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I certify that this thesis is original and that the examiners have also verified this. I will face consequences in accordance with the rules and regulations if it is later determined that this thesis contains plagiarism.

Bojonegoro, August 17th 2023

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MOTTO

Do the best and pray, Allah will take care of the rest.

In the middle of difficulty lies opportunity (Albert Einstein)

DEDICATION

This thesis is dedicated to:

1. My beloved Parents
2. My beloved special someone
3. My beloved Sister and Brother
4. The lecturers of English Department
5. All of my friends in UNUGIRI especially all sahabat-sahabat PMII Unu Sunan Giri Bojonegoro and members of PBI

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The researcher wishes that Allah SWT will give them in return all good things that have been given to her. The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Bojonegoro, August 17th, 2023

The researcher

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ABSTRACT

Kuncoro Agus, Cucuk. 2023. *The Effect of Listen-Read-Discuss (LRD) Strategy to The Students Senior High School Reading Comprehension*. Thesis, English Language Education, Faculty of Teacher Training and Education, University of Nahdlatul Ulama Sunan Giri, Mohammad Fatoni, M.Pd. as advisor I and Ainu Zumrudiana, M.Pd as advisor II.

Keyword: Reading Comprehension, Listen-Read-Discuss (LRD)

The objective of this research is to find out the proses of teaching reading comprehension by using Listen-Read-Discuss (LRD) strategy to the students eleven grade students of SMAI Nurul Ulum Gayam. This research method employed quasi-experimental design. The sample of the research was eleventh grade student' of SMAI Nurul Ulum Gayam. The total sample was 30 students. The researcher used total sampling technique in this research. It means that the sample in that class was all taken. The research chose the method because he wanted to know the effect of Listen-Read-Discuss (LRD) to improve students reading comprehension. The problem statement was: "How to teach reading with Listen-Read-Discuss (LRD)" and "How is the effect of Listen-Read-Discuss (LRD) to the students reading comprehension". The researcher applied mix method (qualitative and quantitative method). The instrument of research was observation and a test used pre-test and post-test. The data collected through qualitatively by observation were observe the English teacher used fieldnote and quantitatively used pre-test and post-test were firstly tabulated and the analyzed in SPSS program 29.0 for windows. To find out the students score result were from the post-test score of independent t-test. The result of the data indicated that alternative hypothesis (Ha) was accepted, it mean there was significant difference between the students post-test score of experimental group and control group. Mean post-test score of experimental group was 76.67 and mean post-test score of control group was 63.33. The magnitude of the difference in the mean was 13.00. The value post-test independent t-test of significance value (sig 2-tailed) is lower than 0.05 or 0.001 < 0.05. From effect size statistical by *eta squared*, the researcher found that, the value of *eta square* is (0.59). The obtained value of *eta square* shows very large effect size. Based on the findings and discussion of the research, the researcher concluded that, Listen-Read-Discuss (LRD) has highly significant effect to improvement the students' reading comprehension of SMAI Nurul Ulum Gayam.

ABSTRAK

Kuncoro Agus, Cucuk. 2023. *The Effect of Listen-Read-Discuss (LRD) Strategy to The Students Senior High School Reading Comprehension*. Skripsi, Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Nahdlatul Ulama Sunan Giri, Mohammad Fatoni, M.Pd. sebagai pembimbing I dan Ainu Zumrudiana, M.Pd sebagai pembimbing II.

Kata Kunci: Pemahaman Membaca, Mendengar-Membaca-Diskusi

Tujuan dari penelitian ini adalah untuk mengetahui proses mengajar membaca dengan menggunakan strategi Mendengar-Membaca-Diskusi dan untuk mengetahui pengaruh dari penggunaan Mendengar-Membaca-Diskusi terhadap pemahaman membaca siswa dari siswa kelas sebelas SMA I Nurul Ulum. Penelitian ini menggunakan bentuk model kuasi-experimental. Sampel penelitiannya adalah siswa kelas sebelas SMA I Nurul Ulum Gayam. Sampel seluruhnya adalah 30 siswa. Peneliti menggunakan tekhnik sampel keseluruhan pada penelitian ini. Artinya bahwa sampel di kelas itu diambil semua. Peneliti memiih metode ini karena peneliti ingin mengetahui pengaruh dari penggunaan stategi Mendengar-Membaca-Diskusi untuk meningkatkan pemahaman membaca siswa. Pernyataan masalahnya adalah: "Bagaimana cara mengajar membaca dengan menggunakan strategi Mendengar-Membaca-Diskusi" dan "Bagaimana pengaruh dari penggunaan strategi Mendengar-Membaca-Diskusi terhadap pemahaman membaca siswa". Untuk menjawab pernyataan masalah, yang terkait dengan tujuan penelitian, peneliti menerapkan metode campuran (metode kualitatif dan kuantitatif). Instrument penelitian adalah observasi dan tes dengan menggunakan pre-tes dan post-tes. Pengumpulan data melalui kualitatif observasi dengan mengamati guru bahasa inggris dengan menggunakan catatan lapangan dan kuantitatif menggunakan pre-tes dan post-test dimana yang pertama ditabulasi dan dianalisis dengan program spss versi 29.0. Hasil dari observasi mengindikasikan bahwa proses mengajar membaca menggunakan strategi Mendengar-Membaca-Diskusi dibagi menjadi 3 step. Untuk mengetahui hasil nilai siswa adalah dari nilai post-test independent t-test. Hasil dari data tersebut mengindikasikan bahwa hipotesis alternatif (Ha) diterima, artinya terdapat perbedaan signifikan antara nilai post-test siswa dari grup eksperimen dan grup kontrol. Rata rata nilai post-test dari grup eksperimen adalah 76.67 dan rata rata nilai post-test dari grup pembanding adalah 63.33. Besarnya perbedaan rata rata adalah 13.00. Nilai post-test independent dari signifikan (2-tailed) lebih rendah daripada 0.05 atau 0.001 < 0.05. Dari statistik ukuran efek dengan *eta squared*, peneliti menemukan nilai dari *eta squared* adalah (0.59). Nilai yang diperoleh dari eta squared menunjukan dampak ukuran yang sangat besar. Berdasarkan temuan dan pembahasan pada penelitian ini, peneliti menyimpulkan bahwa strategi Mendengar-Membaca-Diskusi mempunyai pengaruh signifikan yang tinggi untuk pemahaman membaca siswa SMA I Nurul Ulum Gayam.

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