategy. This research aimed at describing whether Listen-Read-Discuss strategy is able to improve students' reading comprehension. The design of this research was classroom action research, quantitative, and qualitative applied in collecting

and analyzing the data. Quantitative data was obtained from the result of pre-test and post-test from reading test. Meanwhile, qualitative data was obtained from the result of observation sheets toward students and teachers activity. The subject of this study was XI IPS A which consisted of 20 students. The finding from the tests indicated that Listen-Read-Discuss strategy successfully enhanced students' reading comprehension. Meanwhile, the data from observation in cycle 1 showed; 1) 6 students focused on their strengths while managing their weakness (30%), 2) 5 students enjoyed challenging themselves and setting goals (25%), 3) 9 students were still deficient in determining a story's core using Listen –Read – Discuss strategy (45%). On the contrary, the observation result from cycle 2 showed; 1) 9 students focused on their strengths while managing their weakness (45%), 2) 8 students enjoyed themselves and setting goals (40%), 3) students were not afraid of acknowledging when they did not understand something (15%). In fact, implementation of Listen–Read–Discuss strategy was able to enhance students' reading comprehension in report text at the tenth grade of MA NurussabahPrayaTengah. The students' achievement in reading report text was better after implementing the Listen–Read–Discuss strategy. It was proven by the result of the mean score at cycle 1 was 72.2 (60%) and cycle 2 was 78.25 (85%).

A research that is done by Dasria et al (2018) will be reviewed in this current study. This previous study aimed to find out whether there was a significant effect of using Listen-Read-Discuss strategy on reading comprehension ability on recount texts by the second year students of SMPN 13 Pekanbaru. The research design was a pre-experimental research with one group pre-test and post-test design. The sample was VIII-10 chosen by using cluster sampling technique which this class consisted of 40 students. In doing this research, pre-test and post-test were given to the students. The test was reading test that consisted of 24 multiple choice items on three of recount texts. In order to analyze the data, T-obs was used

by employing SPSS version 23.0. T-obs was used to compare the difference result of pre-test and post-test. It shows that the result of T-obs was 9.869. Meanwhile, T-table was 2.023. The comparison between t-obs and t-table showed $9.869 > 2.023$, meaning that t-obs was higher than t-table. It can be concluded that there is a significant effect of Listen-Read-Discuss strategy on reading comprehension ability on recount texts by the second year students of SMPN 13 Pekanbaru as the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected.

Next is Listen-Read-Discuss in Teaching and Learning Reading Comprehension: a Case Study of Private Senior High School in Lampung was done by Rija Dwiono (2017). This research focused on describing the process of the applying Listen-Read-Discuss in reading class and investigating obstacles faced by both the teacher and the students. This study used descriptive qualitative research. The sample of population as the subject and as the source of the data in this research were the English teacher of eleventh grade of second semester and the eleventh grade students of the second semester of private senior high school in Lampung. The researcher used one class as the sample of this study where the students of XI A class consisted of 36 students. The researcher used XI A and English teacher as the research subjects. Three instruments were applied in this research in collecting the data typically observation, interview, and questionnaire. The data were analyzed by qualitative descriptive with the steps based on Miles and Huberman (1994; 10) model of qualitative data analysis.

From the observation, it was found out that some problem occurred during the implementation. The identified problem was teacher did not manage the time well and some steps in LRD sequences were done in hurry. The teacher did not have time to give feedback or reflection to the students. In addition, the students were bored during teaching and learning process. That was indicated that the students were not interested in learning reading comprehension through LRD. From

the interview, it was identified that some problem faced by the teacher; understanding the reading material, students' failure in achieving mastery of the basics, designing or modifying the question and exercise for the students, establishing or choosing teaching material, and giving feedback. On top of that, from the questionnaire result, 92% had problem in learning reading comprehension by using Listen-Read-Discuss strategy. It was confirmed in this study that teacher could not engage the students to be active during teaching and learning process. During teaching and learning process, there were several problems occurred; having difficulty in translating the words and sentences, comprehending and figuring out the inference of the text, and slow reading.

Additionally, there is a research about The Use of Listen-Read-Discuss Strategy and Reading Motivation toward The Students' Reading Comprehension from Robby Ibrahim (2017). This research was interested in using Listen Read Discuss (LRD) strategy to see its effect on students' reading comprehension. Besides, it aimed to find out the effect of reading motivation on students' reading comprehension. It was a quasi-experimental research design. Population of this research was second grade students with the total population was 137. The sample was taken by cluster random sampling; the total number of sample was 52 (26 students in II.1 class and 26 students in II.2 class). The research was done by using a quasi-experimental research. The experimental and control group are compared in order to see whether Listen Read Discuss (LRD) had significant effect or not. In collecting the data, this study applied reading test and questionnaire. Several conclusions were drawn regarding to the result of the study. Firstly, Listen-Read-Discuss Strategy had a significant effect on students' reading comprehension of descriptive text compared to Small Group Discussion strategy as the conventional strategy. Secondly, students with high reading motivation who were taught by using Listen-Read-Discuss strategy had better result in reading comprehension of

descriptive text rather than high motivated students who were taught through Small Group Discussion strategy. Thirdly, Listen-Read-Discuss Strategy helped students to improve their reading comprehension of descriptive text even though they are low motivated students. Fourthly, there was no interaction between strategies used and students' reading motivation on student' reading comprehension of descriptive text. Both strategies LRD and SGD might be used without considering the level of students reading motivation. LRD strategy was more effective than conventional strategy in teaching reading comprehension.

This current study reviews study conducted by Purwanti (2017). The aim of this previous research was to find out the effectiveness of using LRD Strategy in improving students' reading comprehension of the second grade students at SMPN 2 Tembilahan. The research was an experimental research. It involved two groups: experimental group and control group. The experimental class was VIII.1 consisting of 30 students while the control class was VIII.2 consisting of 30 students. The instrument for collecting the data was reading test in type of multiple choice items consisting of 30 questions. The result showed that T-test of the post-test gave the value 3.7. Meanwhile, the value of T- table on the degree of freedom 60 at $\alpha = 0.05$ in level significance for two tail-test was 2.000. As the result, there was significant difference between T- observed and T -table. T -observed was higher than T-table ($3.7 > 2.000$). Based on the data collection and data analysis, H_a was accepted and H_o was rejected. It showed that the LRD strategy significantly improved the second grade students' reading comprehension.

In conclusion, those previous researches confirmed that Listen-Read-Discuss strategy is able to improve students' reading comprehension. Hence, some problems are found during the implementation of Listen-Read-Discuss strategy particularly; poor time management, difficulty in translating word, and sentence, low interest from students' side, and their failure in mastering reading components.

