

## IMPROVING STUDENTS' READING COMPREHENSION THROUGH LISTEN-READ-DISCUSS STRATEGY

Revi Permata Sari<sup>1</sup>, Diah Astriyanti<sup>2</sup>, M.Iqbal Ripo Putra<sup>3</sup>

<sup>1</sup>IKIP PGRI, [revipermatasari5@gmail.com](mailto:revipermatasari5@gmail.com)

<sup>2</sup>IKIP PGRI, [83diahastriyanti@gmail.com](mailto:83diahastriyanti@gmail.com)

<sup>3</sup>IKIP PGRI, [ripoputra87@gmail.com](mailto:ripoputra87@gmail.com)

### ABSTRAK

Penelitian ini dilakukan untuk mengetahui bagaimana strategi LRD meningkatkan pemahaman membaca teks recount siswa. Penelitian ini dengan menggunakan memakai penelitian tindakan kelas. Hal itu dilakukan terhadap siswa kelas X SMA Negeri 2 Sungai Raya tahun ajaran 2021/2022. Subyek penelitian ini adalah kelas IPA 3 yang berjumlah 36 siswa. Alat pengumpulan catatan lapangan dan tes digunakan untuk mengumpulkan data membaca. Peneliti menggunakan data kualitatif dan kuantitatif untuk menganalisis data. Dalam data kualitatif, peneliti menganalisis data dengan cara mereduksi data, menyajikan informasi, dan menarik kesimpulan. Untuk data kuantitatif, peneliti menganalisis data hasil tes yang dihitung dengan hasil rata-rata setiap siklus. Hasil penelitian ini menunjukkan berdasarkan hasil data kualitatif, temuan penelitian ini menunjukkan bahwa dalam proses belajar mengajar dengan menggunakan melalui menyimak-membaca-berdiskusi, perilaku dan aktivitas siswa di ruang kelas meningkat. Catatan lapangan menunjukkan bahwa kinerja siswa meningkat dari pelajaran pertama ke pelajaran kedua. Selanjutnya, hasil data menunjukkan bahwa pemahaman bacaan rata-rata siswa pada siklus pertama adalah 75,14 dan pada siklus kedua adalah 80,14.

Selanjutnya, faktor yang juga mempengaruhi peningkatan pemahaman membaca siswa dengan strategi Listen-Read-Discuss adalah faktor internal yang terdiri dari kesulitan memahami gagasan utama, informasi faktual, kosakata, mengidentifikasi referensi, dan mengidentifikasi kesimpulan. Berdasarkan hasil penelitian, dalam hal ini, penulis merekomendasikan kepada guru agar guru membuat cara-cara yang lebih baik dan kreatif dalam menerapkan teknik mengajar keterampilan membaca. Hal tersebut dapat mengatasi kesulitan siswa dalam memahami materi bacaan dan teks bacaan yang lebih panjang dan meningkatkan pemahaman siswa terhadap materi yang diajarkan.

**Kata kunci:** Pemahaman Membaca, Mendengar-Baca-Diskusi, Penelitian Tindakan Kelas.

### ABSTRACT

*The study conducted to find out how LRD works how the LRD strategy improves the student's reading comprehension of the spoken text. This study was conducted using a classroom behavioral survey. Conducted for her Grade 10 students at SMA Negeri 2 Sungai Raya for the academic year 2021/2022. The subject of this study was an IPA 3 science class, which consisted of 36 students. Field notes and reading comprehension tests served as means of data collection. To analyze the data, researchers used qualitative and quantitative data. For qualitative data, researchers used data reduction, data display, and inference to analyze the data. For quantitative data. Based on the result of qualitative data, the finding of this research showed that in the process of teaching and learning at Listen-Read-Discuss, the student's behavior and activity in were classrooms were improved. The field note showed that the student's performance improvement from the first round to the second round. Furthermore, quantitative data results showed that students get average marks of reading comprehension in the first cycle was 75,14 and in the second cycle was 80,14.*

