

IMPROVING STUDENTS' READING COMPREHENSION THROUGH LISTEN-READ-DISCUSS STRATEGY OF SMPN 03 IN THE ACADEMIC YEAR 2022/2023**Rika Monica¹, Sahrawi², Maliqul Hafis³**^{1,2,3} English Education Study Program, Language and Arts
Education Faculty, IKIP PGRI Pontianak¹²³ rikanica261@gmail.com**Abstrak**

Penelitian ini dilakukan dengan tujuan untuk mengetahui bagaimana strategi mendengarkan-membaca-berdiskusi dapat meningkatkan pemahaman membaca teks deskriptif pada siswa. Penelitian ini dilakukan dengan menggunakan penelitian tindakan kelas. Peneliti melakukan penelitian di sebuah SMPN 03 Mempawah Hilir dan subjek dalam penelitian ini adalah kelas VIII B yang terdiri dari 22 siswa. Untuk pengumpulan data, peneliti menggunakan catatan lapangan, dan tes membaca, untuk mengetahui apakah ada kemajuan dari siswa dalam meningkatkan pemahaman membaca siswa dalam teks deskriptif. Penelitian ini dilakukan pada dua siklus, pada siklus 1 rata-rata nilai siswa adalah 65 dan dikategorikan rendah atau belum memuaskan. Lalu, peneliti melanjutkan ke siklus 2 dengan memakai langkah penelitian tindakan kelas. Peneliti lebih memfokuskan pada menarik perhatian siswa untuk fokus pada pembelajaran dan meminta siswa untuk mengingat kata-kata yang sulit dalam deskriptif teks. Oleh sebab itu, pada siklus 2 nilai rata-rata siswa meningkat menjadi 87,3 dan berada pada kategori baik. Hal ini menunjukkan bahwa ada peningkatan nilai siswa dalam meningkatkan pemahaman membaca teks deskriptif setelah menerapkan strategi mendengarkan-membaca-berdiskusi dalam proses pembelajaran di kelas. Akibat penelitian ini dapat disimpulkan bahwa terjadi peningkatan pemahaman membaca siswa dalam teks deskriptif. Keterlibatan siswa selama pelaksanaan pemahaman membaca teks deskriptif berjalan dengan baik dan memuaskan. Penerapan strategi mendengarkan-membaca-berdiskusi berhasil membantu siswa untuk meningkatkan pemahaman membaca teks deskriptif dan memahami kosa-kata baru dengan baik. Kesimpulannya, siswa dapat meningkatkan pemahaman membaca dalam teks deskriptif melalui penerapan strategi mendengarkan-membaca-berdiskusi.

Kata Kunci: Pemahaman Membaca, Strategi Mendengarkan-Membaca-Berdiskusi, Penelitian Tindakan Kelas.**Abstract**

This research was conducted with the aim of finding out how the listen-read-discuss strategy can improve students' reading comprehension of descriptive text. This research was conducted using classroom action research. Researcher conducted research at SMPN 03 Mempawah Hilir and the subjects in this research were class VIII B consisting of 22 students. For data collection, researcher used field notes and reading tests to find out whether there was progress in improving students' reading comprehension in descriptive text. This research was conducted in two cycles, in cycle 1 the average student score was 65 and it was categorized as low or unsatisfactory. Then, the researcher continued to cycle 2 using classroom action research. The researcher focused more on attracting students' attention to focus on learning and asking students to remember difficult words in descriptive texts. Therefore, in cycle 2 the students' average score increased to 87,3 and it was in the good category. This shows that there is an increase in students' scores in improving their reading comprehension of descriptive texts after implementing the listen-read-discuss strategy in the classroom learning process. As a result of this research, it can be concluded that there has been an increase in students' reading comprehension in descriptive text. Student involvement during the implementation of descriptive text reading comprehension went well and was satisfactory. The application of the listen-read-discuss strategy succeeded in helping students to improve their reading comprehension of descriptive texts and understand new vocabulary well. In conclusion, students can improve reading comprehension in descriptive texts through implementing the listen-read-discuss strategy.

Keywords: Reading Comprehension, Listen-Read-Discuss Strategy, Classroom Action Research.

INTRODUCTION

Reading is one of the important skills. It plays a role to obtain information that is implied or not implied from the text. Reading is a process that is carried out as well used by the reader to obtain message to be conveyed by the writer through the medium of words or written text. Reading needs to improve quality self and insight. Reading allows to create ideas for readers. Through the reading activity, students can improve their vocabulary. In addition, students can improve their critical thinking through reading. Hence, this is very important because in order for students to improve their understanding in a text or book they are reading, they need to improve their reading comprehension.