2.2 Reading

Reading can be said as the window of knowledge in which people are able to know many information that they cannot get completely from other skills such as listening, speaking, and writing. In reading, the reader will get the knowledge and information about the problem faced by the people or something they have known before such as when someone reads a news she or he will find the reason, example, explanation, comments, notes, and summary of the news.

On top of that, according to Palupi (2013) reading is identified as difficult skill to learn. Reading can be seen as an interactive process between the reader and the text which leads to automaticity or reading fluency (Alyousef, 2005). It means that during this process, the readers interact dynamically with the text as they try to get the meaning of the text and where various kinds of knowledge are being used. On top of that, Silberstain in Simanjuntak (1988: 15), it is assumed that reading as an active process of interacting with print and an instantaneous association of those symbols with the readers' existing knowledge. From all the explanations above, it is inferred that reading is an active process between the reader and the text to gain the meaning of current information by relating readers' existing knowledge to the information provided in the printed text.

Nevertheless, Suparman (2005) mentions that there are two major reasons for reading; those are reading for pleasure and reading for information. The readers do not only see the printed symbols but also they must understand the text in order to find out something or do something with the information that the readers have obtained. It is improbable that readers read a text without purpose and the purpose will only be achieved if the readers comprehend the text completely. In other words, reading skill is not a matter of reading only since the reader has to comprehend what they read.

From that definition, it can be said that reading is an interactive and active process between the readers and the text as they to get the meaning of current information by relating the readers' various kinds of knowledge to the information provided in the text.

2.3 Reading Comprehension

Having comprehension ability is needed by the readers. While the readers are in a reading process, actually they attempt to understand what is written through this ability. Comprehension always follows reading since there will be no reading without comprehension. Reading a text means comprehending what the text is about since reading without any comprehension is useless. Thus, to comprehend the text, readers need good ability in reading skill. Reading comprehension is a process in which students make sense of the written text in order to get information and knowledge from the text.

On top of that, according to Hornby (1999) comprehension means an excessive aimed at improving or testing one's understand of a language whether written or spoken. Comprehension has the same meaning with understanding. In addition, Brooks et al in Burns et al (1985) point out that comprehension is not separated skill but involves the relationship of the students' knowledge and the organization of the knowledge.

Based on Schank& Abelson (1977), there are six levels of comprehension, from the lowest to the highest, they are knowledge, comprehension, application, analyze, synthesize, and evaluate. The three lowest level; knowledge, comprehension and application, is included into rote learning which means learning without attaching much meaning to it. While the three others; analyze, synthesize, and evaluate is belong to meaningful learning which means recognizing a relationship between new information and information already in long term-

memory. Long-term memory is a collection of productions that are the repositories of both procedural and declarative knowledge. In the case of reading, this knowledge includes orthography, phonology, syntax, and semantics of the language, as well as schemas for particular topics and discourse types. A new knowledge structure is acquired in long-term memory if a new production is created to encode that structure (Newell, 1980).

Overall, comprehension is directly impacted by all three stages of the reading process; before, during, and after. Each stage has a set of skills that are common to all successful readers. First, in pre-reading, readers need to apply specific strategies, including scanning and guessing, to survey the type of the text they are going to read and recognize its difficulties. Then they read and relate it to their schemata, and predict the content. Second is while-reading. In this stage, learners need strategies to comprehend the text such as questioning. The teacher can ask learners about the question of the passage and also clarify the answer to the students. The last is post-reading. Teacher needs to evaluate the strategy that is used by students and the quality of their comprehension. Many of these skills transcend one particular stage of the reading process. The reading process is a dynamic process and each reader must find recipe to become a successful reader.

To conclude, reading comprehension is a process that involves the relationship of the readers' knowledge, the organization of the knowledge, and level of understanding, and this process occurs when the readers are reading a written text.

2.4 Aspect of Reading

There are some aspects of reading that have to be comprehended by the readers so that they can understand the text better particularly main idea, specific information, inference, reference, and vocabulary.

According to Nuttal (1982), there are five aspects in reading which help students to comprehend English text i.e. main idea, specific information, inference, reference, and vocabulary.

1. Main Idea

Segretto (2002:12) states that main idea of the reading selection is what the passage is mostly about. Main idea is the most important part of the text since it tells what is the text about. The sentence that states the main idea is called topic sentence or topic statement and it can be located in the beginning, in the middle or at the end of the text.

2. Specific Information

Supporting details are the fact and ideas that explain or show the topic sentence or main idea. It is supported by Mc. Whother (1986:36) which state that supporting detail or specific information develops the topic sentence by giving definition, examples, facts, an incidents, comparison, analogy, cause and effect statistics and quotation. Supporting details help the reader to understand the text and its position sometimes after the main idea or topic sentence. Supporting details or specific information develop the topic sentence by giving definitions, examples, facts, analogy, cause and effect, and also questions.

3. Inference

Inference is an educational guess or prediction about something unknown based on available facts and information. Inference is an important skill since it helps the reader fills information that writer only suggests.

4. Reference

Reference is word or phrases use either before or after the reference in reading material. In other words, such words are used, they are signals to the readers to find the meaning elsewhere in the text.

5. Vocabulary

According to Marchado (2012:56) a child's vocabulary is strongly related to his comprehension and ease of learning to read. Knowing the meaning of the words on the page is essential for reading comprehension. Concerning with those statements indeed vocabulary is primary for everyone who wants to speak or to produce utterances of reading.

In short, there are five aspects of reading; main idea, specific information, inference, reference, and vocabulary. Those aspects are included in reading test and teaching material. For this current study, those five aspects of reading comprehension will be included in the lesson plan and they will be taught to the students. Moreover, by understanding those aspects, the students will be able to improve their reading comprehension.

2.5 Teaching Reading

Teaching reading is the activity to teach students how to understand the written text. It seems to have its own importance in language teaching. According to Nunan (2003:68), teaching reading usually has at least two aspects. First, who are learning to read for the very first time. A second, who already have reading skills in their first language.