*Furthermore, the factor also influences improving students reading comprehension with the Listen-Read-Discuss strategy is an internal factor consisting of difficulties to understand main ideas, factual information, vocabulary, identifying references, and identifying inferences. Based on research results, in this case, the authors recommends to teachers that teachers should make better and more creative ways in applying techniques to teach reading skills. It can overcome students' difficulties in understanding longer reading materials and texts and improve students' understanding of the material being taught.*

**Key words:** Reading comprehension, listen-read-discuss, classroom action research in the classroom.

## INTRODUCTION

In the reading activity, when we read a book, we not only read the sentences, but please understand what we read.. According to Harmer (2010:99), read very useful for learning languages. This means you can get more information

read comprehend the meaning of text by reading it. In other words, you can get more information by reading. Read to understand what the text means students can develop they can learn their language by reading texts, they can learn various knowledge read. The main purpose of reading is to understanding reading comprehension is a skill to extract and understand information and main idea from the texts read. According to Denton et al., (2007: 65), understanding is the ability to derive meaning text, and essential comprehension is the capacity to derive that means from the text. Most students are interested in reading, but many students do not, but there are a lot of students not interested in reading because it was hard to understand and they do not comprehend the material. However, it becomes a big problem that may be due to several factors such as background information, lack of vocabulary, and the structure of a sentence. Reading without understanding is not reading, reading has no meaning or understanding I have no reading comprehension. Reading comprehension requires students understands text. When students don't understand the text, it will be difficult for them information that can be found in the text. In fact, students still have reading comprehension problems.

Based on observations made by the researcher of the tenth-grade students of SMA Negeri 2 Sungai Raya, researches have reading comprehension problems that happened in the classroom. Firstly, they had difficulties understanding the context and getting information from the text, so the students failed to understand longer reading materials. First, the students lack vocabulary. It was proven when the teacher asked her to translate it sentence, they asked their friends or kept silent. They only understood several vocabularies from the text, this made it difficult help students to read the text. Second, most of the students had trouble finding the main idea. Second, most of the students had difficulties finding the main idea, supporting detail, finding references, comprehending questions about the text, and copying their friends' work.

Concerning the problem above, the researcher offered students improve Listen-Read-Discuss strategy for identifying unfamiliar words understanding. Applying improved students reading comprehension and understanding focused on the action in texts and learning activities. Understanding the context help students easier know the meaning and detailed information of the sentences.

Therefore, research offer a stouse the Listen-Read-Discuss strategy is that in teaching and learning English. This strategy helps students to improve their reading comprehension and this strategy allows students to learn more effectively. The advantage

to improve language learners appropriate and accurately, increase activity of students' attending English class as this is a prerequisite application, this method to steadily increase the number of language learners, because it is a prerequisite to increase students activity when attending English classes application, this way every students is involved in his reasoning excellence, in the form of direct opinion, he can direct his desires to those who I do not agree with this.

The disadvantages of this method are limitations on time and the instructor himself supervises all students. Meanwhile, the teacher himself cannot supervise his students properly then this LRD method could even be a boring method for students. this is in line with Manzo's idea and Cassela (2008 : 292) that strategy Listen-Read-Discuss is to be able to understand material. Based on another research related to LRD Strategy, Maswa 2014 this research entitles "Improving Students Reading Comprehension on the Descriptive Text by Using Listen-Read-Discuss strategy" in this strategy, teachers can enable students to listen to teachers. the teacher can allow students to listen to what the teacher has to say carefully also students can re-read what they have heard from their teacher after that they form a group to discuss about what their teacher conveyed so that the formation of groups can make it easier for them to understand with various opinions from other friends.

The survey have been discussed the first research study by (Maswa. 2014) the study is entitled, Student Use Reading Comprehension in your Description the Listen-Read-Discuss Strategy, Using Listen Read Discuss Strategy And Motivation to Read for Students Reading Comprehension (Sri Ema Purwanti 2017), Improving Reading Comprehension with the "Listen-Read-Discuss" (LRD) Learning Strategy (Nur Faidah Syamsir, Zul Astri, Suhartina, Fhadli Noer (2021).

Based on the above description, researchers conducted a classroom behavioral study to improve student reading skills with Listen-Read-Discuss strategy for students of the SMA Negeri 2 Sungai Raya class for the 2021/2022 school year.

