THE IMPLEMENTATION OF LISTEN, READ, AND DISCUSS (LRD) LEARNING MODEL ON TEACHING AND LEARNING READING FOR THE TENTH GRADE STUDENTS OF SMK NEGERI 4 KLATEN

S-1 THESIS

Submitted as a Partial of the Requirements for Undergraduate Degree of Education in English Education Study Program.

By

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TEACHER TRAINING AND EDUCATION FACULTY

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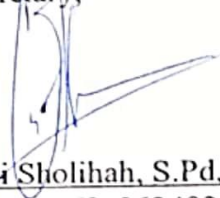NIDN/NIP. 0012046001/19600412 198901 1 001

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iii

PRONOUNCEMENT

This is to certify that I myself write this thesis entitled "THE IMPLEMENTATION OF LISTEN, READ, AND DISCUSS (LRD) LEARNING MODEL ON TEACHING AND LEARNING READING FOR THE TENTH GRADE STUDENTS OF SMK NEGERI 4 KLATEN".

It is not a plagiarism or made by others. Anything related to other's work is written in quotation, the source of which is listed on bibliography.

If then this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten, July 2023

E59BFAKX526075035

Yuli Trisnawati

1911200016

MOTTO

"Laa yukalliful-laahu nafsan illa wus'ahaa"

(Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya)

-QS Al Baqarah 286-

Great things are not done by impulse, but by a series of small things brought

together.

-Vincent van Gogh-

PRESENTATION

This thesis is presented to everyone who reads my thesis, especially to:

1. My beloved mother (Jumiyem) and father (Tukiman)

   Thanks to my parents who have accompanied and encourage me in the process of making this thesis. Thank you for your love and your uncounted prayers, advice, support both financially and mentally that made me possible to finish my study.

2. My beloved sisters (Sri Purwaningsih, Dwi Handayani, and Alvi Nur Ramadhani)

   "Thanks for your support and for your love"

3. My best friends (Mas Gilang, Siti, Uzee, Puput Ambar, Septi, Yuspika)

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7. All the teachers in SMK Negeri 4 Klaten.

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The writer realizes that this is still far from being perfect. Therefore, the writer would like to accept suggestion and criticisms from readers in order to make this thesis perfect.

Finally, the writer hopes this thesis will be useful for especially the English students and readers in general.

Klaten, July 2023

Yuli Trisnawati

TABLE OF CONTENTS

CHAPTER I INTRODUCTION

LIST OF TABLES

LIST OF FIGURES

ABSTRACT

YULI TRISNAWATI. 1911200016. English Education Study Program, Teacher Training and Education Faculty, Widya Dharma University, Klaten, 2023. Thesis: *The Implementation of Listen, Read, and Discuss (LRD) Learning Model on Teaching and Learning Reading for the Tenth Grade Students of SMK Negeri 4 Klaten.*

The aim of the study is to answer the question which becomes the problem of this study, this is "How is the implementation of Listen, Read, and Discuss (LRD) Learning Model on Teaching and Learning Reading for the Tenth Grade Students of SMK Negeri 4 Klaten?". The research strategy used in this study is qualitative. The data in this study are the results of observation in the classroom, interview, and documents about the process of teaching and learning reading. The sources of the data are the English teacher and the students. The data were collected through observation, interviews, and documentation on teaching and learning reading for the tenth grade students of SMK Negeri 4 Klaten. The data were analyzed by flow model of Milles and Huberman.

The implementation of Listen, Read, and Discuss (LRD) model is started by the teacher's presenting the material to the students. Students are asked to listen to the material explained by the teacher. The teacher asks the students to read a part of the material that has been explained. Then the teacher makes groups to discuss by dividing students into ten groups, each group consists of three students. Then students carry out discussions with their respective groups. The results of the study show that this model is very effective in helping improve students' reading skills and learning activities. In addition, the application of this model can increase collaborative interaction among students and teacher through discussions.