Furthermore, Harmer (2003:70) notes that there are six basic reasons to teach reading: 1) reading is not passive skill. Reading is an incredibly active skill, to do reading successfully. The students have to understand the argument what the words means. See the pictures, the words are painting, understand the arguments if the

students do not do this, and they only start surface of the text might be quickly forget it. 2) Students need to be engaged with what they are reading. Students who are not engaged with reading text they are not actively interested in what they are doing. The reading texts are not benefit for them. They are really fired up by the topic or the task. They get much more from what they are read. Here, Teacher needs to give the motivation to the student for reading the text, by telling them about the topic, and the purpose of reading so the student will be interested by the text, and they eager to read the text. 3) Students should be encouraged to respond the content of reading text. It is important for students to study reading text not just they use language. The members of paragraph, they contain and how many times they use relative clause but just as important if the student must give a chance to respond the message. 4) Prediction is a major factor in reading. When the students read the text they frequently have a good idea of content, book covers give us a hint of what article are about, and our brain start up to predicting what we are going to read and the article process of reading is ready to begin. The teacher should give student "hunt" so that they can predict what is coming too. It will make them better and more engaged reader. 5) Match the task to the topic. We could give students what reading text the student are going to read. We need to choose good reading task. The right kinds of question, engaging and useful puzzle etc. The most interesting text can be under mind by asking boring and appropriate questions. The most common place can be made really exciting with imaginative and challenging task. 6) Good teachers exploit reading texts to the full. Any reading of text is full of sentences, word, ideas, description etc. Good teachers integrate the reading text into interesting class sequences, using the topic or discussion and further task using the language for study and later activities. In short, the teachers have to realize that reading is complex process, not only sound out the word in text but also need a comprehension. The readers said comprehending a text when they can respond or apply the content of reading.

Hence, Alyousef in Tanum (2014), states that there are three-phase procedures in reading. They are pre-, while-, and post-reading process. The pre-reading stage helps to activate students' background knowledge. The aim of while-reading stage is to develop students' ability in tackling text by developing their linguistics and background knowledge. The post reading included activities, which enhance learning comprehension. Thus, during the three-phase procedures, teacher should be able to implement a suitable strategy to improve students' reading comprehension. In line with Alyousef, Cahyono (2011) states that there are three kinds of activities involved in relation to the reading class activities: pre-reading activities, during reading activities, and postreading activities.

1. Pre-reading Activities

Pre-reading activities are instructional activities carried out before students conduct the real reading activities. In pre-reading activities, activations is concerned with students' background knowledge, objectives of reading class, learning activities, and motivating the students. Pre-reading is to tell students the purposes of reading and learning. Pre-reading is also to motivate the students. Motivation in reading attracts students' attention to the text. The activities of pre-reading are activities aiming at facilitating the students' understanding about the reading text.

2. During/Whilst-Reading Activities

During reading activities are the activities that a reader does while reading takes place. While reading includes: (a) identifying the main idea, (b) finding details in a text, (c) following a sequence, (d) inferring from the text, and (e) recognizing the discourse patterns. During/whilst reading activities are instructional activities that are going on while reading activities are happening.

3. Post-reading activities

Post-reading activities are the activities conducted by a reader after reading. The activities are used to recheck readers' understanding on the text topic being read. Post-reading activities are instructional activities that the students and teacher do after reading takes place.

From the explanation above, teaching reading has three phases mainly pre teaching, whilst teaching, and post teaching and in teaching reading the implementation of appropriate strategy will improve students' interest in reading a text and increase their reading comprehension achievement. Hence, for this current study, it will apply three steps of reading activities typically pre, whilst, and post.

2.6 Listen-Read-Discuss Strategy

Strategy in teaching and learning process is very helpful both teacher and students. By applying a good strategy, the teaching and learning process will run well, and the goal of teaching and learning process will be achieved easier. There are many of strategies that can be applied by the teacher, one of the strategies is Listen-Read-Discuss.

According to Ibrahim (2017) Listen Read Discuss (LRD) strategy was developed in 1999 by Richardson with team of elementary teachers and graduate students. The project designed and implemented a framework of conceptually oriented reading instruction to improve students' amount and breadth of reading and strategies of search and comprehension.

Listen-Read-Discuss (LRD) strategy is a comprehension strategy that builds students' prior knowledge before they read a text (Manzo & Casale, 2008), et al. It is a powerful tool for engaging struggling readers in classroom discussion. Since the content is initially covered orally, students are unable to read the entire text on

their own to gain at least a surface level of understanding about the reading. Those students lacking prior knowledge about the content gain it during the listening stage, allowing them to more easily to comprehend the text during the reading stage. Listen-Read-Discuss strategy is relatively easy to create since this strategy might enhance a students' understanding about many lessons.

Another definition of LRD strategy is defined by Richardson in Ibrahim (2017) which it is a comprehension strategy builds students' prior knowledge before they read a text, during reading and after reading by listening the teacher's short lecture, reading a text selection, and discussing. This strategy is a heuristic, or hands-on, activity designed to induce self-discovery about effective teaching by teachers and about effective learning by students. It can help the students synthesize the author's thought in their own word, thus influence their comprehension so as to enable learning and remembering what they read.

In conclusion, through Listen-Read-Discuss strategy, students can build their prior knowledge before they read a text, during reading, and after reading by listening to short lecture, reading text selection, and discussing.

2.7 Advantages and Disadvantages of Listen-Read-Discuss Strategy

There are some advantages and disadvantages in the implementation of LRD strategy. The researcher will explain the advantages and disadvantages of this strategy based on Casale and Dwiono.

According to Manzo and Casale(1985) there are three advantages of using this strategy: First, infact that LRD is a powerful tool for engaging struggling readers, especially for learners. Since the content of the text is covered orally at the beginning, the learners who are unable to read thetext on their own, are able to gain at least a surface understanding about the reading. Second, for students who has

lack prior knowledge about the content gain it during the listening stage, which will allow them to more easily comprehend the text during the reading stage. It concludes that listen-read-discuss (LRD) strategy is an appropriate strategy to teach and learn about reading, since this strategy requires the students to be active in reading. In addition, for the students who do not have any background knowledge / schemata about the topic given the teacher, teacher should give some explanation before reading, it is a good way to build their knowledge about the topic. Using Listen-Read-Discuss strategy can improving students' active priorknowledge. Then it is improving students' reading comprehension and content learning in both weak and proficient value. After that, it engages struggling readers in classroom discussion and helps the students to comprehend the material presented orally.

On the contrary, several problems faced by teacher in teaching reading comprehension through LRD (Dwiono, 2017) as follows:

- a) Teacher had problem to manage the times.
- b) Teacher had problem to understand the reading materials that were taught to the students.
- c) Teacher had difficulties if the students cannot achieve mastery of the basics, the students read very slowly, and the students cannot figure out inferences, implications, and main idea.
- d) Teacher had problem to design or modify the question and the exercise to students in teaching reading comprehension.
- e) Teacher had problem to choose the teaching material in teaching reading comprehension.
- f) Teacher had problem to give a meaningful feedback or reflection for the students in the process of teaching reading comprehension.

- g) Teacher had problems in supporting, stimulating and engaging the students to listen the presentation from the teacher, read the text and discuss the text.

