

THE USE OF LISTEN READ DISCUSS STRATEGY AND READING MOTIVATION TOWARD THE STUDENTS' READING COMPREHENSION

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Abstract: In teaching reading, teaching strategy and reading motivation influences students' reading comprehension. Strategy which was used in this quasi experimental research is Listen Read Discuss. It can be used as a variation of teaching strategy in teaching reading comprehension of descriptive text. The purpose of this research was to find out the effect of using Listen Read Discuss and students' reading motivation on students' reading comprehension of descriptive text. This research was an experimental research with factorial design two by two. It was conducted at SMK Muhammadiyah 2 Pekanbaru. 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 results of this research are, first, the students who were taught by using Listen Read Discuss had better result on reading comprehension of descriptive text than the students who were taught by using small group discussion. Second, the students with higher reading motivation who were taught by Listen Read Discuss had better reading comprehension of descriptive text than those who are taught by using small group discussion. Third, students with lower reading motivation who are taught by Listen Read Discuss had better reading comprehension of descriptive text than those who are taught by using small group discussion. Fourth, there was no interaction between both techniques and students' reading motivation on students' reading comprehension of descriptive text. In conclusion, Listen Read Discuss can be used as a teaching strategy in teaching reading comprehension of descriptive text at SMK Muhammadiyah 2 Pekanbaru. For further researcher, they are suggested to do more research dealing with this strategy on other skills and others kinds of text.

Keywords: Reading Comprehension, LRD, Motivation

1. INTRODUCTION

In order to accomplish students' needs toward reading, school based curriculum (SBC) provides reading one of the skills in mastering English that must be taught and learned in SMK Muhammadiyah 2 Pekanbaru. SMK Muhammadiyah 2 Pekanbaru is one of the school also uses school based curriculum (KTSP) 2006. The basic competence stated in even syllabus in

the second grade is the students are able to comprehend the meaning of monologue text. The monologue texts which are taught by teacher there are two; descriptive and recount.

Based on the researcher's experiences in teaching at the Second grade of Vocational High School Muhammadiyah 2, the students have trouble in studying English especially in reading descriptive text. Actually, SMK Muhammadiyah 2 has

adequate facilities in order to make the students easier in teaching and learning process. Besides that, students are taught English twice a week for two meeting hours. However, the expectation of the curriculum of SMK Muhammadiyah 2 Pekanbaru has not been achieved. The students still got low achievement in reading. It could be seen from the students' score of reading comprehension test was 55. The low achievement of the students is caused by some problems faced by students. First, the students are hard in getting essential information of the text because the students cannot catch the point of the texts. Second, the problems might be due to the lack of vocabulary mastery. It is line with the students' statements, most of the students said that, they are difficult to comprehend a text because they do not have much vocabularies. The last, the other problem comes from the teachers' strategy in teaching reading. The teachers usually use strategy which does not really help the students to comprehend the text. In this case, the teachers tend to use small group discussion. The teachers often asked the students to answer the questions related to text and the difficult words by discussing in the group and the last discussed them together. In this strategy, the students perform a learning task through small group interactions. Then, the teachers ask them to read the text, then make a list the difficult word, giving the meaning, after that translating the whole of the text to the students, and asking to do the exercise. This strategy seems to be monotonous and makes the students feel bored.

In addition, students' reading motivation is also being a problem for students in reading comprehension. Most of the students do not pay attention to the teachers in teaching reading. In addition, when the teacher asked the students to

read texts and answer the questions related to the texts, most of them did not accomplish the task. In learning reading English text, the students have different reading motivation. There are some students that have high reading motivation and there are some students that have low reading motivation. Furthermore, the students feel confused to follow the instruction given by teacher in reading. The teaching strategies used to teach reading is monotonous, no variety. So the students find it boring to learn reading with monotonous approach.

Regarding the problem above, in order not to make the problems happen continually, the teacher should find an appropriate strategy in teaching reading to help the students comprehend the text. Boardman et al (2007: 8) state that reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself. It means that reading comprehension involves much more than readers' responses to the text. Previous knowledge of readers also plays an important role to help them understand and comprehend the information and ideas in a written text. Besides, the readers need strategies of reading to help them get exact information and ideas provided in a text.

