THE IMPLEMENTATION OF LISTEN-READ-DISCUSS (LRD) STRATEGY TO TEACH READING OF RECOUNT TEXT

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Abstrak

Penelitian ini bertujuan untuk menguji penerapan strategi LRD (Listen-Read-Discuss) dalam pembelajaran membaca teks *recount* dan untuk mengetahui kendala-kendala yang dihadapi guru dan siswa selama pembelajaran membaca teks *recount* menggunakan strategi LRD. Penelitian ini menggunakan teori membaca dan teori LRD oleh Manzo dan Casale (1985). Penelitian ini menggunakan metode deskriptigf kualitatif. Subjek penelitian ini adalah dua orang guru bahasa Inggris dan siswa kelas X MA Amanatul Ummah Mojokerto. Untuk memperoleh data, peneliti menggunakan observasi, angket, dan wawancara. Data dianalisis secara kualitatif, induktif dan interpretatif. Hasil penelitian ini menunjukkan bahwa penerapan strategi LRD dalam pembelajaran membaca teks recount masih kurang efektif dan maksimal. Masalah yang muncul dalam penelitian ini dapat dilihat dari sudut.dari sudut guru, guru mengalami kesulitan dalam mengatur waktu dalam penerapan Langkah-langkah LRD,sedangakan dari sisi siswa, kekurangan kosa kata menjadi penyebab strategi ini tidak berjalan dengan maksimal.

Kata Kunci: Strategi LRD, Mengajar Membaca, Teks Recount

Abstract

This research aims to examine the implementation of the LRD (Listen-Read-Discuss) strategy to teach reading of recount text and to discover the obstacles faced by the teachers and the students during teaching learning reading of recount text using LRD strategy. This research uses theory of reading and theory of LRD by Manzo and Casale. This research is descriptive qualitative. The subjects of this research are two English teachers and X grade students of MA Amanatul Ummah Mojokerto. To obtain the data, the researcher uses observation, interview, and questionnaire. The data were analyzed inductively, qualitatively, and interpretively. The results of this research show that the implementation of LRD strategy to teach reading of recount text is still less successful, less effective, and not maximal. The problems that arise in this study can be seen from the point of view of the teacher, the teacher has difficulty managing the time in implementing the LRD steps, while from the student's point of view, the lack of vocabulary is the reason this strategy does not work optimally.

Keywords: LRD strategy, Teaching Reading, Recount text.

1. INTRODUCTION

English is an international language that are used by people all over the world. Not only as a medium of communication, but also it is needed in transferring information and knowledge. By these reasons, it is important for people to master English both oral and written English. In the process of English learning, there are four skills should be developed to master English; those are listening, speaking, reading, and writing. These skills classified into two kinds based on the outcomes. First, listening and reading skills are labeled as receptive skills in English subject, while speaking and writing skills are considered as productive skills. These skills are important to help the learners to meet the standard of acquiring language and to develop their communication skill in the target language.

Reading which one of those skills is considered as one of the essential skills that students have to master in EFL learning because it helps the student to understand certain information and knowledge. Some researches indicated the ability to understand and comprehend written texts is a fundamental necessity for academic success

(Lynch & Hudson, 1991), making reading as one of the most significant objectives in ESL/EFL learning. However, most of the students still have problems or difficulties in reading, especially the difficulties on vocabularies, structure or grammar, and the process of undertaking the idea or information of the text. Those troubles can be brought about by a few components, for example, interest, foundation of information, attitude, and the educator. It is as of now realized that the suitable methodologies and strategy can support both teacher and students in teaching learning process.

Subsequently, the teacher ought to think about suitable methodology for developing mastery in the teaching activity which can encourage students' interest, their focus in learning reading comprehension and strategy which can be understood by students easily. To comply what is needed to make an effective teaching, the teacher can utilize one system which was presented by Manzo and Casale-Manzo, Listen-Read-Discuss. Manzo and Casale (1985) recommended that LRD is a proficiency technique which encourages the understudies to comprehend the text. By comprehending what have been read, they can create opinions, to build up their thoughts, manufacture an important discussion, show their perception of reading passage through the assignments given, and step up to different abilities (Ratnaningtyas, 2011).. Similarly, Williams (1984, p. 13), argued that the components of the LRD strategy gave effect to the speaking by applying the Listen Read Discuss (LRD) strategy, namely in a discussion stages of the LRD strategy.

