Improving Students' Reading Comprehension Through Listen Read Discuss (L-R-D) Strategy

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Abstract

The purpose of this research is to find out Listen Read Discussion (L-R-D) strategy increases students' reading comprehension in English language learning strategies and to know the difference in reading comprehension skills of students who take part in learning using the LRD strategy with students who attend learning without using learning strategies LRD in class VIII at MTs Muhammadiyah 1 in Sorong. The population of this study was all the eighth-grade students at MTs Muhammadiyah 1 Kota Sorong, which consist of two classes A and B. The writer chose purposive sample technique to determine the sample. Therefore, in this study the writer chooses class C as the samples of the research which consist of 20 students. The students will be thought by using LRD as the pre-experiment in order to see the students' reading comprehension. After that the students will be divided into five groups consist of five students for each group. The students tested before treatment (pretest) and after treatment (posttest) using reading test to find out the result of LRD method. To get the data score, the writer used SPSS 22.0 to analyze the data statically. The result showed that the process of Listen Read Discussion strategies can improve students' ability attention, participation, and interest in learning especially in class VIII Mts Muhammadiyah 1 Kota Sorong 2019/2020 showed by statistical calculating data, and the result of the T-Test and T-Table (5.979 > 2.101).

Keywords: *Reading Comprehension; Listen Read Discuss; Strategy.*

INTRODUCTION

Language skills are the main capital in every life personal, both in the community and in the school environment. Language is a means of communication among people in daily life. It holds very importantly in a role delivering information from one to the others. People use the language both spoken and written to convey their ideas, to express their feelings, and to present the purpose and intent.

Reading is a process that is done by a reader to get a message that will be delivered by the writer by word media or written language. Reading is a complex skill that is complicated that covers or involves smaller (Tarigan, 1997: 7). It means that reading is the process to understand the content of the text. The primary target in reading is the students reading comprehension competence to understand the content as it is used in written material. According to Chelsea (2000), reading comprehension is perhaps the most important set of skills that will need to succeed.

Nowadays, reading is a very important skill that is very demanded daily. By having the exposure of the internet in global area, students need to master reading comprehension in order to understand the knowledge world embraces by them. However, Students should have own knowledge schemes inside directive to find the effective technique (Wael et al. 2025). Reading comprehension has a very important role in according to the purpose of reading to remember information and use it. Someone who can only read without considering the meaning and fully, it can cause differences of opinion over the text being read.

Learning to read in school does not vary. Learning reading in school still uses traditional learning strategies. Such as method, question, and answer, and giving task. Students are given the task to read, then work on the problem already prepared beforehand, without analyzing the reading, especially in understanding. Learning has not led to student activity so that understanding of the material taught by the teacher is not fully available to understand by students. Effective reading comprehension are essential to the educational process and have a significant influence on students' comprehension as a whole, (Wael et al. 2025)

In addition, reading comprehension strategy has not been utilized maximally by the teacher to overcome students' learning difficulties in reading comprehension. Comprehension or understanding of reading plays an important role. According to Grellet, F. (1999) the core of the reading activity is the ability to get an exact meaning from written information that is read. However, the reader needs knowledge as a basic element of comprehension. In this regard, Kameenui et al. (1984) stated that reading comprehensions a thought process through reading.

A process that is based on the cognitive intellectual skills, experience, and language skills of the reader. According to Brown (1994). reading in a foreign language probably depends on your own previous language learning experience. Arthur (1977) in Dallman et al (1982:22), reading is not a simple mechanical skill; nor is it a narrow scholastic tool. Properly cultivated, it is essentially a thoughtful process. It should be developed as a complex organization of pattern of higher mental processes. Reading comprehension is a term used to identify skills that need to be understood and apply information contained in written materials (Resmini, 2010, p. 47).