The readers in this case are called as students- should be taught about reading strategies since they might find it difficult to determine an appropriate strategy for reading. Miller (2006: xii) states that students need to be taught about strategies for comprehension as explicitly and with the same care as they are taught about letters, sound, and words. It means that, a teacher should provide a clear instruction when s/he teaches the students about reading strategies, so that the students are

able to apply the strategies in their reading. By this, the students will be able to understand and comprehend a written text given to them easily.

Related to the reading strategies used, there are many strategies proposed by some experts. Richardson as an expert who pays much attention on developing reading strategies proposes a strategy containing some strategies needed for reading comprehension. The strategy is called Listen Read Discuss (LRD). 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.

According to Richardson (1999: 10) LRD is 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 author's thought in their own word, thus influence their comprehension so as to enable learning and remembering what they read. It is supported by some previous researcher namely Salman (2012) and Heri (2011) who found that the students who had taught by using Listen Read Discuss Strategy have higher score in reading comprehension than the students who have no taught by using Listen Read Discuss Strategy and the Listen Read Discuss Strategy gave significant effect toward students reading comprehension.

According to McKenna (2002: 60), LRD strategy has been shown to increase students' science inquiry strategies, and overall text comprehension compared to control classrooms with separate science

and literacy curricula and/or strategy instruction on reading alone. Particular interest in the LRD strategy research is the pivotal role that motivation, in all of its instantiations (interest and achievement motivation), plays in learning both science and literacy.

Besides reading strategies, another factor influencing the students' success in comprehending a reading text is motivation. Jamestown (2006: 7) states reading motivation is an effort to create certain condition in order someone wants and willing to read and gain the meaning from the text. It means that the students who have reading motivation will want and willing to read and they will try to gain the meaning from the text that they read. It is highly related to students' desire for mastery of content through reading. In order to achieve the aim of reading subject, the students should have high motivation. With high motivation, students will feel curious to know and understand something and then they will try to find it out. Related to reading, motivation will be very helpful for students to comprehend a reading text.

The effect of the two factors of reading comprehension – reading strategies and motivation – was seen by conducting a research at the second grade of SMK Muhammadiyah 2 Pekanbaru. From the explanation above, the researcher was interested to conduct a research by using Listen Read Discuss (LRD) strategy to see its effect on students' reading comprehension. Besides, it tried to find out the effect of reading motivation on students' reading comprehension. The focus of this research is Second Grade of SMK Muhammadiyah 2 Pekanbaru.

2. METHOD

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) gives the significant effect or not. According to Gay (2011: 425), in experimental study the researcher manipulates at least one independent variable, control other relevant variables,

and observes the effect on one or more dependent variables. In this research a Posstest design was conducted. At the end of the treatment the posttest administrated to both groups. In this research, the effect of Listen Read Discuss (LRD) determined toward dependent variable namely reading comprehension, while motivation is as moderating variable.

Technique Motivation	LRD (B1)	Conventional (B2)
High Motivation (A1)	A1B1	A1B2
Low Motivation (A2)	A2B1	A2B2

There were two kinds of instrument which are used in this research:

a. Reading Comprehension Test of Descriptive Text

Test was used to measure students' reading comprehension of descriptive text. The format of test was multiple choices. It was designed based on the indicators of reading comprehension. The indicators of assessing reading comprehension are adopted from Brown (2004).

b. Questionnaire

Questionnaire is an instrument used to know the students' motivation toward English language learning whether they can be categorized as high motivated students or low motivated students. From definitions of the motivation itself, indicators are derived. As it is mentioned before, the researcher used and adapted the indicators of motivation as proposed by Wigfield and Guthrie (1999:453). The indicators of motivation are competence and reading efficacy, achievement value and goals, and social aspects of reading.

3. FINDINGS AND DISCUSSION

a. Pre-requisite Analysis

As it was mentioned in the methodology of the research, before testing the hypotheses, two kinds of tests were conducted for the pre-requisite analysis. The two tests were normality testing and homogeneity testing. The tests were done and calculated from the results of students' comprehension test and questionnaire test. The normality testing was calculated by using Lilifors test at the significance level of 0.05, while homogeneity testing was calculated by using Barlet test at the significance level of 0.05.

