

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, researcher used classroom activity as research design. Classroom Action Research (CAR) is a systematic investigation with the aim is to inform what happens in the classroom in certain situations. CAR is the instructor ways to find the best teaching techniques in their own classroom situations, thus enables informed decisions about teaching. As quoted by Burns in Sari (2023) One recognized reflecting process is action research. Enhancing instruction and eventually the entire curriculum is one of CAR's goals. To conduct action research, a thorough investigation is required, during which the problem must be precisely defined, an action plan must be detailed and implemented, and ultimately, an assessment must be considered to determine whether the choices made were appropriate.

Action research is a process for educators to examine their own actions practice systematically using classroom action research techniques. According to Scott and Morrison in Mona (2022) stated that action research is a research strategy which sets out to change the situation being researched. In action research, the teacher designs research in an area of interest they're in class.

Classroom action research is carried out by teachers on phenomena in their classroom. As quoted by O'Connor et al., in Wulandari et al., (2019) stated that classroom action research is a scientific project conducted by teacher or lecturer using particular method in order to capture the phenomena in classroom. In addition, Khasinah in Wulandari et al., (2019), classroom action research plays role in problem solving that occurred in the classroom.

From the explanations above, we can conclude that classroom action research is carried out by teachers to solve the problems during the teaching learning process in classroom. The researcher used classroom action research

to solve the problems during the teaching and learning process in the classrooms use the LRD strategy to improve students' reading comprehension.

B. Procedures of Classroom Action Research

In this study, classroom action research is done through a cycle into four steps. The cycle of classroom action research can be described as follows:

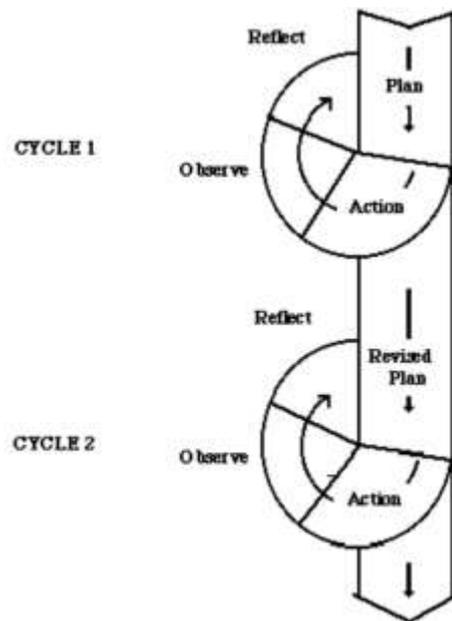


Figure 3.1

Circular Process of Classroom Action Research.

According to Kemmis and McTaggart in Tawali (2021)

The instructional of classroom action research are explained below:

1. Planning

The planning is the first step of action research. According to Kemmis and McTaggart in Tawali (2021), “planning is to identify a problem or issue and develop a plan of action in order to bring about improvements in a specific area of the research context”. Hence, the researcher identified the problem show up in the classroom and create a good plan. The researcher and Mam Rosmala Dewi, S. Pd as the collaborator prepared that was needed during the research. The researcher has created a lesson plan for teaching and

learning process and prepared the material about reading comprehension, especially in descriptive text.

The researcher used field notes for classroom observations during teaching and learning process by Listen-Read-Discuss strategy. The researcher also used reading comprehension test to find out how effective the LRD strategy for students to improve reading comprehension.

2. Acting

The second step of action research is acting. As quoted by Kemmis and McTaggart in Tawali (2021) stated that the plan is something considered that involves some deliberate intervention into your teaching situation that you put into action agreed time period. The researcher was done referring to an implementation action using the LRD strategy in reading comprehension on descriptive text. Based on the lesson plan created, teacher as collaborators and used field notes to observe what has happened in the classroom.

3. Observing

The third step of action research is observing. Kemmis and McTaggart in Tawali (2021) stated observation involves researchers to observe the effects systematically actions and documenting context, actions and opinions of those involved. It is a data collection phase where the researcher should use 'open-eyed' and 'open-minded' tools to collect information about what is happening. Hence, observation is tools to collect information about what is happening. Observation was carried out in which the researcher and her collaborator observed the teaching and learning process by listen-read-discuss strategy. With field notes, the researcher would be done observing phase activities.

4. Reflecting

The last step of action research is reflecting. According to Kemmis and McTaggart stated that, the teacher reflects, evaluates, and describes the effects of the action in order to make sense of what has happened, and to understand the issue that researcher has explored more clearly (cited in Tawali, 2021). Hence, the researcher and her collaborator analyzed,

discussed, and evaluated. The observational data based on the process of teaching and learning process. Therefore, researcher is able to set things up for the development and improvement of the educational process in the next cycle if the cycle to be carried out is not successful.