Hence, it was found out that problems faced by students in learning reading comprehension by LRD (Dwiono, 2017) as follows:

- a) The students have no good vocabulary mastery.
- b) The students had problem to decode words and sentences.
- c) Students had problem to get main idea of the text and to figure out the inference of the text.
- d) Student had habit of slow reading.
- e) Students had problem in working memory to remember the text.
- f) Students had problems with finding motivation and interest in learning reading comprehension. Then, they were being passive during learning process and they are not confidence, they felt afraid to make a mistake in learning reading.

To conclude, this strategy has several advantages and disadvantages which are identified by previous researches. Hence, in order to maximize the implementation of Listen-Read-Discuss strategy and avoid similar problems to occur; therefore, this current research is intended to modify this strategy. The modification is done based on problems that occurred in the previous research in order to maximize teaching and learning process and to prevent similar problems to occur.

2.8 Procedure of Listen-Read-Discuss in Teaching Reading

In this sub chapter, the researcher explains about Listen-Read-discuss strategy in teaching reading comprehension by stating some steps in it from experts.

According to Manzo&Casale (2008:379) there are procedures of LRD as follows:

1. Listen: Teaching presents a lecture on the content of the reading that includes a graphic organizer of the information you discuss.
2. Read: Students read the selection, guided by idea that the reading may provide another understanding or interpretation of the content.
3. Discuss: Discussion of material. Encourage students to reflect the differences between their reading of the content and presentation.

On the other hand, procedure ofLRD strategy according to TarekhElabsy is the students listen to a brief lecture by the teacher paired with a graphic organizer to facilitate comprehension. Then the teacher asks the students to read and discuss what they have read in detail with the whole class. Students,who have difficulty in reading will be proficient on their own, the benefit from this activity is they can build on their prior knowledge through listening to the teacher's introduction of the topic. The teacherasks the students to listen to hispresentation. To read and discuss what they have read with each other to deepen their understanding.

According toCe-CeinManzo (2008), the procedures of using listen-read-discuss strategyin her journal are stated as follow: 1. Listen : The teacher gives the informationto the students about the books that they will read, it can bethe form of a short lecture on the reading material selected, and then the teacher tries to the activate the students prior knowledge by using graphic organizer to guide the students. The time for this step is 10-15 minutes. 2. Read: Asks students to read a text. The content is similar with the material presented during the "listening". 3. Discuss: The teacher will lead a classroom discussion of the material that the students have read and encourage students to find the gap between their reading. 4. Ask for volunteers to read their speech aloud.

Hence, according to Sharon & Mc. Kenna et.al (2011:144) there is for summary of steps for teaching reading comprehension by using LRD strategy, there are:

a. Before reading

LRD begins with the teacher presenting the content of the reading selection fully and completely. This may involve approaches such as lecture, demonstration, and discussion. Reading however is not involved.

b. During reading

The initial step of the lesson, during which students listen, but don't read, that subsequent reading may be seen unnecessary. In fact, LRD has been compared favorably with other lesson formats. Reading is the best guide by presenting questions and tasks.

c. After reading

Post reading discussion is anchored in the tasks presented by the teacher at the outset. This tasks serve both as a focus for discussion and memory prompt because students can refer to write products that they have created.

Based on the explanation above, using Listen-Read-Discuss (LRD) strategy helps students in understanding a text since the entire process of teaching reading by using Listen-Read-Discuss strategy will activate students' *schemata*. They will interact with others to discuss the option of target language that can boost their confident in reading. In this strategy, students will be motivated to gain the meaning of the text. On top of that, LRD strategy which is applied in this research will engage the students in learning process and boost their confident and interest in comprehending the text.

2.9 Outlining

One way to vary instruction is using outlining as a tool for a meaningful comprehension. According to Jose (2015), outlining as a graphic organizer is a high level skill which involves identifying relationships between concepts and arranging those concepts in an orderly manner. It presents a picture of the main ideas and the subsidiary ideas of any subject. Outlining strategies in relation with reading comprehension are intended to include a variety of metacognitive strategies for explicitly representing text (Tan, 2015). Sinatra and Pizzo (1992) aptly recognized outlining as a mapping tool. They expressed that it can be an important instrument for reading comprehension. Furthermore, outlining serves as a visualization of the ideas and information in an orderly manner so that, outlining can facilitate learners' reading comprehension and learning.

Additionally, Bianco and McCormick identified five functions of outlining. These are (a) let the learners focus on important ideas; (b) improves familiarity with the structure of materials; (c) helps retention; (d) produces alternative materials to supplemental material; and (e) encourages learners to participate in learning.

Thus, for some explanations above, outlining offers the teachers to reinforce reading comprehension of the students. Additionally, it provides information and opportunities for understanding and this is important since it can facilitate students to efficiently comprehend the text. This strategy also can help the students to focus on important ideas in text and improves familiarity with the structure of the materials.

2.10 Procedure of Outlining Strategy for Teaching Reading comprehension

According to Jose (2015), there are some stages of teaching reading comprehension through outlining strategy as follows:

- 1) Weeks before the experiment, everything was planned out.
- 2) The reading passages were ready so with lessons and supplemental materials. The respondents were divided into control and experimental groups.
- 3) During the proper experiment, the control group on the first day was given the reading passages to read without inputs on outlining.
- 4) Sufficient time was given to them to read the passages and answer the corresponding RCQs (Reading Comprehension Questions).
- 5) In the experimental group, before giving the same reading passages, the respondents were immersed with the lesson on outlining. They were taught the basic of it through detailed instruction, teacher modeling and examples, teacher and peer evaluation techniques and group and peer discussion and activities.
- 6) After the inputs made by the researcher, on the second day, they read the reading passages and asked to make an outline in each passage to better understand the ideas presented. They answered the RCQs after reading and making outlines.

From the explanation above, it can be stated that outlining is the strategy which helps the students to focus on important ideas. Outlining also helps retention of ideas and information which directly helps the students to comprehend the reading material better.

2.11 Procedure of Modified Listen-Read Discuss Strategy in Teaching Reading Comprehension

In this research, the researcher modifies the Listen-Read-Discuss strategy by inserting outlining steps. In applying this modified strategy, the researcher takes the procedure from Sharon & Mc. Kenna et.al (2011) about the procedures of the LRD strategy and Jose (2015) about the procedure of outlining. The procedures of those two strategies are combined to modify the strategy. The comparison between the procedures of original and modified Listen-Read-Discuss strategies can be seen in the table below:

Table 2.1 The Comparison Between Procedure of Original and Modified Listen-Read-Discuss Strategies

Original Listen-Read-Discuss	Modified Listen Read Discuss
1. Teaching presents a lecture on the content of the reading that includes a graphic organizer of the information you discuss.	1. Teaching presents a lecture on the content of the reading that includes a graphic organizer of the information you discuss.
2. Students read the selection, guided by idea that the reading may provide another understanding or interpretation of the content.	2. Before giving reading passages, the students are immersed with the lesson on outlining. They are taught the basic of it through detailed instruction, teacher modeling and examples, teacher and peer evaluation techniques and group and peer discussion and activities.
3. Discussion of material. Encourage students to reflect the differences between their reading of the content and presentation.	3. After the inputs made, on the second day, they are asked to make an outline in each passage to better understand the ideas presented. They answered the RCQs after reading and making outlines.
	4. Discussion of material. Encourage students to reflect the differences between their reading of the content and presentation.