In fact, there are many difficulties that students find in learning reading comprehension in terms of vocabulary, grammar, and the way of understanding the main idea in the text. The difficulties may come from students' basic knowledge, situation, and teacher. According to Asmedy (2020) said that students' difficulties in learning subjects there must be appropriate teaching strategies, teachers must implement supportive strategies student learning in the teaching process. The other study by Malinda¹, Aunurrahman², Sahrawi³, Hafis⁴ (2022) stated that teaching reading comprehension in Indonesian schools has several problems that are caused by many factors and aspects, namely hard material given, the strategy used by the teacher, and so on. Hence, the teachers must find the solution if the teachers want teaching process will run well. Likewise, the researcher found some problems related to the teaching activity, such as difficulty in answering question which they do not understand the text.

Primarily based on the problem, the researcher has an alternative way to improve students' reading comprehension through listen-read-discuss (LRD) strategy. Manzo and Casale (1985) stated that Listen Read-Discussion (LRD) is a strategy that can improve students' understanding of the texts they read. This strategy can develop students' basic knowledge read a text. By using the Listen-Read-and Discuss (LRD) strategy, the teacher can see the capacity of students in understanding the text.

In order for students to understand what they read, the teacher needs a strategy that can make students more active and make it easier for students to understand. The researcher offers this effective strategy because it aims to overcome students' difficulties in

understanding a reading text. Besides reading the text, they are expected to understand the text and interpret it as well.

When applying this strategy, students will explain the text to the teacher before they read, and students can improve their understanding of the text by conducting discussions. Therefore, LRD is an appropriate and effective strategy to improve students' reading comprehension and learning.

RESEARCH METHOD

This research was conducted used Classroom Action Research (CAR). The researcher using research design for the framework of studies methods and techniques selected. Based on the problem above, the most suitable approach to be used in classroom action research, in which the researcher can pay extra interest to getting know the process. Madya (2013) explain that classroom action research is a teaching and learning process based on real problems found and faced by teachers in their classes. Classroom action research is the instructor ways to find the best teaching techniques in their own classroom situations, thus enables informed decisions about teaching. Research in the classroom increase student learning achievement in the learning process. Classroom action research is a tool that is used to help teachers and other educators uncover strategies to improve teaching practices (Sagor, 2004). It means that classroom action research is used by teachers as a tool to improve teaching practices. Thus, that learning objectives can be achieved and optimize the teacher's role in the learning process. 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 by the listen-read-discuss strategy to improve students' reading comprehension.

In this study, the research subjects were class VIII B students of SMPN 03 Mempawah Hilir in the academic year of 2022/2023. The researcher took this class because the students' reading comprehension of descriptive text was still not optimal yet and students are less interested in the topic of reading. The results of an interview with an English teacher at SMPN 03 Mempawah Hilir said that most of students in VIII B class had passive in English lessons, especially reading text. Students are embarrassed to read texts in English. Moreover, mastery of vocabulary is still not large. Hence, students' understanding of reading is not optimal yet.

In technique of data collection, the researcher used two different techniques where by the observation technique is to observe student behavior on this technique during the teaching and learning process and their test results. It is also to collect qualitative data. The measurement technique is to identify how the data will be collected to measure of progress teaching and learning activities. Observation technique is a complex research method because researcher use techniques aimed at collecting data. This process involves unrestricted student observation in an open environment. Gorman and Clayton (2005, p. 40) state that observation studies as studies that involve systematic recording of phenomena or behavior that can be observed in the environment. Whereas the measurement used to make improvements without measurement (Nelson, 1998: 460). The measurement technique used to determine the ability of students' reading comprehension.

Data collection tools were used: field note, and reading comprehension test. The tools used to collect data during teaching and learning process. The field note is 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. Most qualitative researcher write down their observations in the form of field notes, which are written descriptions of what the researcher observes in the classroom (Lodico, *et al.* 2010:118). The field note record of facts during teaching and learning process. The field note was used to capture facts that could not be included in the observation checklist table. The researcher observed the teacher's performance, students' performance, and condition of class while teaching and learning process by implementing listen-read-discuss strategy. Whereas the 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 pretest and posttest. Ary *et al.*, (2010: 201) stated that a test is a set of stimuli presented to an individual in order to elicit responses that can be assigned a numerical score. The tests are used during the delivery of material to know how far the material to be taught has been mastered by students, then a post-test is given, namely evaluation activities carried out by the teacher at the end of each presentation of the material. Thus, they 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.

Additionally, the data analysis method will conduct by taking the average of the test. The researcher might examine the information using qualitative and quantitative data. The researcher used mixed research methods to combine qualitative and quantitative data. 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.

