



Improving reading comprehension skill through Listen-Read-Discuss (LRD) learning strategy

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Abstract: The problem in this research is the students' reading comprehension skills in English. The purpose of this study to investigate the improvement in reading comprehension skills of VIII grade students of SMP Negeri 5 Manda in Maros Regency. This type of research is experimental research. The technique of collecting data is done by using a test technique. The test instrument is in the form of multiple-choice questions tested before and after being treated with learning strategies. The data analysis technique used the t-test. Based on the calculation of the difference test, the average value of the data in the t-test for the equations of means column has a significance value of $0.025 > 0.000$, so H_0 is rejected, so it can be concluded that the Listening-Read-Discuss (LRD) Learning Strategy can be used to improve reading comprehension skills in students.

Keywords: LRD Strategy, Reading Comprehension, Skills.

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INTRODUCTION

Many young children worldwide have been affected by the sudden changes in the school and home settings due to COVID-19. Due to social distancing measures, numerous children are diverting into emerging technologies such as social media to turn their home quarantine experience to something enjoyable using technologies. However, children and adolescents tend to experience sleep problems due to the changes in their lifestyles and schooling routines during the pandemic.

Based on observations, there are problems that researchers find in terms of reading students. The problem is that students have difficulty reading English texts and understanding texts because they lack of vocabulary, for example, students know how to pronounce words, but they don't understand their meaning. Facts show that diligent students look at dictionaries and a finding the meaning of difficult words and learn vocabulary pronunciation that is difficult to pronounce, but not for lazy students.

English lessons as a foreign language in Indonesia aim to provide students with adequate knowledge to use language for communicative purposes, both spoken and written. Even though student-centered learning has become a dominant activity in the classroom, the role of the English teacher in managing the class can apply teaching and learning methods, and preparing learning materials is still a very important part, especially in communicating between teachers and students. Students and among the students themselves. In



terms of learning, teachers are not only required to transfer knowledge from their brain to their students', but also prepare them with adequate skills.

Then, when the teacher asks students, not all students respond well because they do not understand what they are reading. This is due to students lacking motivation and attention in learning to read, and they think that reading is writing and not an interesting activity. According to [Day and Bamford \(1998\)](#), reading “the construction of meaning from a printed or written message”. It means the construction of meaning involves the reader connecting information from the written message with previous knowledge to arrive at meaning and understanding.

According to [Cline et al. \(2006\)](#), states that reading “decoding and understanding written texts. Decoding requires translating the symbols of the writing system (including Braille) into the spoken words which they represent. Understanding is determined by the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge”. Based on an understanding of the problems that exist in students, it is important to find the right strategy in the discussion in English. Current study position, the authors determine research. Previous studies. The population and sample of this study VIII grade students of SMP Negeri 5 Mandai in Maros regency, supporting between this study and other studies that the object of research the Listen-Read-Discussion strategy. Based on an understanding of the problems that exist in students, it is important to find the right strategy in the discussion in English.

Current study position, the authors determine research from previous studies. In the current study, the authors focused on students' reading comprehension and made by seventh-semester students from the English Department Academic Year 2019/2020. The population and sample of this study VIII grade students of SMP Negeri 5 Mandai in Maros Regency, supporting this study and other studies that the object of research the Listen-Read-Discussion strategy. All studies try to analyze students' mistakes. The difference between this research and other studies is research, data sources, and research. The population of this research is VIII grade students of SMP Negeri 5 Mandai in Maros regency, with class VIIIA Samples as the experimental class and class VIII C as the control class.

This study has nine classes, class VIII of SMP Negeri 5 Mandai in Maros regency. The sampling technique with random sampling obtained class VIIIA as an experimental class and class VIIIC as a control class. Data obtained by pretest and posttest in the form of an objective test of the ability to read explanatory text explanations compiled based on Barrett's taxonomy. Based on an understanding of the problems that exist in students, it is important to find the right strategy in teaching reading in English. Current study position, the author, determines the research from the previous research above. In the current study, the authors focused on students' reading comprehension and were made by eighth-semester students from the Department of English Academic Year 2019/2020.