Furthermore, this research plans on conducting modified Listen-Read-Discuss strategy through WhatsApp application; thus, all steps above will be done by using

features in this media. The text that is used is narrative text and the content of the text will be about legends. The narrative story is also in the form of video. The video will be posted in WhatsApp group and all students should watch and listen to the video (listening phase). Before giving the reading passage to the students, outlining or graphic organizer is given to the students.

Outlining as a graphic organizer is a high level skill which involves identifying relationships between concepts and arranging those concepts in an orderly manner. It presents a picture of the main ideas and the subsidiary ideas of any subject. The content of the outlining will be focused on identifying main idea, certain vocabularies, identifying references, inferring moral values, and specific information from the story and the students are immersed with outlining. In this case, the teacher will model and explain the content of the outlining first in order to simplify the students to understand the instructions. In reading phase, after all students have done outlining, the reading passage is given to them. They comprehend the text of story which is similar with the video. For the evaluation, in discussion phase some questions which focus on main idea, reference, specific information, and vocabularies are given to the students. They discuss the answers of the questions with their peers and they might use the outline they have made as a guideline in answering the questions. All in all, integrating outlining with LRD strategy is done since outlining serves as a visualization of the ideas and information in an orderly manner so that, outlining can facilitate learners' reading comprehension and learning.

2.11.1 Assumption of Modified Listen-Read-Discuss Strategy

Modified Listen-Read-Discuss is done in order to solve problems that arised in previous researches by integrating LRD with outlining and adding some new media along with steps during teaching and learning process. First of all, outlining here serves as tool that might help struggling readers to comprehend the text and simplify students' work in understanding difficult vocabulary, main idea, specific information, reference and also making inference since this toolhelps a reader understand the topic of a reading by looking at the organization of the details and information in the passage. Regarding retention, integrating LRD with outlining helps retention since this organize each idea and information in orderly manner that can make students retain information presented in outlining effectively. Students' motivation and interest are one of the problems which this research tries to solve or prevent by using video for the Listen step and involving students' participation more often. Using video might trigger students' motivation and interest to engage themselves in learning process furthermore involving students' participation from outlining step until last step perhaps boost their confidence and change passive students to active.

Instead of that, to prevent the same problem relating to time management, this current research set time for each step in applying modified Listen-Read-Discuss strategy and teacher's role in managing the time is important. Hence, for the teaching material, teacher's preparedness plays a role and this research uses videos of some narrative story along with their texts which might trigger the students' interest. This research chooses narrative story since it teaches some morale value to the students that might be useful for their life. Furthermore, outlining and discussion steps engage students to participate in learning and provide time for the teacher to give feedback for more insight to the students' comprehension. Integrating outlining with LRD also stimulates and supports the

students listen to teacher's explanation because teacher serves as a model for learning.

2.12 Students' perception

In general, perception consists of interpretation with a certain condition and environment. Forgas and Melamed (1976) based their description of perception on cognitive structures and according to them, "perceptions are the processes that determine how humans interpret their surroundings". Further, perception is a process related to the recognition by the human brain of knowledge that is said to connect continuously with the environment during a process (Slameto, 2010). Catling & Ling (2011) state, "Perception is a complicated series of processes through which we acquire and interpret sensory information". It means that perception is creating a meaning based on the sensory experience. Feldman (2011) states, "Perception is influenced by attention, beliefs, and expectations". In other words, by knowing students' perception, it also knows about students' belief indirectly. As Richards & Lockhart (1996) state, "Learners' belief systems cover a wide range of issues and can influence learners' motivation to learn, their expectations about language learning, their perceptions about what is easy or difficult about a language, as well as the kind of learning strategies they favor".

The researcher believed that students' perception affected students' attitudes and impressions in the teaching-learning process which influenced their ability in learning. This students' perception research is important for teachers to understand because when students enjoy a learning strategy, their engagement increases (Komarraju & Karau, 2008).

2.2 The Category of Questionnaire Statements

No.	Statements	Percentage of Students' Response					Category
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
1	I can gain useful information through this learning strategy						Usefulness
2	I can share ideas and information through this learning strategy with others students						
3	I can analyze the idea, thoughts and solve the problem through this learning strategy						
4	I realized how this learning strategy can help students to learning						
5	I listen to the thoughts and opinions of my classmates through this learning strategy.						
6	I can exercise skills of listening, sharing and giving motivation through this learning strategy.						
7	I can analyze information, check on my level of comprehension, and get support through this learning strategy.						
8	Most of my classmates participate actively in these activities						
9	I look forward to these learning activities						

10	I feel actively involved in these learning activities						Feeling
11	I feel patient in doing these activities						
12	I didn't get confused about doing these activities						
13	I feel my ability is improved through these learning activities						
14	I feel closer to my classmates in these activities						

In identifying the students perception, there are kinds of perception divided into two, there are; positive and negative perceptions. Self-perception has to act by all personal acts, think, and do about themselves, their capabilities and their bodies. It is also prejudiced by the reaction of others to them. This perception, in turn influences the demeanours each way through life.

1. Positive perception is a valuable present that prepares the self-confidence and power to catch into the world, to endure crises, and to focus outside oneself. It increases the construction of relationships and giving to others.
2. Negative perception is disposed to focus on their own desires, trying to acquire and prove their self-worth.

In this research, the researcher uses a Likert scale questionnaire adapted from Ruantika (2019) which will be used to collect the data of students' perceptions toward the implementation of the strategy. The questionnaire consisted of 14 statements which are related to the teaching-learning process through Original LRD and Modified LRD strategy.

2.13 Theoretical Assumption

Based on the previous researches above it can be stated that Listen-Read-discuss strategy and peer-correction are strategies that could help the students to improve their reading comprehension. Listen-Read-discuss strategy builds students' prior knowledge before they read a text. It means that even the students do not know the text; this strategy can help the students to activate students' prior knowledge and comprehend the text. In outlining, the students can focus on important ideas and help them to retain information since it serves as a visualization of the ideas and information in an orderly manner. Furthermore, when the students are already immersed in outlining, they can understand the reading selection well.