There are some studies that have implemented and studied about LRDn strategy on students' reading comprehension. First, the study that has been conducted by Kriswanto, et al (2018) entitled The Effectiveness of Listen-Read-Discuss (LRD) Strategy to Teach Reading Comprehension (An Experimental Study at the Eighth Grade of SMP Ta'mirul Islam Surakarta). This study used reading test (multiple choice) in finding out the effectiveness of LRD strategy. Similar with that study, this study uses LRD strategy as the method of teaching. Different with that study, this study uses a recount text in applying LRD strategy. Second, the study conducted by Ngatimah and Hanapi (2018) with the title The Listen-read-discuss (LRD) in Improving the Student Reading Skill of Recount Text at SMPN 2 Buru. This study aims at measuring the effectiveness of the Listen-read-discuss (LRD) Strategy in teaching reading. The study applied the pre experimental design which consisted of one class to measure the effectiveness of the Listen-read-discuss (LRD). Similar with that study, this uses Listen-read-discuss (LRD) in Recount text, but there is also difference between those studies with this study. This study uses two classes to be tested while that study only used one class.

Thus, the researcher decided to examine the implementation of the LRD strategy in teaching the reading of recount texts and find out more obstacles that are faced by the teachers and the students.

Furthermore, a child's thinking creates as a slow development of information and scholarly abilities towards a last phase of formal, logical thinking (Cameron ,2001). Every student has various experiences in their life. Their experiences reflect their background of knowledge. Students usually are easier to understand and relate their knowledge with text that relates to someone experiences of life. Therefore, through recount text, the student will get easier to understand the idea or the information of the text. Recount text is an text that retells the past event or someone's experiences.

In previous study, Hanapi, N. (2018) focused on the student's problem only. In the other hand, the problem of some methods not only comes from the student, but also the teacher. Consequently, in order to examine how the implementation of the LRD strategy in teaching the reading of recount texts and discover more obstacles or problems that is faced by the teachers and then students, the researcher uses the following theories without the researcher's intervention .

READING

Reading is an intelligent cycle wherein reader's earlier information regarding the matter and the purpose for reading; work to impact what is found out from text (Ifrianti, 2009). In addition, as Johnstone and Lord (2006; 2) statement, reading is unraveling or decoding and understanding the content. Readers decode written text by making an interpretation of text to discourse, and making an interpretation of legitimately to meaning. In view of the theories above, it tends to be expressed that reading is a cycle in interpreting and understanding composed writings where reader's prior information regarding the matter work to impact what is found out in the text. Moreover, Harmer states that reading is useful for language procurement. Given that the student much understand what they read, the more they read, the better they get at it (Harmer, 2009).

Likewise, Patel and Jain (2007; 113) express reading is an essential in life with which none can upgrade his/her insight or knowledge. It implies that reading has advantages in giving all the more knowledge or understanding in subject learning and it has significant part inn life which can upgrade her/his insight. In view of the theories above, it very well may be inferred that reading as a process in interpreting and understanding written text and to get the meaning of the text in which readers' prior information or knowledge regarding the subject operate to impact what is found out and read.

Concept of Reading Comprehension

Comprehension is that then intentional thinking process that happen as we read (Panel, 2016). additionally, Tankersley (2003; 9) states that understanding or comprehension is that reading center. It can be known that to comprehend in reading need intentional thinking and more clarity of mind to capable get comprehension of the text. Furthermore, Karen expresses when comprehension is deep and exhaustive, a reader could understand, assess, synthesize, and analyze the information and increase through an interaction between reader and writer. reading comprehension is a high interactive process that requires assessing, synthesizing, and a and examining of data and increasing through an interaction in reading. In this way, the readers can build the importance or meaning of the text.

Moreover, a successful comprehension empowers readers or listeners to obtain information, to encounter and to know about different words (includes fictional one), to communicate effectively, and to make scholastic progress. What's more, it very well can be measured from certain criteria commonly utilized in measuring student's reading comprehension mastery, those are:

1. Topic

2. Idioms nor Expression

3. Inferences

4. Detail information

5. Grammatical Features

6. Implicit facts

7. Supporting ideas

8. Vocabulary (Brow, 2003).

Concept of Teaching Reading Comprehension

Those are components oftentimes tasked questions that can build students' reading understanding. Then teacher shouldn't notice of every component to develop students' ability in understanding the content. The accompanying components are:

a) Phonics.

b) Phonemic n awareness.

c) Vocabulary

d) Fluency

e) Text comprehension (Panel,2016)

Problem in Teaching Reading Comprehension

Then problems nor issues in teaching reading comprehension deals with the teaching strategy and the choices of teaching materials. Based on Baradja (2004 cited inn Budiharso 2004: 54), those are five facts that exist as problems in teaching reading. Those are as follow:

1) Then students' mastery of the basics.