This study's population and sample were students of class VIII of SMP Negeri 5 Mandai in Maros regency with Random Sampling Class, namely class VIIIA as Experiment class and class VIIIC as control

class that supported this study and other studies were the objects of research was the Listen-Read-Discussion strategy. All studies try to analyze students in English. The difference between this research and other studies is research, data sources, and research. This is supported by the findings of previous studies conducted by the first research conducted by [Ningsih \(2014\)](#). Data were analyzed using descriptive techniques. The results showed that at the end of the study, students' reading comprehension improved significantly. In terms of perception, students generally have positive and good responses and perceptions towards the LRD (Listen-Read-Discuss) teaching method for teaching and learning subjects in reading comprehension.

The second study was conducted by [Retmawasari \(2013\)](#). That it is effectively used for students' reading ability in class XI SMA Negeri 1 Tempel. Similar research has been conducted relating to the Effectiveness of the Listen-Read-Discuss Strategy in Learning to Read Understanding Explanatory Texts in Class VII Junior High School Students has been conducted by [Fitriana \(2015\)](#). that the LRD strategy is effectively used in learning to read explanatory text comprehension in grade VII junior high school students.

A. Theoretical Background

1. Definition of Comprehension

Experts have revealed several definitions of understanding. According to [Sudjana \(1995\)](#) “understanding is the result of learning. [Sudjono \(2009\)](#) “Benjamin S. Bloom said that understanding (comprehension) is the ability of someone to understand or understand something after something is known and remembered”. [Sudjana \(2013\)](#) “in other words, understanding can be understood to understand about something and can see it from various aspects. So, it can be concluded that a student can understand something if he can provide a more detailed explanation or description of what has been learned using his own language. Learning outcomes at one level higher than the memorizing learning outcomes. Because at the level of understanding requires the ability to grasp the meaning or meaning of a concept”. However, that does not mean knowledge does not need to be asked, because to understand, it is necessary first to know or know.

2. Reading

a. The Importance of Reading

Reading is increasingly important in increasingly complex community life. [Astri \(2018\)](#) stated that reading comprehension is how to get the meaning of a written message. It is very important since every aspect involves reading. Road signs guide people who are traveling to their destination. Informing drivers about hazards on the road and reminding the rules. Besides that, the ability to read demands the reality of everyday human life ([Somadoyo, 2011](#)). Reading is an important skill in many different settings, especially in an educational setting ([Grabe, 2009](#)). Students nowadays encounter the great demands of reading activity since all knowledge is in the written form. The students should have a good reading ability to discover the content of the text. In addition, [Harrison \(2004\)](#) argues that the importance of reading is not only related to the development of knowledge, but also it is related to people thinking capability.

This capability will be the fundamental development of emotional, moral, and verbal intelligence. Moreover, these developments determine what kind of person people would be. In summary, reading is important for students to develop their knowledge and develop the way they think related to the development of their moral, emotional, and verbal intelligence. According to Souhila in [Astri \(2018\)](#), there are some strategies that the students should master. The First strategy is predicting, [Magliano \(1993\)](#) stated that “prediction strategy involves thinking about what might be coming next in the text. It is applied by an effective reader that means, they used pictures, headings, and text as well as personal experience to make predictions before they begin to read”.

So, predicting involves thinking about something that happens in the text. The following strategy is skimming. According to [Grellet \(1999\)](#) It is used by readers to get “a general idea about the content of printed materials through reading the text quickly i.e., in this strategy, readers will look for something quite specific or get general ideas before putting effort into close reading”. The third strategy is called Scanning. According to [Grellet \(1981\)](#), “scanning is a reading technique that requires the reader to search for specific information without reading the whole text, through looking at its title, table of content and so on”.

It is a strategy you often use when looking for specific information by reading something quickly, such as a search for keywords or ideas. In most cases, you know what you’re looking for, so you’re concentrating based on finding a particular answer. In this way, we can say that scanning is to take the core of the sentence or the important information to gain the particular information from the text.

3. Definition of Skills

Understanding skills is the ability to use reason, thoughts, ideas, and creativity to change or make something more meaningful. It produces value from the results of the work. This skill must be continuously developed and trained continuously to be able to increase one's ability so that someone becomes an expert or also a professional in one particular field.

[Robbins \(2000\)](#) states that skills are divided into 4 categories, namely as follows:

a. Basic Literacy Skill

It is a basic skill that each person owns, for example, such as writing, reading, listening, or also the ability to count.

b. Technical Skill

Technical Skill is a skill acquired through engineering, such as using a computer, repairing mobile phones, and so on.

c. Interpersonal Skill

Interpersonal Skill is the expertise of each person in communicating between people, such as expressing opinions and working together in teams.

d. Problem Solving

Problem Solving is a person's expertise in solving a problem using its logic.