## **METHOD**

In this study, researchers used classroom activity studies as the study design. Classroom Action Research (CAR) is designed to help teachers find out what's happening in the classroom and take action and use informed decisions to make informed decisions. As quoted by Burns (2010: 5), states:

"Action research is carried out by the teacher in their context, in their class the teacher identifies the problem or hypothesis that they think about or introversion. They document

the intervention and the positive results can lead to the dissemination of information. Otherwise, the cycle can be started again."

The object of this investigation is class X IPA 3 by SMA Negeri 2 Sungai Raya. There were 36 subjects. The researcher chooses X IPA 3 because based on the pre-observation, this class still has a problem with reading comprehension, including finding the main ideas, finding factual information, guess vocabulary, identify references, guessing. Researchers are therefore interested in applying Listen-Read-Discuss to find solutions.

In this study, researchers combined observations and measurement as the technique to collect the data. Observational techniques were used by researchers to observe what happened in the classroom, including the condition during the teaching-learning process. The tools of data collection are very important to gain objective results. In this research, the researcher used field notes and reading comprehension tests as tools for data collection.

After the data was collected, researchers analyzed the data using qualitative and quantitative data. The qualitative data is delivered from field notes. Meanwhile, the researcher derives the quantitative data from reading comprehension tests. Qualitative data means analyzing the qualitative data by word explanation and reporting descriptively.

### **Qualitative Data**

The researcher took the result of the field notes and reading tests that showed the activities in the classroom. The research result is discussed based on the results of planning, implementation, observation, and reflection on the description of each stage of the two cycles as follows. The first meeting (August 6<sup>th</sup> and 2<sup>th</sup> September 2022). Researchers prepare lesson plans before conducting the first round. All the necessary preparations during the research are well prepared and prepared. There are several activities carried out by researchers, including setting the time allocation. At this stage, the researcher carried out several activities, namely introduction, core activity, and closing. In the introduction, there are several activities that researchers do. For example, first, the teacher explains the objective and steps of learning. Greetings students check the students' list and motivate students about the benefit of English. In this first cycle and second cycle, the researcher chose to continue the research in the second round. The aim is to increase students' scores on the Reading Comprehension Test first cycle students' responses to learning to read increase. This can be seen from the observations of the researcher. Students are active and enthusiastic in learning to read using the Listen-Read-Discuss strategy.

### Quantitative Data

In this section, quantitative data are obtained from students' scores on tests. The test is given at the last meeting of each cycle implementation strategy. The student's reading comprehension test score was rated low can explain briefly according to the information displayed From the results of the reading test in the first round there are still many students who have low reading scores. Individual scores in the first half can be seen in the image.

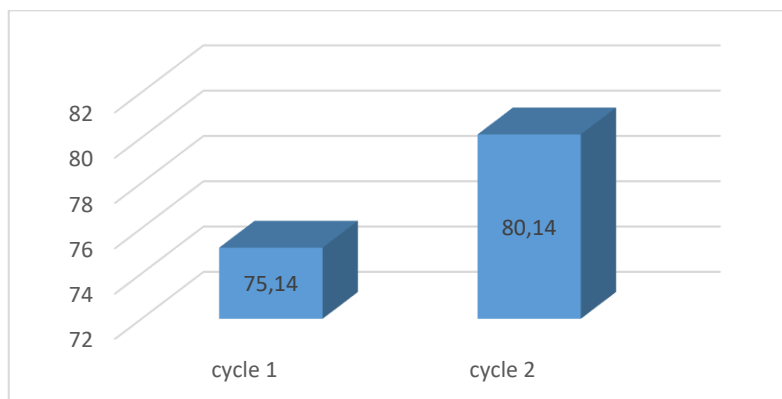


Figure 1. Average Student Scores in Cycle 1 and Cycle 2

The mean scores above show the students' average scores on the reading comprehension test. And in the first cycle, showed an average reading score of 75.14 for students in the first cycle. In Cycle II, students had an average reading score of 80.14.