Since in the previous researches above there was no researcher who tried to modify Listen-Read-Discuss strategy to improve students' reading ability, the researcher conducts a research to find out the use of modified Listen-Read-Discuss strategy in improving students' reading ability. The researcher conducts this research because it had been proven by the previous researches above that these two strategies namely Listen-Read-Discuss strategy and outlining could be used to improve students' reading ability but in the previous researches above the researchers only focus on one of the strategies. None of them try to modify these strategies. So, in this research, the researcher modified Listen-Read-Discuss strategy by inserting outlining steps to know whether the modified Listen-Read-Discuss strategy is able to significantly improve students' reading comprehension or not. These strategy in this research is expected to give clearer explanation not only about the students' reading achievement, but also the students' perception through these strategies.

From the explanation above, it could be stated that the two strategies that have been mentioned by the researcher above are good strategies that can help the students in

improving their reading comprehension. Therefore, by modifying the strategies, and knowing the students' perceptions, hopefully, the students can achieve better improvement and be more active in the teaching-learning process.

2.14 Hypotheses

The following hypotheses were proposed in order to answer the stated research questions.

- (1) For the first research question, the hypothesis is: There is significant difference of students' reading comprehension between students taught by using Listen Read Discuss and those taught by using modified Listen Read Discuss strategy.
- (2) For the second research question, the hypothesis is: Specific information is the most improved aspect after being taught by modified Listen-Read-Discuss strategy.

Thus, the framework that has been discussed in this chapters are review of previous researches, reading, reading comprehension, aspects of teaching reading, teaching reading, Listen-Read-Discuss strategy, Listen-Read-Discuss strategy in teaching reading, advantages, and disadvantages of using Listen-Read-Discuss strategy, outlining, procedure of outlining strategy for teaching reading comprehension, procedure of modified Listen-Read-Discuss strategy in teaching reading comprehension, theoretical assumption, and hypotheses. For the way of conducting the research is conferred in the next chapter.

METHODS

This chapter discusses about the methods of the research and they are research design, population and sample, research instrument, try out of the instrument, validity and reliability, research procedures, data analysis, and hypothesis testing.

3.1 Research Design

This research was quantitative research. In conducting this research, true experimental design was used, pretest-posttest control group design, which refers to Hatch and Farhady (1982). Ary et al (2010) state that, the true experimental design is highly recommended for experimentation in education. They also state that in true experimental design the subjects are assigned to the experimental and control groups and the researcher administers a pretest on the dependent variable before the treatments. After the treatments, the researcher administered a posttest on each group and compared the two groups' scores on the posttest. The true experimental design which refers to (Hatch and Farhady, 1982) is illustrated below:

G1: T1 X T2

G2: T1 O T2

Notes:

G1 : Experimental group

G2 : Control Group

T1 : pretest

T2 : posttest

X : treatments (modified Listen-Read-Discuss)

O : treatments (original Listen-Read-Discuss)

3.2 Population and Sample

The population in this research was the first-grade students of SMAN 16 Bandar Lampung. The study took two classes in the school as the sample. In determining the sample, it used random sampling. It was applied based on the consideration that every student in the population had the same chance to be chosen. The researcher used two classes as control and experiment class.

3.3 Variables

In this sub chapter, the researcher explains the variables in this research. Firstly, there is a definition of variable and lastly there are three kinds of variables in this research.

According to Setiyadi (2018:201), variable is a character of a group of people, their behavior, or the variant environment of one individual to others. Besides, in order to assess the influence of the treatment in research, variables can be defined as dependent and independent variables. Dependent variable is a variable that the researcher observed and measured to determine the effect of the independent variable. Meanwhile, independent variable is the major variable that a researcher hopes to investigate. This research consists of the following variables:

- 1) Students' reading comprehension is as dependent variable (Y) since this variable was observed and measured to determine the effect of independent variable.
- 2) Listen-Read-Discuss strategy is as independent variable (X1) since this variable influenced or had effect to the dependent variable.
- 3) Listen-Read-Discuss strategy modified with online is as independent variable (X2) since this variable influenced or had effect to dependent variable.

4) Students' perceptions is (Z)

In other words, there are two variables in this research. They are students' reading comprehension as dependent variable (Y) and Listen-Read-Discuss strategy as independent variable (X).

3.4 Research Instrument

Reading Test

A reading test which is appropriate for the first grade students based on the materials in syllabus of the school, was given to test reading comprehension ability. In this case, the researcher took one type of text (narrative text). The test originally consisted of 50 items in multiple choices form. A try out of instrument was conducted prior to the data collecting sequences.

The improvement (gain) from pretest to posttest was computed for each participant by subtracting each person's pretest score from his or her posttest score. The general approach to a gain score analysis was: (a) to computed the gain score, and then (b) analyzed those gain scores in an analysis of variance with treatment as the between-subjects factor. When you compute a gain score in this manner a positive gain score indicated that the posttest score was greater than the pretest score, a negative gain score indicated that the posttest score is less than the pretest score. In our example, the dependent variable was trait anxiety so we expect that successful treatment lead to lower anxiety. The gain score has to be negative.

The gain score control for individual differences in pretest scores was by measuring the posttest score relative to the each person's pretest score. But, a gain score analysis did not control for the differences in pretest scores between the two groups. The null hypothesis of no difference in improvement between the treatment and control groups was tested by an analysis of variance on the gain scores using

treatment (treatment vs.control) as a between subjects factor. If the treatment main effect is significant, then we reject the null hypothesis. (Braker: 1999)

Questionnaire

Further, to get the data of students' perception after being through the original and modified Listen-Read-Discuss strategy, the questionnaire test was distributed.

3.5 Try Out of the Instrument

The research instrument was tried out to measure the quality in terms of validity, reliability, level of difficulty, and discrimination power. Here are some elements that were tested:

3.5.1 Validity of the Instruments

Validity is a matter of relevance. It means that the test measures what is claimed to measure. To measure whether the test had a good validity, it was analyzed from its face validity, content validity, and construct validity. Face validity concerned with how the test looks. Content validity concerned whether the test was sufficiently representative for the rest of test or not. While construct validity focused on the relationship between indicators within the test.

Validity of the Reading Test

A test is valid if it measures what is supposed to measure (Anderson: 1975 in Arikunto, 2007:65). According to Hatch and Farhady (1982: 251) there are four basic types of validity: face validity, content validity, construct validity, and empirical or criterion-related validity. To measure whether the test had good validity or not, the researcher analyzed its content validity and construct validity since the other two are considered to be less needed. Face validity only concerned with the layout of the test. Meanwhile, criterion-related validity concerned with measuring the success in the future, as in replacement test.