4. Definition Listen-Read-Discuss (LRD)

a. Definition of Listen-Read-Discuss (LRD) strategy

According to [Manzo & Manzo \(1995\)](#), Listen-Read-Discuss (LRD) strategy is a comprehension strategy that builds students' prior knowledge before they read a text. This is a powerful tool for engaging readers with difficulty in class discussions. Because the content is initially discussed orally, students cannot read the entire text on their own to gain at least a surface-level understanding of the reading. The students had less prior knowledge of the content acquired during the listening stage, allowing them to understand the text more easily. During the reading stage, The Listen-Read-Discuss strategy is relatively easy to create because it can improve students' understanding of many lessons. According to [Manzo & Manzo \(1995\)](#) there are procedures of LRD as follows:

1. Listen : Teaching presents a lecture on the content of the reading that includes a graphic organizer of the information you discuss.
2. Read : Students read the selection, guided by idea that the reading may provide another understanding or interpretation of the content.
3. Discuss : Discussion of material. Encourage students to reflect the differences between their reading of the content and presentation.
4. Ask for volunteers to read their speeches aloud.

Finally, based on the explanation above, using the Listen-Read-Discuss (LRD) strategy helps students read texts because the whole process of teaching reading using the Listen-Read-Discussion strategy will enable students to read. They will interact with others to discuss the target language options. In this strategy, students will be motivated to get the meaning of the text.

5. Definition of Learning Strategies in General

Understanding the learning strategy, in general, is a plan and teaching method that the teacher will do by setting the main steps of teaching by the teaching objectives to be achieved and outlined. Learning strategies can also be interpreted as a series of planned activities that include methods and various resources or strengths in learning. According to [Amri \(2015\)](#) "states that learning strategies are interpreted as a sequence of steps or the procedure used by the teacher to bring students into the atmosphere certain to achieve its learning goals." Because the text contents are covered verbally at the beginning, students who cannot read the text themselves can understand the surface of the reading.

Concluded as a listening-read-discussion (LRD) strategy is the right strategy for teaching and learning to read because this strategy requires students to be active in reading. Also, for students who do not have background knowledge on a given topic, the teacher gives some explanation before reading, it is an excellent way to make their knowledge of the topic.

METHOD

Research methods

1. Type of Research

The methodology used in this study is quantitative. Quantitative can be interpreted as a research method based on the philosophy of positivism, which is used to examine a particular population or sample. Sampling techniques are generally carried out randomly, data collection using research instruments, quantitative/statistical data analysis to test the hypotheses that have been determined accordingly (Sugiyono, 2012). The research subjects were students of class VIII of SMP Negeri 5 Mandai in Maros Regency.

2. Research Design

In this study, the authors used pre-experimental research with five group pretest-posttest. These pretest and post-test results from the two tests were compared to get information about improving students before using the LRD strategy with recount text. Also, Creswell (2014) follows the following pretest-posttest design:

Group	Pre-test	Treatment	Post-test
Experiment	T1	X	T2

In this design, T1 was given before treatment, and T2 was given after treatment. Two variables in this study, namely dependent variable and independent variable. The dependent variable was students' reading comprehension, and the independent variable was the implementation of short story technique in teaching reading comprehension.

RESULTS AND DISCUSSION

1. Descriptive Statistics Analysis

Descriptive statistics are used to describe student achievement. Also, this study will describe how the differences occur after students are treated.

2. Inferential Statistics Analysis

Inferential analysis techniques are used to test research hypotheses. In this case, the SPSS program version 16 for windows is used. For testing. Hypotheses, the truth of the research hypothesis is used as follows:

a. Normality test

The normality test is intended to find out whether the data studied are from populations that are normally distributed or not. This test is also carried out to determine the data to be obtained can be tested with parametric statistics or nonparametric statistics. Normality testing is calculated using SPSS (Statistical package the social sciences) version 16.0 for windows. The hypothesis for the normality test is as follows:

Zero hypothesis (H0) = normal distribution population

Alternative hypothesis (H1) = population not normally distributed

b. Homogeneity Test

The homogeneity test shows that two or more sample data groups come from populations with the same variations. Homogeneity testing was carried out with the SPSS (Statistical package the social sciences) version 16.0 for the windows program. At a significant level that is allowed $> \alpha$, then the data comes from a homogeneous population. While if significant is obtained $< \alpha$, then the data comes from a population that is not homogeneous. Here is a table of homogeneity test results.

c. Hypothesis testing

To test the hypothesis used normalized Gain analysis. According to [Meltzer \(2002\)](#), to measure the effect of learning based on an increase in pre-test and post-test, the normalized gain is used. Analyzed gain is used to determine the normalization criteria of the resulting gain. The greater the N Gain value obtained by students, the greater the changes students have experienced. This means that the greater the increase in reading comprehension in the strategies that have been given to students. The following is a normalized Gain formula.

$$g = \frac{\text{skor posttest} - \text{skor pretest}}{\text{Skor maksimum} - \text{skor pretest}}$$

In this study the statistical analysis of one-party independent sample t-test with a significant level ($\alpha/2$) = 0.025 the test rules are as follows:

H_0 is rejected if ($\alpha/2$) < Sig.

H_1 is accepted if ($\alpha/2$) > Sig.

The research hypothesis will be tested with the following testing criteria:

1. If ($\alpha/2$) < Sig. H_0 is accepted, meaning that there is no increase in reading comprehension in the Liste-Read Discuss strategy in eighth grade students of SMP Negeri 5 Mandai in Maros Regency.
2. If ($\alpha/2$) > Sig. then H_0 is rejected, meaning there is an increase in reading in the Liste-Read Discuss strategy for students of class VIII of SMP Negeri 5 Mandai in Maros Regency.

3. Difference test results

After the normality test and homogeneity test in this study, it was continued to test the differences in this study using the Independent-Sample T test's statistical technique with SPSS version 16.0 for windows. Before the results of the Independent-Sample T-test statistics.

4. Figure learning completeness diagram Experiment Class and Control Class



Fig 1. completeness of the learning outcomes of the experimental class

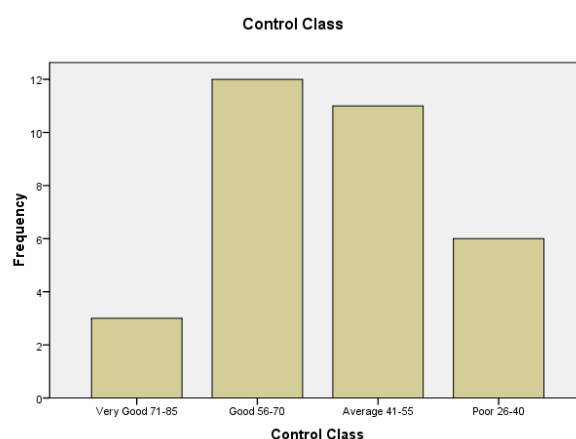


Fig 2. completeness of the learning outcomes of the control class

The study was conducted at SMP Negeri 5 Mandai in Maros Regency class VIIIA and VIIC. The purpose of this research is to find out the differences in reading comprehension skills between experimental class students who use the Listen-Read-Discuss strategy and the control group without using the Listen-Read-Discuss strategy, as well as knowing the increase in students' reading comprehension in students' Listen-Read-Discuss Strategies class VIII SMP Negeri 5 Mandai Maros Regency. Listen Read Discuss consists of three steps, namely Listen, Read, and Discuss. Listen allows students to overview the material from the theme or title of the reading, so students have predictions about the important points in the reading. Rudell (2005) states that when reading, the knowledge possessed will be a basic and complex building for constructing meaning.

Therefore, students can understand the contents of the reading more complex. Read, in this activity, students are more active and eager to read, students find it easier to find and find important points in reading, by the understanding of reading according to Finocharo and Bormuth (through Tarigan, 2008), which defines

reading as picking and understanding activities contained in the written material. Motivation and built interest make experimental class students have more reading comprehension skills than the control group.

This is by the opinion of [Zuchdi \(2008\)](#) that linguistic abilities, interests, motivation, and a collection of reading skills are factors that can affect comprehension or understanding of the reading. Discussion in this activity designs students to socialize, actively try to find problems and solutions, and provide opportunities to develop themselves. Dawson (through [Syamsudin et al. 1997](#)) states that reading should be accompanied by discussion (before, during, and after reading) if we want to enrich the vocabulary, general understanding, and selection of the ideas of students that we foster.