   Then basic knowledge is then 'foundation of reading'.

2) The students are slow readers

3) The student has failure to figure out the inferences, main idea, and also implication of English text.

4) The selected text. In selecting the text, the teachers are not sure and not confident enough to pick the reading materials. teachers generally transfer upon English textbook.

5) The exercises. Exercises following then reading section have been addressed as they impose the teachers to actualize teaching. Procedures at some artificial approaches to design exercise in the conventional comprehension follow a section. Alteration to the exercise is difficult to do since it wastes time and energy.

The Problems inn Learning Reading Comprehension

Students with reading issues need huge numbers of the essential parts of reading. They cannot read and understand, even to grasp the content. They show various issues related with low comprehension, including poor decoding, fluency, and vocabulary (Klingner, 2007). vocabulary is then significance and approach to communicate wordsn that we use inn correspondence (Transkersley, 2003). Hence, inn teaching learning reading comprehension there are some issues nor problems that will ben faced by the students; those are:

1) Decoding

2) Memorizing

3) Making Inference

4) Knowledge

5) Prior knowledge

   (Nation, 2016).

LISTEN-READ-DISCUSS STRATEGY

nMcKenna (2002:94) states that listen-read-discuss is a methodology especially proposed for battling

students. Its three stages speak to previous, during, and post stages of all reading exercise plan. It infers that, there are three stages in this procedure. Most importantly, the student listens to the clarification about then material from the teacher. second, then teacher requests the students read then content ton get their comprehension. Finally, then teacher guides then students ton examine to realize their understanding about the content. In this technique, the teacher endeavors to make the students can understand the content by giving clarification in earlier segment. Manzo et al (2005) likewise state listen-read-discuss meets these requirements for teacher and students. It meets about then teacher's explanation and students' comprehension. In this way, then researcher concludes that Listen-Read-Discuss strategy is then exercises that manufactured students' experiences information inn comprehending the text. It may be active teaching inn learning for then students and then teacher inn teaching reading comprehension.

Procedure of teaching reading comprehension through LRD

As indicated by Manzo and Casale-Manzo (1985; 11), the procedure or methodology of teaching reading comprehension through LRD dependent on then Taxonomy of strategies for teaching EFL reading and variations inn teaching reading comprehension through LRD are as follows:

a. Pre - Activities

1) The teacher welcomes his/her students.

2) The teacher offers conceptualizing or brainstorming ton the students.

3) The teacher stimulates the students' interest so the students can predict what they will read

4) The teacher encourages the assignment.

The teacher discloses to the class that he/she will give introduction which will cover all details of the material, yet the students should read to find what questions these detail answer.

b. Whilst Activities

1) The teacher gives the information from the text in the customary lecture style.

2) Reading section

The teacher gives the student times reading the same material in the textbook.

3) The teacher places the students into groups and gives times to them to dig into a point in more prominent profundity.

4) The teacher checks the students' comprehension and

facilitates comprehension. Then the teacher discusses the material that the students have listened and read. Teacher can utilize questions that are adapted and extended from Smith in Manzo & Casale, these questions recommended for inciting a productive conversation or discussion following reading:

a) What did you understanding most from what you heard and read?

b) What did you understanding least from what you hear and read?

c) What questions or though did this lesson raise in your mind about the content and/or about effective reading and learning?

c. Post Activities

The activity in this section is that the students practice reading skill.

1) The teacher does score and reflection.

2) The teacher ends the meeting.

RECOUNT TEXT

As indicated by Anderson (1997: 48), recount is talking nor writing on past occasions nor a bit of a text that retells past occasions, typically inn then request which they occurred. recount text implies then type of the content telling about somebody involvement with then past that utilized inn educational program 2004, there for then experience of then readers, for example, their experience and their daily activity. recount text implies telling about oneself experiences or the day's activity (Echols, 1975: 471).

1. **The**n **Purpose of Recount Text**

A recount text has a social function. recount "tell what occurred". Then reason for a social recount is to record a progression of occasions and assess their significance inn some way. It is additionally to give the readers a portrayal of what happened and when it happened. The reason for then literary/stories recount is ton tell an arrangement of occasions son it engages. Then stories recount has expressions of attitude and feeling, normally made by narrator about then occasions.