Keywords: Implementing, LRD model, reading

CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading is a thought process, which describes in various ways to explain what processes occur when someone reads and how someone understands a text. Reading is useful for language acquisition. In reading at least someone is able to understand what he is reading, the more he reads, the better he will understand it (Harmer, 2007). Reading is an important activity in life with which one can update his/her knowledge (Patel & Jain, 2007). This means that reading has a function to provide deeper understanding in learning subjects and is an important part of life that can update knowledge.

Based on the theory above, it can be stated that reading is a process of deciphering, understanding written texts, and understanding the meaning of texts where the reader's prior knowledge of the subject operates to influence what is learned and read. Reading gives students more experience to improve their English knowledge and skills.

Besides reading, there are other skills, namely listening, speaking, and writing. These four skills are interrelated in learning English. Students must master all of these skills, especially reading skills.

According to *Peraturan Menteri Pendidikan dan Kebudayaan Pasal 19 ayat 1 Tahun 2013 Tentang Standar Nasional Pendidikan,* learning process in educational units is interactive, inspirational, fun, challenging, motivates students to participate, and provides sufficient space for initiative, creativity, and independence in accordance with talents, interests, and physical and psychological development of learners (Kemendikbud, 2013). So, the national education standard is a teaching and learning process that can be packaged properly to arouse students' interest and lead to student activity, especially in reading skills.

In teaching reading skill, most of the teachers in SMK Negeri 4 Klaten teach reading in the traditional way which makes the students feel bored and the students can't understand the text. In teaching reading skill mostly the teacher asks the students to read the text and corrects it by answering questions in the text. This teaching method makes the situation of the class boring. The teacher needs to make the students be more active in understanding the text.

This condition occurs because the students are not familiar with vocabulary and grammar especially tenses, so it is difficult to know the kind of the text and understand the main idea of the text. In addition, students' interest in learning English is low. This is due to students' perception that learning English is difficult. The key issue was that the strategy used by the teacher did not change, so the students were not interested in reading and understanding it.

Therefore, the teachers as educators must be creative and innovative to find solutions to improve the quality of learning in terms of student learning outcomes and reading skills. One of the techniques for improving student reading skills and learning outcomes is the use of LRD (Listen, Read, and Discuss) model.

LRD is one of the models which teachers use to learn English in the classroom. This model helps students to improve their reading skills and learning outcomes. By implementing this model, learning becomes more active, meaningful, and efficient. It is supported by research conducted by Manzo (2018), where the use of LRD model can improve student reading skills. The implementation of students learning based LRD model is effective. Based on the explanation which has been explained by the writer, the study is entitled "The Implementation of Listen, Read, and Discuss (LRD) Learning Model on Teaching and Learning Reading for the Tenth Grade Students of SMK Negeri 4 Klaten".

B. The Reason for Choosing the Study

A. Reading skill is an interesting activity where the reader transfers the information widely by the way of understanding and giving the meaning of the text.

B. Listen, Read, and Discuss (LRD) model is provable to make the students more effective in learning because the students are able to comprehend the materials.

C. **The Limitation of the Study**

This study is focused on implementation of Listen, Read, and Discuss (LRD) learning model on teaching and learning reading for the tenth grade students of SMK Negeri 4 Klaten.

D. **The Problem of the Study**

The problem of this study is formulated as follow: How is the implementation of Listen, Read, and Discuss (LRD) learning model on teaching and learning reading for the tenth grade students of SMK Negeri 4 Klaten?

E. **The Aim of the Study**

The aim of the study is to describe the implementation of Listen, Read, and Discuss (LRD) learning model on teaching and learning reading for the tenth grade students of SMK Negeri 4 Klaten.

F. **The Use of the Study**

The result of the study is expected to be useful both theoretically and practically as follows.

A. The Theoretical Use

It can be used to enrich the repertoire of teaching and learning reading theory.