C. Research Subject

The subjects of this study were VIII B class of SMPN 03 Mempawah Hilir. The number of subjects were 22 students. Based on pre-observation, the researcher chose VIII B class because of the students' difficulties with reading comprehension, including difficulties recognize reference and inferences, locating factual information, identifying the main idea, and vocabulary. Therefore, researcher applying Listen-Read-Discuss strategy to find solution.

D. Techniques of Data Collection

This part discusses how the research will collect the primary data from the participants. The research used observation and measurement as the techniques of data collection. The observation technique was used to observe what happened in the classroom during teaching and learning process. Measurement technique was used to measure student performance, especially in reading comprehension of descriptive text. There are some explanations about techniques of data collection:

1. Observation Technique

The observation is a data collection technique accompanied by notes condition or behavior of the target object. The observation is data collection in the research process up to quantitative research. Gorman and Clayton in Baker (2006) stated that observation is involve the systematic recording of observable phenomena or behavior in a natural setting. The observation stage aims to observe student behavior on this technique during the teaching and learning process in implementation of listen-read-discuss strategy. The researcher used field notes for the observation technique.

2. Measurement Technique

According to Ary, et al., in Sari (2023), measurement is the assignment of numerical to objects or events according to rules. The researcher used reading comprehension test as a measuring technique for students' achievement in reading comprehension.

E. Tools of Data Collection

The researcher used field notes and reading comprehension tests as data collection tools:

1. Field Note

Field notes are a component of data collection and analysis, requiring the same level of professionalism as face-to-face interactions. Field note is aimed to obtain the information related with teaching learning process in detailed. It is supported by Ary et al., stated that while observing, researcher may make brief notes, these notes are an extension of the presentation of field notes (in cited Sari, 2023). Field notes record of facts during teaching and learning process. The researcher observed the teacher's performance, students' performance, and condition of class while teaching and learning process by implementing listen-read-discuss strategy.

2. Reading Comprehension Test

Reading comprehension test is a tool that assesses a student ability to read and understand written information. The researcher conducted tests to measure student learning outcomes, especially in reading comprehension. The test technique used is a descriptive text sheet which is used for the final test. According to Arikunto in Fitriana (2013), a test is a set of stimuli presented to individual in order to elicit responses on the basis of which a numerical score can be assigned. It can collect data that evaluates learning and can find out how students think critically and active in learning. In this study, the researcher used 20 tests consisting of a, b, c, and d in each cycle. The questions used are based on the aspects of reading comprehension

aspect. To validate tests on the data collection tool, the researcher asked the validator, Mr. Sahrawi, M. Pd to review the test content and validated the test items by determining whether the test was valid. There are table of specification below:

Table 3.1
Reading Test Cycle 1

No.	Aspect of Reading	Test Items
1.	Main Idea	4 items
2.	Factual Information	4 items
3.	Vocabulary	4 items
4.	Reference	4 items
5.	Inference	4 items
Total		20 items

Table 3.2
Reading Test Cycle 2

No.	Aspect of Reading	Number of Test Items
1.	Main Idea	4 items
2.	Factual Information	4 items
3.	Vocabulary	4 items
4.	Reference	4 items
5.	Inference	4 items
Total		20 items

F. Technique of Data Analysis

The data analysis method will conduct by taking the average of the test. After the data collected, the researcher analyzed the data by using qualitative and quantitative data. The qualitative data are provided from field notes. The quantitative data from reading comprehension tests.

1. Qualitative Data

Qualitative data produces descriptive data and analyzed qualitative data by word explanation and reported descriptively. Miles and Huberman as cited in Sari (2023), observed that qualitative data analysis comprises three steps such as data reduction, data display, and conclusion drawing/verifying as follows:

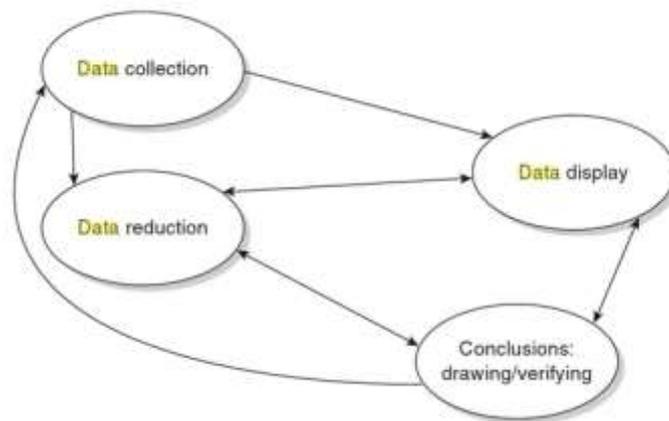


Figure 3.2

Miles and Huberman as cited in Sari (2023)

a. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the 'raw' data that appear in written-up field notes. It is very likely that a qualitative study will produce more data than the final results of the study. The data reduction process is very helpful in editing data, summarizing it, and creating it neat. In the data collection process, there is a step of data reduction such as summaries, coding, teasing out themes, making clusters, making partitions, and writing memos. Therefore, these ideas are useful for finding regularities in qualitative data. The data reduction process continues with fieldwork until the final report is completed.

b. Data Display

The second major flow of analysis activity is data display. We define a 'display' as an organized assembly of information that permits conclusion

drawing and acting taking. The data display helps us to understand what is happened and to do something.

c. Conclusion Drawing and Verification

Conclusion drawing and verification is the third stream of analytic activity. From the beginning of data collection, the classroom research is beginning to decide what things mean, noting regularities, patterns, explanations, possible configurations, causal flows, and propositions.

2. Quantitative Data

In quantitative data, the researcher used two types of scoring, which are individual scores and mean scores. The researcher used to measure the students' achievement in reading comprehension of descriptive text.

a. Individual Score:

The individual score was used by the researcher to find the individual score of the student's reading comprehension, especially on descriptive text. The formula of an individual score as follows:

$$S = \frac{R}{N} \times 100$$

Note:

S : Score Number of The Test

R : Number of Correct Answers

N : The Total Number of The Question

100 : Maximum Score

Source of Revi Permata Sari (2023)

b. Mean Score

After the researcher calculated the individual score of the students, the researcher calculated the mean score by using the formula as follows:

$$\bar{M} = \frac{\sum X}{N}$$

Note:

M : The Imply Rating of The Students' Fulfillment in Reading
Comprehension ability

Σ : Sum of All Scores

N : Number of Subjects

Table 3.3

The Classification of Range Score

Range Score	Classification
80 – 100	High
60 – 79	Mid
0 – 59	Low

Source of Tawali (2021)

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

This study was conducted with eighth-grade students of SMPN 03 Mempawah Hilir in the academic year of 2022/2023. The researcher focused on improving students' reading comprehension through Listen-Read-Discuss strategy.

The researcher used two cycles. The first cycle was carried out at two meetings. The first meeting in first cycle, the teacher implemented using the LRD strategy on the material describing animals in a learning activity; then, in the second meeting also implemented using the LRD strategy on the material describing persons and the teacher gave the final test about describing animals and persons in the end of the learning activity. In cycle 2, the first meeting re-explained the material about describing animals and persons using the LRD strategy; then, in the second meeting, the teacher gave the final test about describing animals and persons. The research was conducted on September 25 and 29, 2023, for cycle 1 and continued on October 2 and 6, 2023, for cycle 2. The research was conducted in SMPN 03 Mempawah Hilir. The subjects were eight-grade students consisting of 22 students.

This study used two types of data, namely qualitative and quantitative data. The qualitative data were described as data taken from field notes. The quantitative data is numerical data gained from the result of the reading comprehension tests.

1. How can Listen-Read-Discuss Strategy Improve Reading Comprehension

a. The first meeting of the first cycle (September 25, 2023)

1) Planning (September 24, 2023)

On Sunday, September 24, 2023 the researcher prepares instruments, such as a lesson plan. Planning is the process of researcher considering and choosing what type of research will be conducted, and what researcher can improve. Before researcher implemented reading comprehension teaching strategies, the researcher must prepare a lesson plan which guided the teacher during the process of teaching learning activity. A lesson plan was written based on the syllabus and had been discussed by the researcher and the teacher. Then, the researcher prepared the field

note to observe the improving students reading comprehension through listen-read-discuss strategy.

After the researcher prepared a lesson plan. The material in this study, the researcher would add the physical characteristics of animals and person. The researcher prepared some instruments, such as whiteboard, whiteboard marker, and some pictures of animals to teach reading comprehension. The third is a field notes sheet that were created to find out the teaching learning process implemented by the listen-read-discuss strategy to improve students' reading comprehension in descriptive text.

2) Acting (September 25, 2023)

At the first meeting, the teacher introduced and explained to students how to apply learning using the LRD strategy. Then, the teacher explained reading comprehension in descriptive text. Afterwards, the researcher gave some examples of reading comprehension on descriptive text about animals. The researcher asked students to look for difficult words in descriptive text. The students found and underline difficult words. The teacher asked students to memorize these difficult words. After that, the researcher gave more examples of the descriptive text about animals. The students were paying attention to the teacher.

