

**THE EFFECT OF USING LISTEN-READ-DISCUSS (LRD) STRATEGY
ON STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT
AT THE TENTH GRADE OF MAN 1 ROKAN HULU**

A THESIS

Intended to Fulfill One of the Requirements

For the Award of Bachelor Degree

in English Study Program



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FACULTY OF TEACHER TRAINING AND EDUCATION
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THE EFFECT OF USING LISTEN-READ-DISCUSS (LRD) STRATEGY
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AT THE TENTH GRADE OF MAN 1 ROKAN HULU

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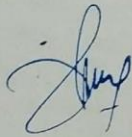
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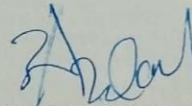
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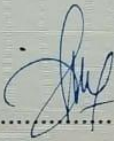
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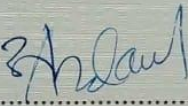


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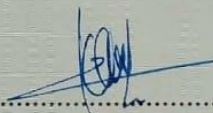


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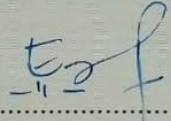


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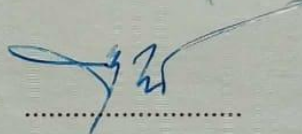


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Statement of Academic Integrity

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State that the thesis I have written entitled “The Effect Of Using Listen-Read-Discuss (Lrd) Strategy On Students’ Reading Comprehension On Narrative Text At The Tenth Grade Of Man 1 Rokan Hulu” to meet one of the requirement for the award of undergraduate degree in English Study Program in Faculty of Teacher Training and Education UPP is my own work, while the materials in the thesis quoted from other resources have been clearly stated based on the norms and ethics of scientific writing. However, if it will have discovered later that all or some parts of the thesis are not my own work or I have committed plagiarism, I will take the consequence my degree is removes as well as taking other sanctions according to the existing law.

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ABSTRACT

Arwinda Purnama, 2022. The Effect of Using Listen-Read-Discuss (LRD) Strategy on Students' Reading Comprehension on Narrative Text at The Tenth Grade of MAN 1 Rokan Hulu.

This research was about Reading Comprehension. In reading comprehension students experience many problems. This research discusses the problems faced by students, some students couldn't identify the main idea, some students had trouble reading important information from the text, some students had problems with vocabulary, and some students had trouble finding the use of the word reference. This research aimed to know the effect of Listen-Read-Discuss strategy on students' reading comprehension on narrative text at the tenth grade students' of MAN 1 Rokan Hulu.

The design method was quasi eksperimental design with pre-test and post-test. The data were taken from multiple-choice test. Test was given to 18 students in the experimental class and 18 students in the control class. In the control class the researcher used conventional methods and in the experimental class the researcher used the Listen-Read-Discuss (LRD) strategy.

The result of the research showed that there was a significant result. The data analyzed by Independent T-test with t-values was 5.452 compared with t-table 5% (0.05) = 2.032 and 1% (0.01) = 2.728. The finding showed that t-value \geq t-table. It meant the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. Thus, it could be concluded that there was a significant effect of using Listen-Read-Discuss strategy. Through Listen-Read-Discuss strategy, students' reading comprehension was improved because LRD strategies include innovative steps that help students understand the purpose of reading comprehension.

Keywords: Listen-Read-Discuss (LRD) Strategy, Reading Comprehension, Narrative Text

ABSTRAK

Arwinda Purnama, 2022. Pengaruh Penggunaan Strategi Listen-Read-Discuss (LRD) terhadap Pemahaman Bacaan Siswa terhadap Teks Naratif kelas Sepuluh MAN 1 Rokan Hulu.

Penelitian ini adalah tentang pemahaman membaca. Dalam pemahaman membaca siswa mengalami banyak masalah. Penelitian ini membahas masalah yang dihadapi siswa, beberapa siswa tidak dapat mengidentifikasi gagasan utama, beberapa siswa mengalami kesulitan membaca informasi penting dari teks, beberapa siswa mengalami masalah dengan kosa kata, dan beberapa siswa kesulitan menemukan penggunaan kata referensi. Penelitian ini bertujuan untuk mengetahui pengaruh strategi Listen-Read-Discuss (LRD) terhadap pemahaman bacaan siswa terhadap teks naratif pada siswa kelas sepuluh MAN 1 Rokan Hulu.

Metode desainnya adalah quasi eksperimental design dengan pre-test dan post-test. Data diambil dari tes pilihan ganda. Tes diberikan kepada 18 siswa di kelas eksperimen dan 18 siswa di kelas kontrol. Pada Kelompok Kontrol peneliti menggunakan metode konvensional dan pada kelompok eksperimen peneliti menggunakan Strategi Listen-Read-Discuss (LRD).

Hasil penelitian menunjukkan adanya hasil yang signifikan. Data dianalisis dengan uji Independent T-test dengan nilai t-hitung sebesar 5,452 dibandingkan dengan t-tabel 5% (0.05) = 2,032 dan 1% (0.01) = 2.728. Hasil penelitian menunjukkan bahwa nilai t-hitung \geq t-tabel, artinya hipotesis alternatif (H_a) diterima dan hipotesis nol (H_0) ditolak. Dengan demikian, dapat disimpulkan bahwa ada efek signifikan dari penggunaan strategi Listen-Read-Discuss. Melalui strategi Listen-Read-Discuss, pemahaman membaca siswa meningkat karena strategi LRD mencakup langkah-langkah inovatif yang membantu siswa memahami tujuan pemahaman bacaan.

Keywords: Strategi Listen-Read-Discuss (LRD), Pemahaman membaca, Teks Naratif

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The greatest gratitude destined for my lord, The Merciful, Allah SWT who has given so many blessings in completing this research thesis. Peace and salutation be upon to the prophet Muhammad SAW. This research entitled "*The Effect of Using Listen-Read-Discuss (LRD) Strategy on Students' Reading Comprehension on Narrative Text At the Tenth Grade of MAN 1 Rokan Hulu*". This paper is written to fulfill one of the requirements to obtain the Sarjana degree at the English Students Departments in Faculty of Teachers Training and Education, University of Pasir Pengaraian.

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The researcher realizes that this thesis is not perfect. Therefore critic and suggestion are needed in order to improve and complete this research. The researcher hopes that this thesis can be benefits for teachers, lecturers, and other researchers.

Pasir Pengaraian, July 2022

The Researcher

Arwinda Purnama

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