Increasing Students' Reading Comprehension Using Listen Read Discuss (LRD) of Recount Text

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Abstract: In this research, researcher found that students had low in reading comprehension of recount text. Where, the students' average score of reading comprehension in recount text was 60. It can not pass the standard minimum of school. This research is classroom action research. And the researcher used listen Read Discuss strategy to solve the students' problem. The purpose of this research was to solve students' problem in reading comprehension of recount text. This research was done in two cycle, and the result of analysis showed that the average score of the students based score was 60. The average score of the students in cycle I was 77, although the students' average have been improved, the researcher conducted cycle II. It because there is one indicator that could not pass the passing grade. And students' average in cycle II was 83. It had improvement 23 points from based score to cycle II. And the researcher concluded that applying Listen Read Discuss strategy could better to solve students' reading comprehension problem in recount text.
Key Words: Improving, Reading Comprehension, Recount Text, Listen Read Discuss.

1. Introduction

The Problem in reading comprehension which was faced by the students assumed because most of the students hard to identify the elements of texts, especially element of recount text like: generic structure, sosial function and also language features. In generic structure students difficult to find orientation which tell about who, when and where of the event occure. Furthermore, the students difficult to identify the mind element of composing the text,

past time which retell in order to give some information to entertain the reader. According to Jhonson (2008: 3) reading is practice of using text to create meaning. Both of key words, creating and meaning means that if there is no meaning being created so of course there is no reading taking place. In this statement, Jhonson wants to tell that when we

Manzo et al (2005) also say that listen read discuss meets these requirements for teachers and students. It meets about the teacher explanation and the text. It might be active teaching in learning for the students and the teacher in teaching reading comprehension.

The component of LRD strategy is divided into three stages:

1. Listen

The first stage of LRD is the teacher presents information to the students about recount text that they will read. This can be in the form of a short lecture on recount text, using graphic organizer to guide the lecture.

2. Read

that is series event. The events tell in chronological order based on time and place. That problem made the students felt difficult to answer well if the teacher gave question about recount text to thestudents. Based on the explanation above, about problems which faced by students in reading comprehension text, the researcher used a strategy in teaching reading text, is about story of event or some experience in

are in reading, sure that we get some meaning in that text. Also, it means that reading is an activity which give advantage and useful. According to Sugiarto (2007: 80) recount text is a text that is used to retell events for the purpose of informing or entertaining. It means that the text.

students comprehension. So, the researcher concludes that Listen Read Discuss strategy build students' background knowledge in comprehend In reading stage, teacher asks students to read the recount text. The content should be similar to the material during the "Listen" the lesson.

3. Discuss

In this stage, the teacher leads a classroom discussion of the recount text. And encourage students to reflect on any differences between their reading off the content and teacher presentation.

3. Method of the research

This research was action research design. Action research was done to acqure information in order to solve the problem that faced in certain condition and situation. According to Creswell (2005: 550) Action research is a combination both of action and research. It means that action research is a systematic procedure which done by teacher to gather information about sub sequently improvement, the way their particular educational setting operates, their teaching and student learning.

The data analysis was crucial thing, because it showed the description of the situation and condition of the research. In this research the data was analyzed in quantitative and qualitative.

1. Qualitative Data

The qualitative data was collected through the checklist of the observation sheets, interview, and also field note. And researcher analyze the data based on the observation sheets and field notes. The field note used to know factors which change the students' reading comprehension of narrative texts through LRD at eight grade of SMPN 19 Pekanbaru. Gay (2000: 450 – 456) state that there are some steep in analyzing the data.

a. Data Managing

In this steep, the researcher organized and managed the data based on the indicators of the study, such as: observation checklist, interview, and also field note. The purposes of the data managing were to organize the data and to complete the data.

a. Reading / Memoing

Here, the researcher read and observe the observation checklist sheets and field notes. The data was read deeply and it was produced the memoing to make easy in analyzing the data.

b. Describing

In describing steep, the data is described the data in detail based on the observation checklist sheets, field notes, and interviews. The goal of the research was to get a true picture in a setting or events that took place. So, it made the researcher and readers have an understanding to the context about in which the study took place.

c. Classifying

Here, it is the steep which the data from the test, observation checklist sheets, field notes, and interview is classified to get detail information about participant and also all activity during conduct the research. This classification is in form of graphs.

d. Interpreting

The researcher interprets the data into general conclusion. It is based on the connection, common . But in cycle II, did not find the negative poin in the

aspect, and link ages among the data. Interpretation of the data leads the researcher to make the conclusion.