3) Observing (Tuesday, 6th September 2023)

In the observing stage, the research created field notes in the classroom during the teaching learning process. In whole activities in the classroom, the researcher observed and wrote notes. Afterwards, the researcher wrote field notes about student's performance, teacher's performance, and learning activities in the classroom. On that day, lack of student participation in learning and some students just chose to remain silent during the learning process. Afterwards, the teacher able to control the situation in the classroom, students listen to the teacher's explanation when the teacher explains descriptive text material, but not all students quickly understand the teacher's explanation, there are also those who are confused about the teacher's explanation. Thus, made the learning process less than optimal.

4) Reflecting (September 25, 2023)

At this stage, the researcher discussed with collaborator about the data from field notes. Based on the field notes in the first meeting, the students felt confused. Thus, the students become less active and not optimal during the learning process using Listen-Read-Discuss strategy.

b. The second meeting of the first cycle (September 29, 2023)

1) Planning (September 28, 2023)

At the second meeting, the researcher prepared next a lesson plan, and strategy of teaching reading comprehension. A lesson plan based on the syllabus and had been discussed by the researcher and collaborator. After prepared a lesson plan, the researcher also prepared field notes to observe the students in improving reading comprehension through Listen-Read-Discuss strategy. There are 3 components in field note, such as the teacher's performance, students' performance, and class situation. The components conducted to the activity happened in the classroom and the researcher written them in the field note.

After the researcher prepared a lesson plan and field note, the researcher also prepared final tests that have been validated by the validator. The tests had 20 items to measure reading comprehension of first cycle students about describe of animals and persons.

2) Acting (September 29, 2023)

Starting from the teacher greeting the students. Then, the teacher asked the students to pray first before starting the lesson. After that, the teacher checked the students' attendance. After checking the students' attendance, the teacher provide motivation for students to be more enthusiastic about learning and more focused in their learning activities that day. First of all, the teacher asked the students about descriptive text. The example of question from the teacher:

Teacher: Have you ever heard about descriptive text?

(Apakah kamu pernah mendengar tentang teks deskriptif?)

The teacher repeated the question using Indonesian. The aim is for students to understand what the teacher is asking.

Students: Sudah pernah mam.

Teacher: Sounds good. So, what do you know about descriptive text?

(apa yang kalian ketahui tentang teks deskriptif?)

Students: Teks yang berupa deskripsi benda.

After the teacher asked students, the teacher explained definition of descriptive text, general structure of descriptive text, language features of descriptive text and example of descriptive text about describe persons. The researcher also explained strategy that will be used by the researcher, namely Listen-Read-Discuss. The teacher gave final test in individual to find out the knowledge that students have. Text given by the teacher based on five aspects of reading comprehension that has been studied. The teacher instructed each group of students to read the text carefully and examine the text. the teacher asked students in groups to identify difficult words in the text. The example of difficult words:

It is about fifteen centimeters tall. The robots' colour is red. The robot has a strong body. It has two big black eyes. It has two strong legs are cover with boots. My robot can be move with two medium-sized batteries. After inserting the batteries at the back of the robot body, we can make it move when we push the button behind its neck. The robot will move its left dan right feet in turn. Two arms can also move. However, the robots' feet could not bend its feet and it moves forward only.

The students wrote and searched the meaning of words in dictionary. The teacher asked to arrange difficult words in group. Words into vocabulary lists can make students memorized. The students look confused about the instruction from teacher at the first meeting. Some students looked busy themselves and even disturb other students, it was made they did not focus on learning. Then, the teacher asked students to identified the descriptive text and answer the questions. Tests given by the teacher based on the 5 aspects of reading comprehension. The examples of question:

1. What is the main idea of the last paragraph? (finding the main idea)
2. Based on the text, which the following statement is TRUE?
 - a. The writer doesn't have a new smartphone
 - b. The writer bought his grandmother a smartphone
 - c. The writer's mother chooses the best device for her child's smartphone
 - d. The smartphone has few features (finding factual information)
3. The antonym of the word "pointed" is? (meaning of vocabulary)

4. "Inadequate conditions can cause not only stress, but also affect their growth." Does the underlined word refer to? (identifying reference)
5. From the text above, we can conclude that ... (identifying inference)

At the end of the meeting on the first day, the teacher made conclusions about the lessons taught that day. The teacher asked students about material that they do not understand. The teacher questions such as:

Teacher: Do you understand about today's material?

"Apakah kamu mengerti tentang materi hari ini?"