a) Normality Testing

The normality testing was done to the data gained through some procedures. First, normality of students' motivation in experimental class was distinguished into high motivated and low motivated students. Next, the normality of control class was also classified into high motivated students and low motivated students. After that, the researcher also divided the normality testing of the reading comprehension test in both experimental and control class into high motivated and low motivated reading comprehension test. Finally, the researcher

analyzed the normality testing by using Lilifors test at the significance level of 0.05. the brief calculation of normality testing of the students; reading comprehension test

data description of experimental and control group can be seen on table:

Table 1.
The Summary of Motivation Normality Testing of Experimental and Control Group

Class	N	Asymp. Sig. (2-tailed)	Significance Level	Conclusion
Experimental	26	0.616	0.05	Normal
Control	26	0.562	0.05	Normal

From the table 4.8 above, it shows normality test that done on experiment class and control class that the distribution of data was normal. Experiment class in Asymp.Sig. (2-tailed) was 0.616 with significant level was 0.05, if the data value of Asymp.Sig. (2-

tailed) $0.616 > 0.05$, it meant that the distribution of data was normal and the Control class value of Asymp.Sig. (2-tailed) $0.562 > 0.05$, it meant that the data distribution also was normal.

Table 2.
The Summary of High and Low Motivation Normality Testing of Experimental and Control Group

	Class	N	Asymp. Sig. (2-tailed)	Significance Level	Conclusion
Experimental	High	26	0.938	0.05	Normal
	Low	26	0.477	0.05	Normal
Control	High	26	0.691	0.05	Normal
	Low	26	0.419	0.05	Normal

Table above shows that the motivation normality testing of high motivated students in experimental class was higher than significance level 0.05 or $0.938 > 0.05$. and low motivated students' score was also higher than significance level 0.05 ($0.477 > 0.05$). Meanwhile, the motivation normality testing of high motivated students in control

class was higher than significance level 0.05 ($0.691 > 0.05$), and low motivated students' score was also higher than significance level 0.05 ($0.419 > 0.05$). In other words, the data for both groups was normally distributed

Table 3.
The Summary of Reading Comprehension Testing of Experimental and Control Group

Class	N	Asymp. Sig. (2-tailed)	Significance Level	Conclusion
Experimental	26	0.677	0.05	Normal
Control	26	0.689	0.05	Normal

Table shows that Asymp. Sig. 2-tailed was 0.677 in experimental class and it was 0.689 in control class. It means that the result of students' reading comprehension test in experimental and control class was normally distributed since the value of Asymp. Sig. 2-tailed was higher than significance Level of alpha 0.05 (appendix 12).

Moreover, the students' reading comprehension test of high motivated students of experimental class was also

normally distributed since the value Asymp. Sig. 2-tailed higher than significance Level of alpha 0.05 ($0.986 > 0.05$), and low motivated students of experimental class was also normally distributed since the value Asymp. Sig. 2-tailed higher than significance Level of alpha 0.05 ($0.810 > 0.05$), while in high motivated students of control class was normally distributed since the value Asymp. Sig. 2-tailed higher than significance Level of alpha 0.05 ($0.334 > 0.05$), and low motivated was also distributed normal

Table 4.
The Summary of High and Low Reading Normality Testing of Experimental and Control Group

	Class	N	Asymp. Sig. (2-tailed)	Significance Level	Conclusion
Experimental	High	26	0.986	0.05	Normal
	Low	26	0.810	0.05	Normal
Control	High	26	0.334	0.05	Normal
	Low	26	0.992	0.05	Normal

1.2 Homogeneity Testing

The researcher conducted homogeneity testing to see whether the variance of each group is the same or different. In testing the

homogeneity of this research, Barlet test was conducted to the data of students' reading comprehension and questionnaire. The summary of homogeneity testing is shown table below:

Table 5.
The Summary of Homogeneity Testing of Experimental and Control Class

Data	Trimmed mean	a (Significant Level)	Distribution
Reading Comprehension	0.701	0.05	Homogenous
Motivation	0.180	0.05	Homogenous

Pertaining to table above, the value of trimmed mean of reading comprehension was 0.701 with level significant 0.05. Based on trimmed mean of reading comprehension was higher than level significant 0.05. It could be said data on experimental and control class of reading comprehension were homogenous variance because trimmed mean $0.701 > 0.05$. It meant that data Homogenously distributed. While the value of trimmed mean of motivation was 0.180 with level significant 0.05. Based on

trimmed mean of motivation was higher than level significant 0.05. It could be said data on experimental and control class of motivation were homogenous variance because trimmed mean $0.180 > 0.05$. It meant that data Homogenously distributed also (appendix 14 and 15).