### DISCUSSION

The section presents research findings on using a “Listen,Read,Discuss” strategy in teaching reading comprehension in tenth grade, reference to the purpose of the research is to find a way to do that. Application Listen-Read-Discuss SMA Negeri 2 Strategy for teaching reading comprehension to tenth-grade students at Sungai Raya. To achieve their research goals, researchers took several steps. Researchers used the test as a tool in this study to obtain data. To achieve the research objectives, the researcher took several steps. Researchers used the test as a tool in this study, to obtain the data.

Based explanation of the findings in previous studies, this study reveals Listen-Read-Discuss strategy SMA Negeri 2 Sungai Raya, used for reading comprehension learning in Kubu Raya Regency is quite successful and satisfying. The results showed that the LRD reading method was more enjoyable teaching and learning process and more effective in vocabulary achievement scores. It helps students to read, speak and write. This

differences in reading comprehension test results, students show good progress and positive development from cycle 1 to cycle 2.

Based on the results of qualitative data taken from field notes reports, it turned out to be the class was effective. Effectively students pay attention to teachers in the process teaching and learning. They are also passionate about learning English and enjoy the learning process. Then it can be said that the qualitative data also shows an increase in the activities by teachers (researchers) and in the process of teaching and learning. This shows that the implementation of LRD reading strategy can motivate students to be more enthusiastic about learning reading comprehension. LRD strategy students are more interested in learning to read, are able to discuss in groups, and become cooperative in the classroom. Ngatimah & Hanapi (2018) measure the effectiveness of his LRD strategy (listen, read, discuss) in reading instruction. A pre-experimental design consisting of one class was used in this study. The results showed improved student reading comprehension through the use of Listen, Read, Discuss (LRD), but did not improve their vocabulary or spelling skills. We encourage you to enrich your students' vocabulary as they read.

From the above description, the research results can be concluded that This can be proven by the results of this study show that using Coral's reading strategy improves students' reading skills. quantitative data showing that students' scores improved from reading test 1 to reading test 2, better understand reading text.

## **CONCLUSION**

Based on the results of this study, we can conclude that "listen-read-discuss" reading method can improve students' reading comprehension. Moreover Researchers suggest English teachers use a Listen, Read, Discuss" Reading Strategies Teaching and learning, especially the process of reading.

## **REFERENCE**

- Amalia, F., Inderawati, R., & Erlina . (2018 ). Reading Comprehension Achievement On Narrative Text by Using REAP Strategy. *English Language Education and Literature Vol.3 No.1*, 1-7.
- Anggun, Nigrum, K., Riyanti, D., & Regina, R. (2019). Improving Students' Vocabulary Using Riddies Game . *Master Study of English Education Study Program Universitas Tanjung Pura, Indonesia*, 1-7.

- Cumbantobing, S. R., Pardede, H., & Undergraduate, H. (2020). The Effect of Herringbone Technique on the Students' Ability in Reading Comprehension on Recount Text. *Journal of English Education Study Volume 3* , 1-10.
- Duffy, G. G. (2009). Explaining Reading. In S. a. A Reseource For Teaching Concepts, *Explaining Reading* (pp. 1-114). New York , London: The GWLFORD Press.
- Ferdila, R. (2014). The Use Extensive Reading In Teaching Reading . *Departement Of English and Education , Indonesia University Of Education* , 1-15.
- Hudri, M., & Naim, J. (2017). An Analysis of Teacher Strategies In Teaching Readng at first years students of SMK 2 Gerung in academic 2016/2017. *Lecturer Of English Departement Muhammadiyah University Of Mataram* , 1-10.
- Sudibyo, D., Setiawan, A., & Rahmawati, A. (2020). The Influence Of Using Listen-Read-Discuss ( LRD ) Strategy Towards Students Reading . *Journal Pendidikan Bahasa* , 1-8.
- Syah, M. S. (2016). Classroom Action Research as Profesional Deveploment of Teachers In Indonesia. *Terbawi vol.13.No.1.Januari* , 1-15.
- Syamsir, N. F., Astri, Z., & Fhadli Noer, S. (2021). Improving Reading Comprehension Skill Through Listen-Read-Discuss ( LRD ) Learning Strategy. *Journal Of Science and Education ( JSE )* , 1-10.