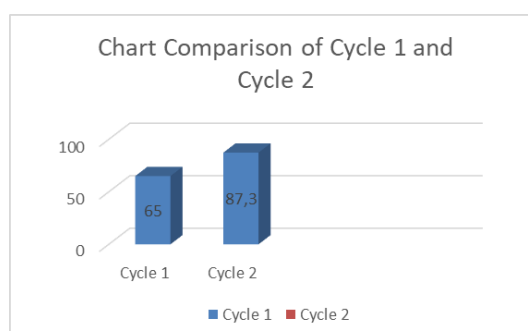
FINDINGS AND DISCUSSION

1. FINDINGS

This research uses classroom action research. The students have been performed the research in two cycles. In this section, the researcher would like to explain about what happened in cycle 1 and cycle 2. The researcher also presents the test result obtained by eighth-grade students of SMPN 03 Mempawah Hilir in improving students reading comprehension through listen-read-discuss strategy.

The researcher carried out in collaboration with an English teacher in the learning procedures. There have been 2 instruments of data collection that had been used to acquire the statistics in action research, namely field notes and reading comprehension tests. The field note would explain as qualitative data. Besides that, the researcher used student individual scores and mean scores for the calculating data from the result, it would be explained as quantitative data. In addition, the findings for each cycle were presented in the following explanation.

Chart Comparison of First Cycle and Second Cycle



Based on the research findings, the researcher will discuss research findings primarily based on the information accrued from the research. The result from each cycle turned into discovering that the mean rating of students had progressed from cycle 1 to the cycle 2. It proved from the mean score of the cycle 1 turned into 65, and the cycle 2 increased to 87,3. This research supposed to improve students' reading comprehension through listen-read-discuss strategy in eighth-grade students of SMPN 03 Mempawah Hilir. The research finding show that listen-read-discuss strategy can improve students' reading comprehension, especially in descriptive text. The students more actively and focused in the teaching learning process. The students are enthusiastically take part in the learning activities as conducted by Sri Erma Purwanti (2017) "Applying the LRD strategy proves that students enjoy learning to read more and understand the text easily. Through the LRD strategy, students feel more enjoyable and motivated to learn English."

In addition, there are related research on listen-read-discuss strategy that can be used to improve reading comprehension. Several previous researchers support, namely Heri and Salman (2012) found students who scored higher in reading comprehension when taught using the listen-read-discuss strategy while students who scored less satisfactorily in reading comprehension when not taught to use the listen-read-discuss strategy. The researcher concluded, the first was that teaching reading comprehension using listen-read-discuss strategy was done easily. The second was that almost every students can answer the tests. Thus, it what makes students make positive progress in improving reading comprehension through listen-read-discuss strategy. As conducted by Tarek Elabsy (2013) stated that for the struggling students, who have difficulty reading proficiency on their own, benefit from this strategy because they activate their prior knowledge through listening to their teacher's explanation, students read the written text, and discuss what they read with each other to deepen their understanding.

2. 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. 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.

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. In addition, according to Ngatimah & Hanapi (2018), stated that the benefit of using the LRD strategy is that teachers can increase students' knowledge by introducing new topics and encouraging them to listen, read and discuss. This strategy is effective in helps students gain a better understanding of the subject matter.

Based on the explanation above, it can be concluded that the application LRD strategy in learning activities can have a positive impact and make students more effective in the learning process. Thus, it can increase students' performance in reading comprehension. This research will investigate the use of LRD strategy to improve students' reading comprehension in descriptive text.

CONCLUSION

This study was conducted students in eighth-grade of SMPN 03 Mempawah Hilir in academic year of 2022/2023. This study aims to improve students' reading comprehension through Listen-Read-Discuss strategy. Based on data from field notes, and reading comprehension tests, after the researcher implemented listen-read-discuss strategy the result was improve students' reading comprehension in descriptive text. By this strategy, students more active and focused what they were reading. The students gave more attention to the teacher explanations and discuss in group while the teaching and learning activity. The students can be cooperatively in implementing the LRD strategy, making it easier for teachers in teaching activities.

The final result of this research show that the LRD strategy is effectively used to improve students' reading comprehension. By doing this research, the students more active, more understand, and more interest in reading comprehension. Using LRD strategy also helps students improve their vocabulary mastery. It helps them not only discover new words but also retain the words they already know. Hence, the students can get better result in reading comprehension, especially in descriptive text. The researcher improved students' reading comprehension through two cycles of the LRD strategy.

Based on data obtained from reading comprehension tests, the researcher found a significant increase in each cycle as seen from the cycle test 1 is 65 and the cycle test 2 is 87,3. It can be concluded that the mean score cycle 1 was higher than cycle 2. Furthermore, LRD strategy was effective for teaching reading comprehension to the eight-grade students of SMPN 03 Mempawah Hilir. The students read the text, then combine understanding with the information provided by the teacher's short presentation. After that, the students discussed the information with their classmate in small groups. Thus, LRD strategy had been proven effective on improving students' reading comprehension. Furthermore, the LRD strategy is a way out when readers have difficulty teaching reading comprehension. Thus, the researcher recommended the English teachers to use LRD strategy in the teaching and learning process, especially reading comprehension in descriptive text.

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