In contrast to the control class, who learned how to read comprehension without using the LRD (Listen Read Discuss) strategy, they did not concentrate on learning, did not read carefully, so the questions were not answered thoughtfully. Learning activities by reading and answering available questions are less effective and less attractive to students, so students feel bored and less serious about learning. Learning strategies with interesting steps will affect students' interests, motivation, and level of comprehension. This is by the opinion Tampubolon (in [Zuchdi, 2008](#)) that the use of reading techniques and methods is a factor influencing reading comprehension. After the two classes get different treatment, then conducted posttest to be able to know the development of students.

Limitations of this research are that it has been done in class VIII has research time that is close to the even semester exam, resulting in short research time and Learning or research is this activity students are more active and eager to read, students find it easier to find and find important points in reading, by the understanding of reading according to Finocharo and Bormuth (through [Tarigan, 2008](#)) which defines reading as picking and understanding activities contained in the written material. Motivation and built interest make experimental class students have more reading comprehension skills than the control group.

This is in accordance with the opinion of [Zuchdi \(2008\)](#) that linguistic abilities, interests, motivation, and a collection of reading skills are factors that can affect comprehension or understanding of the reading. Discussion in this activity designs students to socialize, actively try to find problems and solutions, and provide opportunities to develop themselves. Dawson (through [Syamsudin et al. 1997](#)) states that reading should be accompanied by discussion (before, during, and after reading) if we want to enrich the vocabulary, general understanding, and selection of the ideas of students that we foster.

In contrast to the control class, who learned how to read comprehension without using the LRD (Listen Read Discuss) strategy, they did not concentrate on learning, did not read carefully, so the questions were not answered seriously. Learning activities by obtaining reading then reading and answering available questions are less effective and less attractive to students, so students feel bored and less serious about learning. The use of learning strategies with interesting steps will affect students' interests, motivation, and level of comprehension. This is in accordance with the opinion Tampubolon (in [Zuchdi, 2008](#)) that the use of reading techniques and methods is a factor influencing reading comprehension. After the two classes get different

treatment, they then conducted a post-test to know the development of students. Limitations of this research are that it has been done in class VIII with research time close to the even semester exam, resulting in short research time, and Learning or research is done online so that a lot of time is wasted and the learning process becomes less optimal.

CONCLUSION

A. Conclusions

Based on the results of data analysis and discussion stated in the previous chapter, the following conclusions can be summarized.

1. The initial conditions of reading comprehension skills of the experimental class and the control class in this study were conducted with an initial reading comprehension test through voice recordings using the WhatsApp application caused by conditions during students learning online. The initial ability of the experimental class and the control class can be analyzed on the results of the recording sent to the researcher so that it is said that the experimental class and the control class do not have differences in reading comprehension skills.
2. After the Listen-Read-Discuss statistics treatment in the experimental class, there is a difference in the average value with the control class without the Listen-Read-Discuss strategy found in the results of the Group Statistics status ie, the experimental class is 61.7355 if it is rounded to 62% while in the class control of 7.3578 or 8%.
3. Analysis of SPSS 16 Independent Sample Test Results. A significant score of 0,000 was obtained and a significant result of $0,000 < 0.025$, whose rules indicate that there are significant differences in reading comprehension skills between students treated with the Listen-Read-Discuss and without treatment strategies Listen-Read-Discuss.

The Listen-Read-Discuss strategy basically can direct students to get complete reading skills by Barret's Taxonomy. Based on the data presented above, the use of LRD strategies has been proven effective in improving reading comprehension skills in class VIII of SMP Negeri 5 Mandai in Maros Regency. The results of this study support the theory that has been put forward and by the research, which is to find out the increase in reading comprehension after the Listen-Read-discuss strategy is applied in improving reading comprehension of Grade VIII students of SMP Negeri 5 Mandai in Maros Regency.

B. Suggestions

Based on the conclusion above, the researcher can suggest the following things.

1. English subject teachers at SMP Negeri 5 Mandai in Maros Regency should utilize the LRD Strategy (Listen Read Discuss) in learning to read comprehension because with this strategy, students are proven to be able to find more important points, find main ideas, detail- important details and thorough information from reading.

- a. 2. In teaching reading learning, teachers must pay attention to student conditions, so the teacher is able to provide an approach facilitate the receipt of material for students.

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