The teacher also asked question used Indonesian to make it easier for students to understand the teacher's question.

Students: "No miss." Meanwhile, there were also those who answered "I understand ma'am"

Teacher: Which part did not you understand?

Students: I don't understand how to determine identification and description in descriptive text. I also haven't mastered the vocabulary contained in descriptive text. Meanwhile, someone answered "I don't understand the 5 aspects of reading comprehension."

Teacher: alright, thank you for your cooperation. In the next meeting, I will explain the material clearly.

In the last session. the teacher provides feedback on the process and results of the lesson. The teacher also gave words of encouragement such as have a great day, have a good one, or see you in the next meeting. At the second meeting of the first cycle, the teacher gave students reading comprehension tests, consists of 20 items. The tests based on 5 elements of analyzing comprehension, namely finding the main idea, finding factual information, meaning of vocabulary in descriptive text, identifying reference and inference.

3) Observing (September 29, 2023)

At the second meeting, some students still seem unable to focus and still busy themselves in the learning process. But in this second meeting, the teacher was good enough to handle the class. The students seemed to enjoy it more than the first meeting. Hence, it seems easier for the teacher to lead the class. No matter how the teacher leads the class, there are some students who still looked nervous when answered the teacher's questions.

4) Reflecting (September 29, 2023)

After observing, there is a reflecting phase. When reflecting phase, the researcher and collaborator carry out assessments and reflections on activities that have been carried out consistently and programmed in cycle 1. Based on the data result, student participation is still not optimal in the learning process. Some students were still confused about the material because some students are still not focused on learning and not paying attention to the material that has been explained by the teacher.

There are several students who look busy when the teacher explains and disturb other students. Students also don't seem very active during the teaching and learning process, they did not ask whether they understand or not the material that was taught by the teacher. Some students had permission to go to the toilet during the teaching and learning process was ruined. In addition, the class is clean and looks neat because students always throw rubbish in the right place.

Based on the description above, it can be concluded that in cycle 1, learning activities in the classroom still could not optimal because some students not paying attention during the teaching and learning process. In this cycle, listen-read-discuss strategy could not improve the students' reading comprehension.

In the next cycle, researchers and collaborators should encourage interest and increase students' motivation to learn reading comprehension more optimally and enjoy descriptive text. Teacher also needed to introduce more listen-read-discuss in learning. Hence, it can improve students' reading comprehension. Teacher also paying more attention to students who are indifferent during the teaching and learning process.

c. The first meeting of the second cycle (October 02, 2023)

1) Planning (October 01, 2023)

The researcher carried out the same actions as the first cycle. In this cycle, researcher conducted an analysis of student weaknesses based on experiences in the first cycle. Researchers tried to improve reading comprehension in learning process. The researcher modified several procedures to make the second cycle better than the previous cycle. Afterward, in this cycle, researcher will pay more attention to students who do not understand the material being explained.

2) Acting (October 02, 2023)

The collaborator applied listen-read-discuss strategy in the teaching and learning process. The action was carried out on eight-grade students of SMPN 03 Mempawah Hilir. The second cycle was carried out in two meetings. The first meeting was held on October 02, 2023, and the second meeting was held on October 06, 2023.

In the action phase, the lesson plan guides all teaching and learning process activities. In the first stage, the teacher entered the class to teach English subject. The teacher asked the students to pray. After that, the teacher greets the students by asked questions such as "how's your day?", "good morning students", "good afternoon class". Afterward, the teacher checked students' attendance while gave some bit joke or warned up to make the students feel enjoy and got their attention. Then, the teacher asked students about previous materials taught by the teacher. The teacher asked which part they do not understand. The example of teacher's questions:

Teacher: Does anyone remember the previous material?

Students: Saya miss. Ingat miss tentang descriptive text.

Teacher: Alright, I will ask you. Is there anything you don't understand about descriptive text?

Students: Ada miss, I still can't differentiate between the identification and description parts. Some students answer "I don't understand about aspects of reading comprehension."

Teacher: Well, students, please listen carefully. I will explain about part of descriptive text and aspects of reading comprehension.

Students: Yes miss.

Then, the teacher explaining the material about descriptive text of animals and persons, including explaining the description of descriptive text, generic structure of descriptive text, language features and examples of descriptive text of animals and persons. The teacher explaining the material clearly. Hence, the students more easily understand the material explained by the teacher.

The students concentrate on the teacher's explanation during the teaching and learning process. The teacher given the material about descriptive text the same material. The teacher also explained that the strategy used in today's learning still uses listen-read-discuss. Then, the teacher asked students to ask questions about material they do not

understand, but no one wants to be asked. Because no one asked, the teacher thought the students already understood the material being presented.