4. Finding and discussion

1. The Extent of Listen Read Discuss (LRD) in Improving Students' Reading Comprehension of Recount Text By Using LRD

This classroom action research was conducted at eight grade VIII. 4 of SMPN 19 Pekanbaru. The number of participans are 34 students. This research conducted in two cycle that each cycle consisted of five meetings include test. And allocation of time was 2 x 40 minutes in a meeting. The phases of this research were : planning, acting, observing, and reflecting. All of phases done in each of cycle of the research. Here, this study explored the result of base score, result of cycle 1, result of cycle II, and the improvement of students' reading comprehension in recount text.

learning procces by using Listen Read Discuss, made many change toward the improvement of students' reading comprehension of recount texts from base score cycle I until cycle II. The improvement of students' average score from cycle I to cycle II influenced by teori of factor influence by Carla in chapter II, those are: attention, motivation and quality of reading material that could be indentified from the observation sheet, field note and interview of cycle I and cycle II.

a. Observation Sheet

In collecting the data, this research prepared observation sheet: teacher's observation and students' observation. These observation filled by the collaborator in every meeting of a cycle. it conducted to observe the teacher and students activities during teaching process. From the observation sheet in appendix 15, which conducted by the collaborator. It found that the collaborator give mark (√) in column "Yes" for every indicators of observation sheet. It means that teacher and students did the Listen Read Discuss stages and recount text indicators.

b. Field Note

The collaborator used field note in collecting the data. In every meeting the collaborator took a field note and gave some note related to the teaching process and the situation that happened. From the collaborator field note, it found that in cycle I the collaborator still found something that made the teaching process did not effective, these were: teacher could not attract students attention well and it made some of students did not follow the teacher instruction. And the teacher as a researcher too fast in explanation

collaborator's field note. It means that the teacher was able to handle the class atmosfer and all of the students follow the phases of LRD well.

c. Interview

Having finished cycle I and cycle II, the researcher took some interview for few of students class VIII. 4 SMPN 19 Pekanbaru. This interview collected to know the students' perception about the strategy which teacher used in teaching reading comprehension in recount text. And from analysis of interview, it found that students interested and the Listen Read Discuss phases helped them to get the content of recount text.

Based on the result of those instrument which filled by the collaborator, it could be concluded that students followed the teaching process by using LRD phases and recount text indicators well. And Listen Read Discuss can improved students' reading comprehension of recount text. It supported the result of interview that took from few of students.

5. Conclusion

1. Listen Read Discuss strategy, can better improve the students' reading comprehension of recount text at eight grade VIII.4 SMPN 19 Pekanbaru. It can be seen from the students' achievement score from cycle I to cycle II. The achievement of students in cycle I was 77 and in cycle II it had improvement become 82. It means that, students got improvement 5 points from cycle I until cycle II. Moreover, the students could identify the indicators of recount text: orientation, event, re-orientation, purpose, and language future.

2. The factors that influence the changing of students are:
a. Teacher's explanation: before led the students to do some activities, teacher explained the material about recount text and teacher attraced students' attention. The explanation from the teacher before did some activities helped the students to know what they had to do
b. Individual work: in individual work which students read the recoun text by themeselves gave some benefits to the students, those are: students have time to read the recount text without some noices, so they can focussed with the material. And also students can found some importen things about the text that they read.
c. Group discussion: the students were interested study in a group, because can share each other refers to the material lesson.

6. REFERENCES

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