Dawson cited in Anthony, V & Manzo, 1985 states reading should be accompanied by discussion (before, during, and after reading) if we want to improve and enrich vocabulary, general understanding and the selection of ideas for the students we care for. From the above opinion can It was concluded that reading skills needed a strategy it includes student discussion activities. Students Read the Listen Read Discuss (L-R-D) strategy has various advantages, namely providing basic information before reading and triggering important questions that are suitable for the purpose of reading comprehension (Klinger, K. Jenette. 2007). The steps of LRD can be seen as 1) Listen: The teacher delivers the theme or the title of a reading. Teachers and students ask questions about concerning important points in reading or reading main ideas to be learned. 2) Read: students pay attention to the picture on a sheet of paper and then they make a story through the picture. it also includes ways for them to know the readings they make and also learn from the stories they make. 3) Discuss After reading, students discuss their understanding of the text with other students in their small group or large group. The teacher guides students in a review and reflects the content. Discuss the material students now have heard and then read.

METHOD

The writer used quantitative method as stated by Creswell and Ross (2010) quantitative research methods are basically applied to the collection of data that is structured and which could be presented numerically. Generally quantitative data is collected when writer has adopted the positivist epistemological approach and the collected data can be scientifically analyzed. However, Creswell (2003) states, quantitative research "employ strategies of inquiry such as experimental and surveys, and collect data on predetermined instruments that yield statistical data"

The design for this research was pre-experimental design. The writer used a this design to find out the effectiveness of the LRD strategy to improve students' reading ability. Pre-experimental Research is defined as "pre-experimental design with conducted if it looks like the real situation". As Arikunto, 2006 states pre- Experimental Research design is in which the investor can control the treatment. Pre-experimental design, the researcher will evaluate the pre- experimental group before and after giving treatment. In other words, a group is not any given treatment. Finally, the researcher compares the influence of the treatment toward pre-test and post-test. The samples of this research were the students of eight grade of Mts. Muhammadiyah 1 Kota Sorong

RESULT AND DISCUSSION

As explained before that one of the ways to collect data was by reading test. The test was done three times, namely pre-test and post-test. Pre-test which had given before the treatment and post-test had given after treatment.

Table 1
The result Table of Pre-test Score

No.	Initial	Score
1	AP	43
2	AW	31
3	ALM	53
4	APA	46
5	HAW	39
6	HIZ	62
7	HR	57
8	HA	36
9	INC	39
10	IR	56
11	IRH	52
12	KH	65
13	NS	33
14	NF	64
15	NH	34
16	PA	40
17	SAS	40

18	SNA	31
19	WW	42
20	DM	36
	Total	**899**

The data above showed that the pre-test in class was followed by 20 students. The total score of the pre-test was 889.The minimum score of the pre-test was 5 and the maximum score of pre-tests was 70. Based on the data above, the writer highlighted the student who passed KKM (69), and to get the result of pre-test, firstly, the writer calculated the mean score by employing the formula that has already been previously out.

Table 2
Rate Percentage of Students' Pre-test for Pre-experimental Class

No	Score	Classification	Pre-Test	
			Frequency	Percentage
1	96 – 100	Excellent	-	-
2	86 – 95	Very Good	-	-
3	76 – 85	Good	-	-
4	66 – 75	Fairly Good	-	-
5	56 – 65	Fair	6	30
6	36 – 55	Poor	10	50
7	0 –35	Very Poor	4	20
	Total ($\sum$)		**20**	**100**

The level of students' frequency and percentage result on the table 4.1 above showed that none of students got score 86-100. The highest percentage and frequency were in the classification very poor that showed 20% or 4 students in pre-experimental class got score 0-35. The lowest percentage and frequency were in the classification good that showed 30% or 1 student got score 56-65.