Next calculation is homogeneity testing of high and low motivated students of experimental and control class, the detailed explanation can be seen in table below:

Table 6.
The Summary of Homogeneity Testing of High And Low Motivated Students of Experimental and Control Class

data		Trimmed mean	A (Significant Level)	Distribution
Experimental and Control	High Motivation	0.433	0.05	Homogenous
	Low Motivation	0.215	0.05	Homogenous

Table above indicates that students' reading comprehension of descriptive text of high and low motivated was homogenous since Trimmed Mean was higher than a significant level 0.05. High motivation ($0.433 > 0.05$), and Low motivation ($0.215 > 0.05$). It indicated that the variances of those groups of data were homogenous

1. Hypothesis Testing

The researcher used t-test in testing hypothesis 1,2, and 3, while two ways ANOVA in testing hypothesis 4.

a. Hypothesis 1

H1 : The students who are taught by using LDR strategy get better result than the students who are taught by using conventional strategy in reading comprehension of descriptive text.

H0 : The students who are taught by using LDR strategy do not get better result than the students who are taught by using conventional strategy in reading comprehension of descriptive text.

The researcher found that the calculation of data were normal and homogenous, so then data could be calculated by using parametric statistic. Here data calculated by

T-test. T-test was Asymsig. (2-tailed) that was compared with significant level 0.05, when the data value of Asymsig.(2-tailed) < 0.05, so that the data is differ significant, but if the data value of Asysim. (2-tailed) > 0.05. It is not differ significant. The detailed statistical analysis of reading comprehension of descriptive text by using t-test through SPSS version 16 can be seen in the table below:

Table 7.

The Summary of T-test Analysis of Reading Comprehension of Experimental and Control Class

Data	Techniques	
	LRD	Conventional
	N= 26 $\mu = 68.77$	N=26 $\mu = 58.92$
Asym Sig.(2-tailed)	0.00	
Significant Level	0.05	
Conclusion	Asym Sig.(2-tailed) > Significant Level, H1: Accepted	

From the table above, it can be seen that the result of the t-test analysis indicates that the value of Asym Sig.(2-tailed) = 0.00 was lower than the value of significant level = 0.05. It meant that the Alternative hypothesis (H1) was accepted and the Null hypothesis (H0) was rejected. So, it showed that the students who were taught by using LDR strategy got better result than the students who were taught by using conventional strategy in reading comprehension of descriptive text (appendix 18).

b. Hypothesis 2

H1: The students who have high motivation who are taught by using LDR strategy get better result than the students who are taught by using

conventional in reading comprehension of descriptive text.

H0: The students who have high motivation who are taught by using LDR strategy do not get better result than the students who are taught by using conventional in reading comprehension of descriptive text.

The result of hypothesis testing in this research showed that the score of reading comprehension of high motivated students who were taught through LRD strategy was higher than those who were taught through Conventional technique in reading comprehension of descriptive text. The brief result is shown on table below:

Table 8.
The Summary of T-test Analysis of High Motivated of Experimental and Control Class

Data	Techniques	
	LDR	Conventional
	N= 7 $\mu = 75.42$	N=7 $\mu = 52.91$
Asym Sig.(2-tailed)	0.00	
Significant Level	0.05	
Conclusion	Asym Sig.(2-tailed) > Significant Level, H1: Accepted	

From the table above, it can be seen that the result of t-test analysis indicates that the value of Asym Sig.(2-tailed) = 0.00 was lower than the value of significant level = 0.00. It meant that the Alternative hypothesis (H1) was accepted and the Null hypothesis (H0) was rejected. So, it showed that the students who had high motivation who were taught by using LDR strategy got better result than the students who were taught by using conventional in reading comprehension of descriptive text (appendix 19).

c. Hypothesis 3

H1: The students who have low motivation who are taught by using LDR strategy get better result than the students who are taught by using conventional technique in reading comprehension of descriptive text.

H0 : The students who have low motivation who are taught by using LDR strategy do not get better result than the students who are taught by conventional technique in reading comprehension of descriptive text.