Content validity was related with whether or not the content of the test insufficiently representative and comprehensive for the test. To meet this validity, the researcher had to see all indicators of the items in test and analyzed them thoroughly whether the test was good reflection of what had been taught (Setiyadi, 2006:22). This study used narrative text that is according to School Based Curriculum which supposed to be comprehended by the first grade of senior high school students. In other words, the test was considered valid in content validity since it is suitable for the curriculum which was used by the tenth grade of SMAN 16 Bandar Lampung, which is K13.

Nuttal (1985) in Sari (2010) states that the validity of the instrument refers to construct validity in which the question represents five of sort of reading skills, i.e. determining main idea, finding the specific information, reference, inference, and vocabulary. Skills of reading in the test are a part of the construct validity and the item numbers are a part of content validity. Reading skills in the test are part of the validity of the construct and the item numbers are part of the validity of the content.

Table 3.1 Specification of Reading Test Items

No.	Aspects	Item Numbers	Percentage
1.	Identifying Main Idea	1, 7, 12, 20, 21, 26, 33, 38	20%
2.	Finding Specific Information	5, 8, 13, 17, 23, 28, 35, 37	20%
3.	Making Reference	3, 9, 14, 19, 25, 27, 30, 32	20%
4.	Determining Inference	2, 6, 11, 16, 18, 31, 34, 40	20%
5.	Understanding Vocabulary	4, 10, 15, 22, 24, 29, 36,39	20%
Total		40	100%

Validity of Questionnaire

The validity of the questionnaire was used constructs validity. It was concerned with whether the questionnaire was actually in line with the theory. It means that the test items tested the students or the test items measured the students' perception of the applied techniques. Regarding construct validity, it

measured whether the construction had already inferred the theories, meaning that the test construction had already been in line with the objectives of learning (Hatch and Farhady, 1982).

3.5.2 Reliability of the Instruments

Reliability referred to the consistency of the measure. A test can be said to be reliable if its scores remain relatively stable from one administration to another (Hatch and Farhady, 1982:144).

Reliability of the Reading Test

Reliability referred to the consistency of the scores obtained and how consistent they were for each individual from one administration of the instrument to another. As Anderson (1975) in Arikunto (2007) cites that a reliable measure is one that provides consistent and stable indication of characteristic being investigated. A test was not a good parameter if the test was not reliable or constant. Obviously, there were three basic methods for calculating reliability from an examination of consistency of the test. They were split-half method, Kuder- Richardson Formula 20, and Kuder Richardson Formula 21.

In this research, the researcher used split-half method to estimate the reliability of the test to make sure whether the test is appropriate for testing or not. In using the split-half method, the researcher classified the test items into two similar parts (the odd- numbered items and the even-numbered items). By splitting the test into two similar parts, it was supposed as if the whole tests had been taken twice. The correlation between those two parts encountered the reliability of the half test by using Pearson Product Moment (Hatch &Farhady, 1982:246). After the researcher had obtained the reliability of the half test, the

researcher used Spearman Brown's Prophecy Formula (Hatch & Farhady, 1982:246) to find out the reliability of the test.

To measure the correlation coefficient of the reliability between odd and even number, the researcher used Pearson Product Moment (Hatch & Farhady, 1982:246) in the following formula:

$$r_1 = \frac{\sum xy}{\sqrt{\sum x^2 \sum y^2}}$$

r_1 : the correlation coefficient of reliability between odd and even number

x : the total number of odd number items

y : the total number of even number items

x^2 : the square of X

y^2 : the square of Y

The criteria of reliability are:

0.80 – 1.00 : high

0.50-0.79 : moderate

0.00 – 0.49 : low

(Hatch & Farhady, 1982:247)

After getting the reliability of half test, the researcher used Spearman Brown's Prophecy formula (Hatch & Farhady, 1982: 246) to find out the reliability of the whole test. The formula is:

$$rk = \frac{2.r_1}{1+r_1}$$

(Hatch & Farhady, 1982:247)

rk = The reliability of the test

r_l = The reliability of half the test

The criteria area:

0.00 – 0.19 : Very low reliability

0.20 – 0.39 : Low reliability

0.40 – 0.59 : Average reliability

0.60– 0.79 : High reliability

0.80– 1.00 : Very high reliability

Reliability of Questionnaire

To measure the reliability of questionnaire items, Cronbach's Alpha in the application of SPSS was used (George and Mallery, 2003 cited in Harris, ind). The reliability of each aspect in the questionnaire was assessed by correlating each item with its construct in SPSS.

The questionnaire was scored according to Likert scale whereas the reliability of the questionnaire was measured by using *Cronbach Alpha Coefficient*. The researcher used this because it was the most common scoring to assess the consistency of the indicators in the questionnaire.

Level of Difficulty

Level of difficulty was related to how easy or difficult the items of the test were from point of view of the students who took the test. It was important since the test items which were too easy (that all students get right) told us nothing about the differences within the test population. Level of difficulty was generally expressed in the percentage of the students who answer the item correctly. Level of difficulty was calculated by using the following formula proposed by Shohamy:

$$LD = \frac{R}{N}$$

LD: Level of difficulty

R : the number of students who answer correctly

N : the number of students who join the test

The Criteria are:

<0.30 : Difficult

0.30-0.70 : Average

>0.70 : Easy

(Shohamy, 1985)

Discriminating Power

Discrimination power referred to the extent to which the item differentiates between high and low level students on the test. A good item according to this criterion was one in which good students did well, and bad students failed. To calculate the discrimination power (DP) of the test items, the researcher used the following formula proposed by Shohamy:

$$DP = \frac{U-L}{\frac{1}{2} N}$$

Where:

DP: discrimination power

U: the proportion of upper group students

L: the proportion of lower group students

N: total number of the students

The criteria are:

0.00 – 0.20 = poor

0.21 – 0.40 = satisfactory

0.41 – 0.70 = good

0.71 – 1.00 = excellent

-(negative) = bad item (should be omitted)

(Shohamy, 1985)

3.6 Data Collecting Technique

This research aimed to find out whether modified Listen-Read-Discuss strategy taught reading comprehension to the students better than the original ones. To collect the data of this research, the researcher needed some techniques to collect the data of the research. Those techniques are:

- Distributing Try Out
- Reading Test (Pretest and Posttest)
- Distributing Questionnaire

Pretest

The pretest was administered before the treatment conducted. It was administered to the control and experimental class. The pretest was given before the treatment in order to find out how far the competence of students in reading comprehension of narrative text. By giving the pretest, the researcher found the problems and prior ability of students in reading. The test was in multiple choice items and the materials that was tested based on the curriculum that was used in the school.