Afterward, the teacher gave students an example of a question descriptive text about animals and persons. The teacher instructed students to read the text carefully. The students looked very concentrated and tried to understand the text. The students asked the teacher about words they did not know in the text given by the teacher. Examples of difficult words:

Isyana is a taurus girl. She is slim. She is only 50 kg and 165 tall. She has a long smooth beautiful hair. By glimpsing, she looks like a Korean star. Talking about her personality, Isyana is kind of introvert girl. She seems very quiet but she is friendly enough to people. Talking about her passion in music. Isyana likes jazz, RnB, pop, and soul. She also can play piano, saxophone, and violin. That's fantastic. What do you know about her song? Isyana is being famous because of a very romantic song entitled "Keep Being You" and "Tetap dalam Jiwa."

Afterward, the teacher asked students to list difficult words in a vocabulary list. When writing difficult words into the vocabulary list, students must remember the meaning of these difficult words. While remembering these words, students are also asked to understand the text they are reading. When the lesson time is over, the teacher continues learning activities the next day.

3) Observing (October 02, 2023)

The students are interested and enjoy taking tests about descriptive text. Hence, the teacher can easily teach material to students and increase student performance in the learning process. In discussion groups, students apply LRD strategy to share ideas. By using the LRD strategy, students seem to enjoy taking the tests, it also makes it easier for students to understand the descriptive text. The students also share ideas in group discussion by using LRD strategy in teaching and learning process.

In the first meeting of the second cycle, the data were good than previous meeting, it seems that student interest and enthusiasm in answering the teacher's questions. The researcher and collaborator are able to improve students' performance in learning process. The teacher sees that in this cycle, students are more active in the teaching and learning

process. The students share their idea in group discussion in the process of implementing the listen-read-discuss strategy.

4) Reflecting (October 02, 2023)

After completing the planning, acting, and observing stages. The teacher reflects on the learning that day. Based on data, students show an increase in the scores obtained through reading comprehension tests. Students also showed increased reading comprehension in descriptive text. Students seemed more active in discussing with their groups compared to previous meetings which tended to be passive in learning and teaching activities.

d. The second meeting of the second cycle (October 06, 2023)

Activities at this second meeting were carried out the different the previous meeting. This meeting just gave final test about descriptive text animals and persons. The teacher has analyzed the students' weaknesses based on the data from the previous meeting.

1) Acting (October 06, 2023)

The teacher carries out the same stages as in the previous meeting. The teacher enters the class and greets the students by saying "good morning, and how are you doing?". Then the teacher asked the students to pray together before starting learning. After that, the teacher checked the students' attendance while inviting the students to joke around. The teacher asks whether students still remember the previous lesson about how to describe animals, people, and objects. The teacher explains briefly all the material that was presented at the previous meeting. Then, the teacher gives final reading comprehension tests individually to students with 20 items based on 5 aspects of reading comprehension, namely finding the main idea, finding factual information, the meaning of vocabulary, and identifying reference and inference.

2) Observing (October 06, 2023)

Based on the data that has been collected, the researcher wrote field notes with satisfaction because the notes in the field notes showed a significant improvement in the learning process. Students become more active and enjoy themselves during learning activities. Students are also more active in discussing and exchanging ideas with other

students. Students look enthusiastic in the teaching and learning process using listen-read-discuss strategy.

Based on the explanation above, it can be concluded that this second cycle succeeded in showing that the use of listen-read-discuss strategy able to improve students' reading comprehension in the teaching and learning process. It makes easier for teachers to deliver learning material.

3) Reflecting (October 06, 2023)

After analyzing the data that occurred in second cycle, the researcher and collaborator reflected on the activities that occurred in the learning process. Students have shown significant progress in this second cycle. The stages in this second cycle seem to have greatly improved compared to the first cycle, listen-read-discuss strategy able to improve students' reading comprehension. It was important to pay attention to the consequences of the teaching and learning process in second cycle. Students' performance, teacher's performance and class situation are very good results during teaching and learning.

At this reflection stage, the researcher concluded that this cycle was successful in improving students' reading comprehension using the listen-read-discuss strategy. The scores obtained from the reading comprehension tests increased compared to the previous cycle. Thus, after the researcher discussed with the collaborator, the researcher and collaborator decided to stop at this cycle because the researcher was satisfied with the results obtained in this cycle to improve reading comprehension by using listen-read-discuss strategy.