The result of hypothesis testing in this research showed that the score of reading comprehension of low motivated students who were taught through LDR strategy was higher than those who were taught through Conventional technique in reading comprehension of descriptive text. The brief result is shown on table below:

Table 9.
The Summary of T-test Analysis of Low Motivated of Experimental and Control Class

Data	Techniques	
	LDR	Conventional
	N= 7 $\mu = 65.71$	N=7 $\mu = 58.28$
Asym Sig.(2-tailed)	0.00	
Significant Level	0.05	
Conclusion	Asym Sig.(2-tailed) > Significant Level, H1: Accepted	

Pertaining to the table above, it can be seen that the result of t-test analysis indicates that the value of Asym Sig.(2-

tailed) = 0.00 was lower than the value of significant level = 0.00. It meant that the Alternative hypothesis (H1) was accepted

and the Null hypothesis (H0) was rejected. So, it showed that the students who had low motivation who were taught by using LDR strategy got better result than the students who were taught by conventional technique in reading comprehension of descriptive text (appendix 20).

d. Hypothesis 4

H1: There is an interaction between both strategies (LRD and Conventional) and reading motivation toward reading comprehension of descriptive text.

H0: There is no an interaction between both strategies (LRD and Conventional) and reading motivation toward reading comprehension of descriptive text.

In analyzing the interaction between both strategies (LRD and Conventional) and reading motivation toward reading comprehension of descriptive text in this research, the researcher used the formula of two ways ANOVA. The result of analysis can be seen on the following Table:

The Summary of Two Ways Analysis

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	688.615 ^a	22	31.301	1.956	.321
Intercept	103201.497	1	103201.497	6.450E3	.000
Motivation	23.064	4	5.766	.360	.825
Strategy	384.476	10	38.448	2.403	.255
Motivation * Strategy	54.286	6	9.048	.565	.747
Error	48.000	3	16.000		
Total	123696.000	26			
Corrected Total	736.615	25			

a. R Squared = .935 (Adjusted R Squared = .457)

The table shows that F-Observed (1.956) was less than F-Table (4.25). So, the Alternative Hypothesis (H1) was rejected, and the Null Hypothesis (H0) was accepted. Then, it could be said that there was not any interaction between both strategies of teaching reading comprehension and motivation toward students' reading comprehension of descriptive text.

Furthermore, the interaction among students' reading comprehension, teaching strategies, and motivation can be observed on the following graph:

Figure1. The Interaction Graph of LRD and Conventional Toward Reading Comprehension

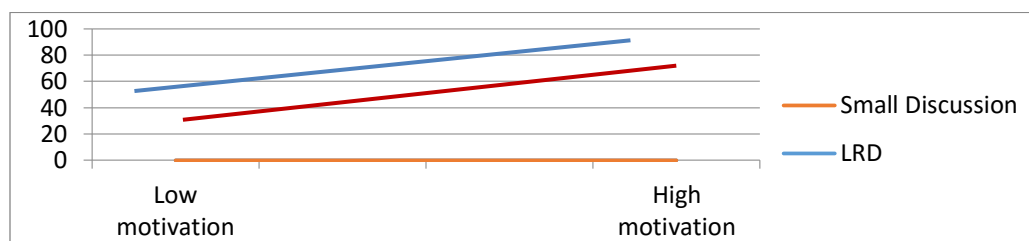


Figure shows that there are two lines which indicate the two strategies. They do not cut one another. It means that there was no interaction between two strategies (LRD and Conventional) and the students' motivation toward students' reading comprehension of descriptive text.

4. CONCLUSIONS

Based on the results of data analysis and the research findings that were conducted to the second grade students of SMK Muhammadiyah 2 Pekanbaru, several conclusions can be drawn:

1. Listen Read Discuss Strategy gives a significant effect on students' reading comprehension of descriptive text compared to Small Group Discussion strategy as the conventional strategy. It can be seen from the mean score of students' reading comprehension both of the classes.
2. Students with high reading motivation who are taught by using Listen Read Discuss Strategy have better result in reading comprehension of descriptive text rather than high motivated students who are taught through Small Group Discussion strategy.
3. Listen Read Discuss Strategy helps students to improve their reading comprehension of descriptive text although they are low motivated

students. It can be seen from their mean score.

4. There is no interaction between strategies used and students' reading motivation on student' reading comprehension of descriptive text. Both strategies LRD and SGD can be used without considering the level of students reading motivation. LRD strategy is more effective than conventional strategy.

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