Posttest

The posttest was given after the treatment in order to identify whether there was any improvement of students' reading comprehension that was taught by modified Listen-Read-Discuss strategy and original Listen-Read-Discuss. The test was in written form and the materials that was tested, relate to curriculum that was used in the school, and suitable with their level. The result of the

posttest compared with the pretest in order to make sure whether the strategy improved students' ability in reading comprehension or not.

Questionnaire

The function of this test was to find out the students' perception after the treatments. The students were given questionnaires adapted by Ruantika (2019).

3.7 Research Procedure

Relying on the process of experimentation study that had been elaborated above, this research was conducted through the following procedure.

a. Determining research questions

In order to determine the problem, the researcher read books and E-journals that were related to the topic. The main concern of this research was finding out whether there was a difference on students' reading comprehension in general as well as students' aspects of reading comprehension in particular.

b. Determining the instrument

The researcher used the appropriate instrument in order to be able to collect the data and the instrument was reading comprehension test.

c. Determining population and sample

The population of this research was the first grade students' of SMAN 16 Bandar Lampung. In determining the sample for experimental class and control class, the researcher used random sampling. Hence, the researcher replaced the teacher's teaching time in the school and focused to teach two classes.

d. Selecting the material

The materials of this research were taken from Narrative text.

e. Conducting the tryout of instrument

Firstly, the researcher conducted the tryout of instruments of multiple-choice test. The purpose of this activity was to measure the discriminating power, level of difficulty, and reliability of the test instrument. The tryout conducted at SMA N 16 Bandar Lampung. The researcher chose one class to administer the tryout.

f. Analyzing the results of try out

After the try-out class was finished answering the try out test, the analysis of validity and reliability of this instrument was analyzed.

g. Administering pretest for both experimental and control class

Having found a good validity, reliability, discriminating power, and level of difficulty of instrument, the researcher gave pretest to measure the first 60 achievement of students' reading comprehension. The research should made sure the first ability before the treatment. Therefore, the difference improvement of students' reading comprehension between pre test and post test were seen clearly. Moreover, the pretest was administered to the students at the first meeting for both experimental and control classes.

h. Conducting the treatments

Each class had different treatments in which experimental class had modified LRD and control class had LRD strategy. Both experimental and control class had three treatments where one treatment took two meetings. In short, the treatments for these strategies took 6 meetings for each of them. During the treatment, the researcher applied the teaching technique based on what had been planned which was modified Listen Read Discuss technique and Listen Read

Discuss strategy. The teaching materials every two meetings given were different so that the students were able to enrich their new vocabulary size and enlarge their knowledge.

i. Administering posttest for both experimental and control class

At the end of the whole treatments, the researcher administered posttest in order to see the difference achievement of students in reading comprehension.

j. Administering questionnaire of students' perception.

As the treatments were given, the questionnaire was distributed to get the data of students' perception.

k. Analyzing the Data

The researcher analyzed the tabulated data in this step. The analysis was done by using SPSS 20.0 computer program. The researcher analyzed the data by using independent t-test.

l. Drawing conclusion

Lastly, the conclusion was drawn up based on the result of the data analysis.

3.8 Data Analysis

As explained previously, the data in the present research was analyzed quantitatively. Hence, to analyze the quantitative data, the researcher used Statistical Package for Social Science (SPSS) program version 20 for windows. In analyzing the data, the researcher used SPSS, specifically by using Independent group t-test. The data obtained from test was compared before and after treatment. The steps were described as follows.

1. The researcher analyzed the score of pre test and post test in the control class to find the mean score.

2. The researcher analyzed the score of pre test and post test in the experimental class to find out the mean score.
3. The researcher compared the score of pre test and post test by using paired-sample t-test to know the differences before and after the treatment given. The significant level (α) which was used was 0.05.

3.9 Hypothesis Testing

The researcher tested the hypothesis proposed to prove the hypothesis whether it was accepted or rejected. The hypothesis that was tested as follows:

Ha: There was a significant increase of students' reading comprehension between students taught by applying modified Listen-Read-Discuss and those taught by applying original Listen-Read-Discuss strategy.

V. CONCLUSION AND SUGGESTION

The last chapter of this thesis deals with conclusions of the results of the data analysis and suggestions. It presents the conclusions of this research and the suggestions for English teachers and further researchers.

5.1 Conclusions

In line with the results of the data analysis and discussion the following conclusions are drawn:

1. Modified Listen-Read-Discuss technique can be a helpful learning technique that can be used in teaching learning process of reading class. After being taught using modified LRD technique students' reading comprehension is improved significantly which can be caused by the outlining step during LRD activities which makes the students can identify each idea from the text faster and comprehend it well. In the control class, there is a significant improvement in the students' reading comprehension after the researcher applied the original Listen-Read-Discuss technique. However, from the calculation, it can be concluded that there was a significant difference in the students' posttest mean between the control and experimental class, in which the students' posttest mean of the experimental class is higher than the control class.
2. The original and modified Listen-Read-Discuss techniques can be effective learning techniques that can be used to reduce the students' problems in all

reading aspects. It is found that the most improved reading aspect for both control and experimental class are different in which determining reference is the most improved reading aspect in experimental class while finding specific information is improved the most in control class.

3. Original and modified Listen-Read-Discuss techniques are able to leave a good or positive perception on students. Since most of the students in both the control and experimental groups said that they could reach better learning after the researcher applied the original and modified LRD techniques. Thus, the students can enhance their comprehension and engage themselves during learning process.

5.2 Suggestions

1. Suggestions for English Teacher

Given the conclusions above, the following suggestions are put forward:

- a. For the teachers who want to apply original and modified Listen-Read-Discuss techniques in reading class, it is suggested that the teacher should prepare the materials that is suitable with the students' interest. So they will actively engage themselves during teaching and learning process and the teachers also are suggested to set times for each phases in conducting the techniques.
- b. Original Listen-Read-Discuss technique is suggested for the class whose students need improvement in finding specific information and determining main idea aspects. Since it was proved that original LRD technique can be

used to improve students' finding specific information and vocabulary aspects in this research.

- c. Modified Listen-Read-Discuss technique is highly suggested for the class whose students need bigger improvement in determining reference and vocabulary aspects. Besides, determining reference could improve from the LRD activities, it also can be enhanced through outlining strategy in the modified LRD technique.

2. Suggestions for Further Research

- a. In modifying Listen-Read-Discuss technique in this research, the researcher added the steps of outlining. Hence, it is suggested for further researchers to modify technique with other learning techniques so it can give bigger effects on students' learning process or it might enhance aspects of reading significantly than outlining.
- b. Listen-Read-Discuss is a technique that can be used to teach integrated skills in which more than one skill was involved in the teaching-learning process for example in this research, listening skill. Thus, it is suggested for further research to collect the data of students' listening ability In order to find out whether this learning technique will be effective or not if it is applied in the listening class.

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