2. **Types of Recount** text

There are three types of recount text (Derewinka, 1990: 15-17). Those are:

a. p**ersonal**

personal recount is a recount that retelling of a personal nativity that then writer or speaker has been

involved inn (e.g. diary).

b. f**actual**

This kind of recount text is focused on reviewing occasions precisely. It can go from ordinary undertaking, for examples, accidents, organized examination, sciences, news report and police report. Then emphasis is non using languages that is precise, factual, and detailed, son then readers increases a total image of occasion, experience, nor accomplishment.

c. i**maginative**

It is kind of recount text that is taking non an imaginary role and giving details events (e.g. a day in the life of a Roman Slave: how I invited…)

3. Structure of Recount Text

a. **Orientation**

It provides all the essential background information to make sense of the text. To ensure it is detailed and thorough, the writer needs to give information about what occurred, who nor what was included, when and where the events happened and why.

b. **Series of events**

Events are generally sequenced chronologically, but students should be encouraged to experiment with arranging events in order of importance. unity between paragraph is made using time connectors (before, throughout, finally) so that then separate events from part of coherent text.

c. **Re-orientation**

It comprises of the recount summarizing result, evaluating the topic, and offering personal comments.

4. l**anguage Features of Recount Text**

According to Board of studies (1998b:287) then language features that generally are found and used inn recount text are:

a)   Past action verbs

b)   Past tense

c)   Nouns and pronouns

d)   Adjectives

e)   Time connectives, conjunctions, and   sequence the event.

f)   Adverb and adverbial phrases

5. Significance of Lexical Grammatical Features

To make functional grammar, as indicated by Board of studies (1998b:287), then significant common grammatical patterns of recount text including:

a. Focuses nonspecific participant.

b. Using past tense

c. Focuses on temporal sequences.

d. Using action verbs.

e. Using circumstance of time and place.

METHODOLOGY

The researcher utilized descriptive qualitative research. According tonSetiyadi (2006), qualitative research is a research that that produces elucidating information as composed words nor oral from then subject and its conduct that can be watched, in this manner the objective of the research is an individual comprehension and its experience totally. Creswell (2012; 626) qualitative research is a useful solicitation approach for researching and understanding a focal wonder. To get some answers concerning this phenomenon, then researcher asks participants wide, general inquiries, gathers then itemized perspectives on participants as words or pictures, and breaks down the data for depiction and topics. Creswell, (2007) expressed that those are several attributes or characteristics of qualitative research such as conducting the research in natural setting, key instrument is the researcher, and the research focused on then participants meaning. In line with those focuses, this research is a qualitative research in which the data are as words and wide explanation instead of number. By utilizing qualitative research, the data can be clarified more detail and the researcher concerned on and focused on the teaching learning reading comprehension process by implementing Listen-Read-Discuss (LRD) of recount text at the X grade of MA UNGGULAN AMANATUL UMMAH Mojokerto.

The samples of population which were the subject of then research and then source of then data were two X grade English teachers of MA UNGGULAN AMANATUL UMMAH Mojokerto. There were two classes comprised 50 understudies. Two classes were picked as then sample of then research and then data were gotten from then students of X1 and X2 class which each class is comprised of 25 students. The researcher chose X1 and X2 class, also the two English teachers as the research subjects.

The research was conducted through the observation, interview, and questionnaire. Then, then data were analyzed using descriptive qualitative with the steps according to qualitative data analysis model of Miles and Huberman (1994; 10)

RESULT AND DISCUSSION

Here is the result discussion of the data have been reduced. Then data are displayed into table and wide explanation. The analysis was done according to collected data in each instrument.

Observation result

Observation had been done to two English teachers and X grade students of MA Amanatul Ummah during teaching learning processes of recount text. There are some results gotten from this observation. The atmosphere of the classroom during teaching learning reading of recount text by implementing LRD are some students look active and enthusiastic with the new method that they get in the classroom, especially in the listening and discussion section. but some of them look bored, less responsive and have chatting each other in the reading section. From those results, it can be seen that the implementation of LRD strategy in teaching reading recount text still less successful and not maximal because the successfully of the discussion section is based on how good they get the information from reading and listening. There are numerous obstructions or issues that are confronted and can't be tackled by teachers during the teaching process despite the teachers have followed the LRD procedure of manzo and casale's. Those problems are that the teachers cannot manage the time well. They apply some steps of LRD sequences in hurry. Therefore, they have no time to give reflection or feedback to the students. They are more focus in discussing the reading recount text material without any discussion about the students' difficulties or issues in learning reading recount text.