B. The Practical Use

1. For English Teacher

   a. The result of the study will increase the quality of English teaching and learning process.

   b. The result of the study will be useful and give contribution of developing English teaching especially in reading.

2. For students

   a. This study is expected to motivate students to learn English, especially in reading comprehension.

   b. The results of this study can increase students' mastery in reading comprehension.

G. The Clarification of the Key Terms

To clarify the meaning of the title, the writer would like to describe the key terms as follows.

A. Implementation

According to Hornby, implementation means carry out a plan (Hornby, 2010). In this study, implementation means applying the process of teaching and learning reading skill by using Listen, Read,

and Discuss (LRD) model for the tenth grade students of SMK Negeri 4 Klaten.

B. Reading

Reading is a strategic process in that a number of the skills and processes are needed on the part of the reader to anticipate text information, select key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to reader goals (Grabe, 2009b). In this study, reading is an activity where the reader transfers the information from the text to be comprehended by using Listen, Read, and Discuss (LRD) model for the tenth grade students of SMK Negeri 4 Klaten.

C. Listen, Read, and Discuss (LRD)

Listen, Read, and Discuss (LRD) is comprehension model that builds students' prior knowledge before they read a text, during reading, and after reading by listening the teachers short lecturing, reading a text selection and discussing (Richardson, 1999). Based on the statement above, Listen, Read, and Discuss (LRD) is one of the models used by the teacher to build the students' prior knowledge in the process of teaching and learning reading skill for the tenth grade students of SMK Negeri 4 Klaten.

H. The Organization of the Study

To give clear understanding about the content, the writer would like to organize the thesis into five chapters. The study consists of five chapters as follows.

Chapter I is introduction. It consists of the background of the study, the reason for choosing the topic, the limitation of the study, the problem of the study, the aim of the study, the use of the study, the clarification of the key terms, and the organization of the study.

Chapter II is review of related literature. It consists of previous studies, theory of reading, theory of Listen, Read, and Discuss (LRD) model, and theoretical framework.

Chapter III is the method of the study. It deals with the meaning of research method, strategy of the research, the data and source of data, the technique of collecting the data, the validity of data, and the technique of analyzing the data.

Chapter IV discusses the result of the study. It includes the research findings and the discussion of the findings.

Chapter V is conclusion and suggestion. Conclusion is the summary of the study. Suggestion is addressed to teacher and students.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer presents the conclusion and suggestion of the research.

A. Conclusion

In this study, the writer would like to answer the statement of the problem that had been written in the previous chapter. It is "How is the implementation of Listen, Read, and Discuss (LRD) learning model on teaching and learning reading for the tenth grade students of SMK Negeri 4 Klaten?"

After analysing the data, the writer concludes that there are three steps of implementation of Listen, Read, and Discuss (LRD) learning model. This model starts by the teacher's presenting the material to the students. Students are asked to listen to the material explained by the teacher. The teacher asks the students to read a part of the material that has been explained. Then the teacher makes groups to discuss by dividing students into ten groups, each group consists of three students. Then students carry out discussions with their respective groups. After the implementation of the Listen, Read, and Discuss (LRD) model, it becomes easier for students to understand the material and the teaching and learning process becomes more active and interactive.

B. Suggestion

In this study, the writer would like to give some suggestions to the students and the English teacher.

1. To the Students

   a. The students should improve their knowledge in vocabulary, grammar, and spelling in order to get better achievement in comprehending the text.

   b. The students should be able to use the time well.

2. To the English Teacher

   a. The teacher had better use Listen, Read, and Discuss (LRD) learning model as an alternative way in teaching reading. It is supported by the findings that Listen, Read, and Discuss (LRD) learning model is an effective model to be applied and make the students more active in the classroom.

   b. The teacher should monitor students' activity during teaching and learning reading.

   c. The teacher should support the students by giving some motivations to make the students more active and focus on the material.

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