The measurement of post-test from each student from pre-experimental class and control class are described in the following table:

Table 3
The result Table of Post-test Score

No.	Initial Name	Postest
1	AP	78
2	AW	84
3	ALM	69
4	APA	72
5	HAW	79
6	HIZ	70
7	HR	75
8	HA	80
9	INC	69
10	IR	53
11	IRH	71
12	KH	28
13	NS	81
14	NF	89
15	NH	71
16	PA	90
17	SAS	75
18	SNA	69
19	WW	88
20	DM	75
	Total	**1466**

The score of post-tests in pre-experimental class is 50 and the maximum score of post-tests in pre-experimental class is 90. At the or (L-R-D) Listen Read Discussion Strategy the writer calculated mean of students' scores the percentage of the students who pass minimum mastery criteria (KKM) , and improving the student's score in reading comprehension through (L-R-D) strategy from the pre-test to post-test.

After finding Students' score in post-test for pre-experimental one group class, the writer input the data of frequency and percentage of the result of post-test in pre-experimental one group class can be seen in the table below. The frequency and percentage of the post-test in pre-experimental class could be seen in table below.

Table 4
Rate Percentage of Students' Post-test for pre-experimental Class

No	Score	Classification	Post-Test	
			Frequency	Percentage
1	96 – 100	Excellent	-	-
2	86 – 95	Very Good	3	15
3	76 – 85	Good	5	25
4	66 – 75	Fairly Good	9	45
5	56 – 65	Fair	-	-
6	36 – 55	Poor	2	10
7	0 –35	Very Poor	1	5
	Total ($\sum$)		**20**	**100**

The level of students' frequency and percentage result on the table 4.4 above showed that none of students got score 96-100. The highest percentage and frequency were in the classification good 25% or 5 students 'that showed fairly good 45% students in experimental class got score 76-85 and 66-75. The lowest percentage and frequency were in the classification very good that showed 15% or 3 students got score 86-95.

The frequency and percentage of the pre-test and post-test in pre-experimental class could be seen in table below.

Table 5. Pre-test and post-test for pre- experimental Class

No	Score	Classification	Pre-Test		Post-Test	
			Frequency	Percentage	Frequency	Percentage
1	96 – 100	Excellent	-	-	-	-
2	86 – 95	Very Good	-	-	3	15
3	76 – 85	Good	-	-	5	25

4	66 – 75	Fairly Good	-	-	9	45
5	56 – 65	Fair	6	30	-	-
6	36 – 55	Poor	10	50	2	10
7	0 –35	Very Poor	4	20	1	5
	Total ($\sum$)		20	100	20	100

The findings of students' frequency and percentage result on the table 4.5 above showed that none of students got score 86-100. The highest percentage and frequency was in the classification very poor that showed 20% or 4 students in pre-experimental class got score 0-35. The lowest percentage and frequency was in the classification good that showed 30% or 1 student got score 56-65. In post- test showed the improvement which the students got score 96-100. The highest percentage and frequency were in the classification good 25% or 5 students that showed fairly good 45% students in experimental class got score 76-85 and 66-75. The lowest percentage and frequency was in the classification very good that showed 15% or 3 student got score 86-95.

Figture 1. Graphic pre-test, post-test
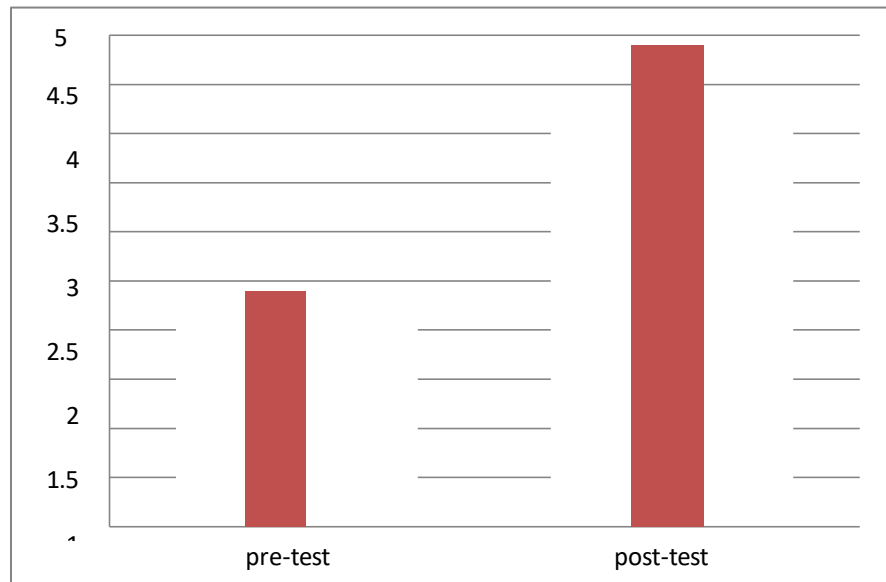
Based on the figure 1 above, it can be seen that the students improve in reading text had improved from pre-test until post-test.