Interview result

From the interview results that have been done to the two English teachers and X grade students both A and B classes, the conclusion that can be drawn is that then implementationn of LRD strategy inn teaching reading recount text work well even though there are still some weaknesses or obstacles in many sides. Some problems or weaknesses faced by both then teachers and students

during teaching leaning process of recount text using LRD strategy are explained as follows.

No	Problem
1	Teaches have difficulties cannot manage the time well so that some step of LRD strategy run in hurry and the students cannot achieve mastery of the basics, read slowly, and have difficulties in figuring out inferences, implications, and main idea.
2	Teachers have problems in modifying the question and the exercise to engage students' interest in learning reading recount text.
3	Teachers cannot give a feedback for the students in the process of teaching reading recount text and cannot ask the students' obstacles during the process of learning reading recount text.

Questionnaire result

The questionnaire was designed into yes/ no question. The questionnaire is given to and filled by the students and pointed as prominent verification of the interview result to the students' issues and opinions inn learning reading recount text by using LRD. According to the questionnaire results, it shows that the students' responses are varied. Here is the result of the questionnaire that has been described and displayed in the following table.

No	Question	Percentage	
		Yes	No
1	Do you have problem in learning reading recount text?	73%	27%
2	Do you think that your teacher is able to make you being active during learning reading recount text in the class?	36%	64%
3	Do you have problem in understanding the meaning of a word or a sentence in the text?	76%	24%
4	Do you have problem to comprehend and figuring out of the inference of the text?	65%	35%
5	Do the texts that were given by the teacher can attract your interest?	67%	33%
6	Do you need a long time to read and understand a recount text?	83%	17%
7	Do you have problem to memorize words, sentences and the text that you had been discussed before?	54%	46%
8	Except in the class, are you interested in using and practicing reading of other English texts?	49%	51%

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From above data, it can be seen that there are 73% students claimed that they have some obstacles in learning reading recount text using LRD, it tends to be presumed that the implementation of LRD strategy in learning reading recount text still less effective for majority of the students. Some of the reasons are because the teachers are not able to engage the students to be more active during the teaching and learning process of recount text and then texts used by the teachers cannot attract the students' interest. In addition, the students claim that they are lack of vocabulary mastery so that they are difficult to decode words, phrases, sentences in the text. Moreover, they also have a problem to discover the inference of the text. Yet, most of the students also have slow reading habit, and more half of the students are not interested in using and practicing reading English text at beyond of the classroom.

CONCLUSION

As explained in the discussion, the teachers have implemented the step of LRD strategy of Manzo and Casale's (1985) during teaching learning reading recount text in sequence. However, the implementation of LRD strategy in teaching reading recount text does not run well. It is also less effective and also maximal. Some students look active and enthusiasm during learning reading recount text process, but some of them look bored, less responsive, have no interest, make noisy, and have chatting each other.

Moreover, the implementation or the usage of LRD strategy in teaching learning reading recount text has many obstacles or problems that are faced by the teachers and also the student. The problems that are faced by the teachers such as difficulty in managing the times, issues if the students cannot master the basics, cannot figure out main idea, inferences, and implications, read very slowly. Those problems make the teacher have to explain the material again from the beginning. The teacher has an issue to modify or alter the exercise of reading material in this case a recount text, an obstacle to give a criticism for the students, and also gets challenges in stimulating the students' interest.

Meanwhile the problems that are face by the students during reading recount text utilizing LRD methodology applied by the teachers are lack of vocabulary, get challenge to decode words, phrases, and sentences, trouble to discover the main idea and the inference of then text, slow reading, trouble to retain the content that had been examined, and absence of enthusiasm in learning reading recount text so that they are being passive and bored during learning reading process. Moreover, they are less of confidence and scared of committing error during learning reading process.

SUGGESTION

In view of the results and discussion of this research which concerned on examine the implementation of LRD strategy to teach reading of recount text, there are some suggestions that can be learnt.

First for the teachers, they should try more to manage time so that every step of LRD strategy can be run well and they also can attract the students' interest. Second, for the students, they should improve in practicing reading English text in order to increase their vocabulary and help them to understand the English text. The last, the researcher suggests for the future researcher's inn conducting a research related ton then implementation of LRD strategy in difference subject, skill, or genre that are more interesting. Yet, they also may use this research as reference to develop their research.

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