2. The Students Individual Score

a. The first result of students' test of first cycles

Based on the first cycle result, the researcher found that most of the students were still unsatisfactory. The result of students' score shown as follows:

Table 4.1

Students' Classification Range Score in Cycle 1

Range Score	Number of Students'
80-100	1

60-79	13
0-59	8

The researcher also added the diagram below to inform students classification scores in students' reading comprehension. The diagram of students' classification score cycle 1 can be seen below:

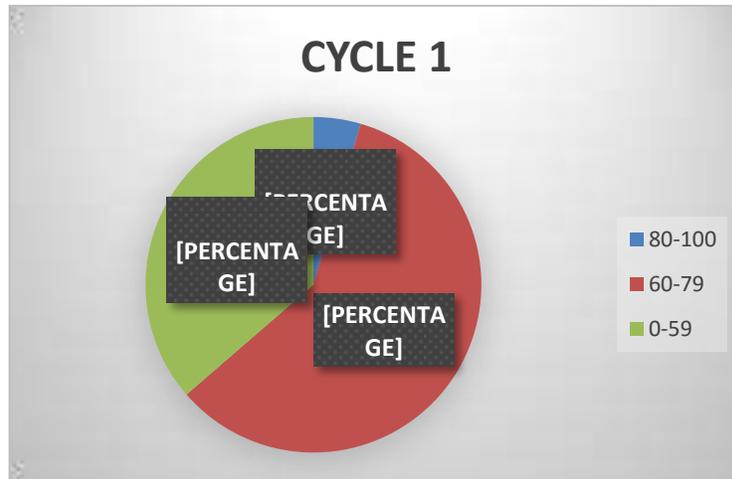


Figure 4.1

Classification of Students Score in Cycle 1

Based on the diagram above, the classification of students' score in the cycle 1, it can be seen from the percentage of the students' grades. Which score 80-100 as 1 student and about 5%, while those who scored 60-79 were 13 students about 36%, and those who scored 0-59 were 8 students about 59%.

b. The second of students' test of second cycles

The students had improved scores in the second cycles. The result of the student's score for that cycle. The result of the students in the cycle shown as follows:

Table 4.2

Students' Classification Range Score in Cycle 2

Range Score	Number of Students'
80-100	17
60-79	5

0-59	0
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The researcher also added the diagram below to inform students classification scores in students' reading comprehension. The diagram of students' classification score cycle 2 can be seen below:

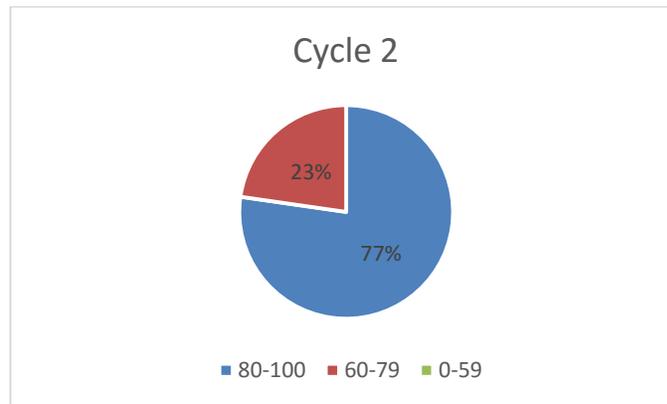


Figure 4.2

Qualification of Students' Score in Cycle 2

Based on the diagram above, the individual scores of second cycle students, it can be concluded that students' score have increased significantly than cycle 1, it is evident that 77% or 17 students are in the high category. Then, 23% or 5 students are in the medium category, and 0% or 0 student in the low category.

3. Mean Score

The researcher calculated the data to find mean score of students by using the following formula:

Cycle 1

$$\bar{M} = \frac{\sum x}{N}$$

$$\bar{M} = \frac{1.405}{22}$$

$$\bar{M} = 63,8$$

In Cycle 1, The mean scores of students are 63,8

Cycle 2

$$\bar{M} = \frac{\Sigma x}{\mathcal{N}}$$

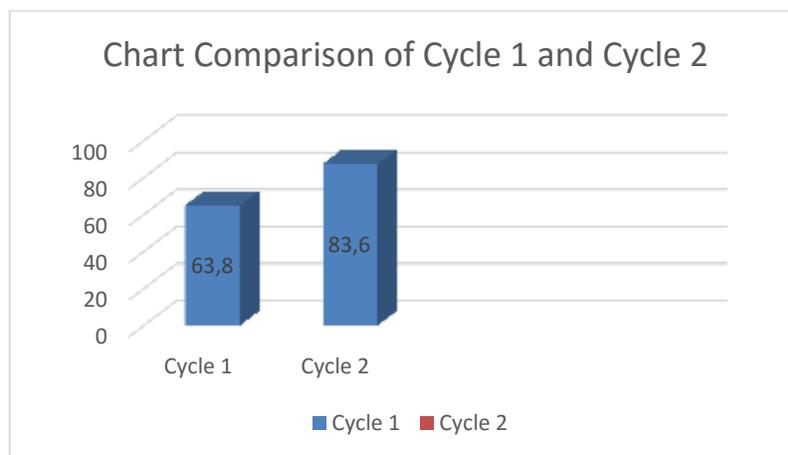
$$\bar{M} = \frac{1.840}{22}$$

$$\bar{M} = 83,6$$

In Cycle 2, The mean scores of students are 83,6

The researcher also plotted details of the student mean scores in Figure 4.3 to show the improvement in the students' reading comprehension of descriptive text. the students' mean score was described as follow:

Figure 4.3 Average Scores of Students in Cycle 1 And Cycle 2



Based on the diagram above, it can be concluded that the cycle 2 was very satisfactory as the results of the cycle 2 showed improvement significantly than cycle 1. In the first cycle, the average student score just 63,8 on classification average. It means, the students' average score was lower than the minimum proficiency (KKM) criterion, SMPN 03 Mempawah Hilir has 72 scores of KKM criterion.

Afterward, in the cycle 2, students got 83,6 scores categorized as higher than the KKM criterion. It would be inferred that the implementation of second listen-read-discuss strategy. The research found the students' individual score and mean score had improved by using

implementating of listen-read-discuss strategy. This is evidenced by the results of each cycle, which showed improvement not only in teaching and learning process, but also in reading comprehension test results.

Based on reading comprehension aspects, students can find the correct main idea. Improvement students in students' performance in discovering main idea, factual information, vocabulary, identifying references, identifying inferences, and identifying conclusion from descriptive text in cycle 1 and cycle 2.

B. Discussion

This study used classroom action research conducted to solve the problems. Based on pre-observation, the researcher found several problems written. Hence, the researcher used reading comprehension tests to find out how well the students understand what they read to solve problems. The students pay attention to the teacher in listening while the teacher taught about descriptive text using the LRD strategy. In LRD strategy, the teacher asked students to read a text. After they read a text, the teacher asked students to discuss the text, they were active in discuss with their groups. The results of this research had many advantages as explained in chapter II according to Manzo and Casale in Ananda (2019). Therefore, many advantages explaining how effective this strategy in teaching reading comprehension. Moreover, the advantages of the LRD strategy, the researcher also explained that the LRD strategy also has disadvantage, but when the researcher conducted the research, she did not find any obstacles, because the researcher had prepared the best possible materials and media.

Based on previous related study, the research showed that teaching reading comprehension using the LRD strategy in Elfa Yusanti (2017) was successful. The LRD strategy is very effective to be implemented teaching learning process in reading comprehension. Researcher showed that LRD strategy towards reading comprehension can increase student knowledge to learn, help the student to comprehending understand the information from read a text, and make the student interested and enjoyable in learning English, especially learning reading comprehension. And the student more easily understanding the vocabulary of translated sentences, the student also more active when answering question from teacher in the classroom, because they already understand the text which they read. The Listen-Read-Discuss strategy is a powerful learning technique for improving students' reading comprehension. Specifically, this technique greatly increased their ability in vocabulary, finding main idea, identifying references, inferences, and finding detail information in descriptive text. In implementing Listen-Read-Discuss strategy not only facilitates students' understanding of learning material, but also promote active participation in class, encouraging the fruitful exchange of ideas with classmate, and foster a stimulating learning environment that engages student interest.

The Listen-Read-Discuss strategy gives a significant effect on students' reading comprehension of descriptive text. It is supported by Tawali (2021) this strategy can improve students' reading ability in descriptive text. That students are actively involved in the learning process and pay attention to the teacher's explanations. They looked enthusiastic about doing the task using this strategy. Through the Listen-Read-Discuss strategy that involves students work in groups and carry out direct investigations of given objects teacher.

Based on the other researchers' explanation above, it can be concluded that the Listen-Read-Discuss strategy able to improving student reading comprehension in teaching reading activity. The students paying attention in "listening" process after researcher taught using Listen-Read-Discuss strategy. The students were excited when the researcher asked them to read a text. After read a text, Students are asked to discuss with their group about the text being discussed. The researcher found many advantages to this strategy, as explained in chapter II, the advantages according to Manzo and Casale in Ananda (2019). When the researcher conducted the research, she did not find any obstacles, because the researcher had prepared the best possible materials and media. Hence, it is more effective in teaching reading comprehension to used LRD strategy.