Table 6

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	44.95	20	11.199	2.504
	Posttest	73.30	20	13.700	3.063

The mean score of pre-tests was (44.9) have improved (00.0%), Then also it also had improved (0.62%) from pre-test to pos-test which (73.3).

Table 7. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Pretest	20	31	65	44.95	11.199	125.418
Posttest	20	28	90	73.30	13.700	187.695
Valid N (listwise)	20					

Improving the students' reading comprehension through (L-R-D) strategy. students are proven by calculating the between pre-test and post-test. Before conducting one pair test. First, the writer must know whether the data is usually contributed or not. Normally test using SPSS shows that the pre-test and post-test values are significant at 44,95 and 73.30 which mean that these results indicate that the data usually contributes. analysis using SPSS shows that the average value is at 21,224. That means there is an increase between pre-test and post-test.

In this study, based on the above analysis, it can be concluded that second grade students, in reading comprehension text description, there is an increase from pre-test and post-test. Based research result, it could be it appears that the pre-test scores of students are very low. It is because students don't know how to arrange word correctly. Reading comprehension of students in description text increases. That student's post-test scores are higher that pre-test scores. past evidenced by the fact that the average score in post-test increases. Means the post-test score was 1,446. That's higher that the 899 pre-test shows that the improve Listen Read Discussion strategies in the post-test process can improve students' ability to reading comprehension or descriptive succeeded in this study.

Based on the findings in this study, there are significant differences in reading comprehension of students before and after using the process of Listen Read Discussion strategies. That can be shown from student's pre-test scores to score students post-test. Thus, it can be concluded that the use of the process the to (L-R-D) strategy is effective in improving students' reading comprehension. The result is the same as what was stated by Dawson (1997: 68) Reading should be accompanied by discussion (before during , and after reading) if we want to improve and enrich vocabulary, general understanding and the selection of ideas for the students' we care for.

Table 8 Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pretest – Posttest	-28.350	21.224	4.746	-38.283	-18.417	-5.974	20	.001

Based on the table 4.4, output paired sample test shows that the result of comparing pre-test and post-test by calculation of T-test. Output shows that mean of pre-test and post-test is (-28.350), the standard deviation is (21.224), the standard error mean is (4.746), the lower difference is (-38.283), the upper difference is (-18.417). The result of T-count is (-5.974), df is (20) and significance (2-tailed) is (0.01).

CONCLUSION

Based on the result of the study which is described in the previous chapter, the writer concluded that Listen Read Discussion process strategies can increase 80% of students in total students reading descriptive text in class VIII Mts Muhammadiyah 1 Kota Sorong. In short, the authors conclude that the process of Listen Read Discussion strategies can improve students' ability attention, participation, and interest in learning especially in class VIII Mts Muhammadiyah 1 Kota Sorong shoves 2019/2020. From the result of statistical calculating data, and the result of the T- Test and T-Table (5.979> 2.101) Therefore the interpretation of the hypothesis of the study was H0 was rejected and Ha accepted. This means that there is a positive increase in the pre-experiment Improving the Student's reading comprehension through listen read discuss strategy at class VIII at MTs Muhammadiyah 1 Kota Sorong.

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