

Listen-Read-Discuss (L-R-D) Strategy to Foster Students' Reading Comprehension

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Abstract

The goal of this study was to see if the Listen-Read-Discuss (LRD) technique improves students' reading comprehension. The study was conducted in a classroom setting. The study focused on second-grade pupils in SMAN 4 Mataram, West Nusa Tenggara. The information was gathered using both quantitative and qualitative methods. The results of the pre-test and post-test from the reading test provided quantitative data. Meanwhile, qualitative data was gathered using observation sheets about the activities of students and teachers. The test and observation sheet were the instruments utilized by the researcher. The research found that using the Listen-Read-Discuss technique improves students' reading comprehension in descriptive texts. The mean score of pupils from pre-test, post-test one, and post-test two shows an improvement. Pre-test mean score was 64.46 (50%); eight students passed the minimum passing grade; post-test one mean score was 75.35 (67%); twelve students achieved the minimum passing grade; and post-test two mean score was 82.14 (89%); twenty-five students got the minimum passing grade (KKM).

Key Words: *LRD Strategy, Foster Students' Reading Comprehension*

INTRODUCTION

One of the most important skills for pupils to develop is reading. Reading is also a skill that teachers just expect students to acquire, according to Brown (2004). Reading allows readers to have a better understanding of the text or what they have read, as well as expand their vocabularies and knowledge. Reading is the act of a reader receiving a message from a writer through the use of words, media, or written language. Reading is a difficult talent that entails or covers a smaller series of events (Tarigan, 1996). It signifies that reading is the process of comprehending the text's substance. Reading comprehension, according to Chelsea (2001), is likely the most critical set of skills you'll need to succeed.

Following the observation at SMAN 4 Mataram, many students had difficulty understanding some reading texts because the content was first covered orally, particularly their lack of vocabularies, structure, and the process of understanding the ideas in the text, so students were unable to read the entire text thoroughly. As a result, this study was carried out for these reasons.

Several factors, including background knowledge, interest, attitude, and the teacher, may have contributed to the problems. It is common knowledge that the right approach and strategies can aid both the teacher and the students in the learning process. As a result, the researcher in this example adopted the LRD (Listen Read Discuss) technique to teach reading comprehension in order to tackle such issues. Finding the core idea, detail implicit and explicit of information, reference, and meaning of words in the text were some of the difficulties discovered throughout the observation and interview process; recognizing the referent of pronoun was also problematic.

LITERATURE REVIEW

A. Reading Comprehension

Chelsea (2001) stated that your ability to read in a foreign language is likely to be influenced by your previous language learning experience. As we develop assessments of general language competence, reading, arguably the most important skill for success in all educational environments, remains a talent of critical relevance. Reading is the process of comprehending a written text, a behavior, by employing word attack skills in recognizing sound/symbol correspondences; applying grammatical knowledge to recover meaning; and employing various techniques as efficiently as feasible for various purposes (Grellet, 1999; Dallman, 1982; Nunan, 2003).

A sensory and a perceptual process are two types of reading processes. To begin with, reading is a sensory activity in which the reader's eyes bring stimuli to the reader. Second, reading is more than just detecting printed words; it is a perceptual, mental, and reasoning process. And while reading is generally referred to as a process, when you look at what happens when people learn to read, you'll notice that it incorporates numerous processes at the same time (Dechant, 1982; Howard, 1980).

B. Reading Types

Brown (2004) identified different sorts of reading abilities. Perceptive, Selective, Interactive, and Extensive are the four types.

C. Indicator of Reading Comprehension

According to Brown (2004), main concept, vocabulary, specific fact or detail, exception, location of information, inferences, and references are some indications of reading comprehension.

D. L-R-D (Listen, Read, Discuss) Strategy

1. Definition of L-R-D Strategy

LRD is a comprehension strategy that builds students' prior knowledge before, during, and after reading a text by listening to the teacher's short lecture, reading a text selection, and discussing to increase their science inquiry strategies, comprehension rather than reading alone, according to Manzo and Rasinki (1985); Burns (2010); McKenna (2002). Listen, Read, and Discuss, as described by Manzo and Rasinki (2008), are three steps in the LRD process.

2. Procedure of L-R-D Strategy

The following are some procedures for doing LRD (Manzo & Rasinki, 1985):

a. Pre-Activities

1) The teacher extends a warm welcome to the students.

2) Students brainstorm with the teacher.

3) The teacher piques the interest of the students.

- Students make predictions about what they'll read.

4) Assisting with the assignment.

- The teacher informs the class that she will give a presentation that will cover all of the material's facts, but that they will have to read to find out what questions these information will answer.

b. Whilst Activities

1) The teacher gives a traditional lecture style presentation of the information from the text.

2) Reading • Allow students to read the textbook version of the same content at their leisure.

3) The teacher divides the students into groups and schedules time for them to dive deeper into a topic.

4) Checking for understanding and assisting with understanding.

c. Post Activities

Reading skills are being practiced.

1) The teacher assigns a grade and conducts a reflection.

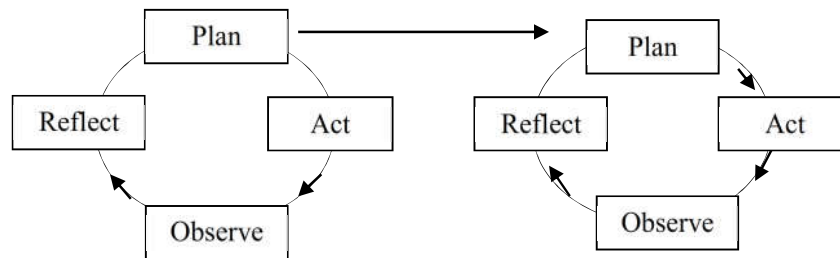
2) The meeting is adjourned by the teacher.

RESEARCH METHOD

A. Research Design

Classroom Action Research, as defined by Ary et al. (2010), is a sort of research in which the goal is to construct events and allow people or groups of people to frame acceptable solutions to local problems to seek out practical, sustainable, and successful solutions to frequent difficulties, to understand phenomena in order to adjust practice, and to notice and handle local issues with little concern for generalizability.

In this study, the researcher employs the four-stage action research spiral established by Kemmis and McTaggart (2007). (Planning, acting, observing, and reflecting).



B. Subject and Object of the Research

The focus of this study is Class IX, which comprises of 28 pupils, 13 of whom are female and 15 of whom are male. The kids in this class had poor reading comprehension and were unable to comprehend the text's significance. Meanwhile, the study's focus was on students' reading comprehension when they used LRD tactics.

C. Research Instrument

1. Test

The purpose of the test was to determine the students' reading abilities. The test was in the form of multiple choice questions that included reading comprehension indicators.

D. Procedure of Action Research

This study was broken down into four stages: planning, acting, observing, and reflecting.

1. Planning

Before executing, the researcher made certain preparations in this step. These are the preparations:

- 1) The syllabus and instructional medium, as well as the teaching material.
- 2) Create a lesson plan to ensure that the teaching process is well-structured and runs smoothly.
- 3) Take notes on observation sheets to observe the classroom scenario, which includes the students' conduct as part of the method's implementation.
- 4) Classroom supplies, such as the attendance list for kids.
- 5) Success criteria, which are used to determine the standards and qualifications that pupils must meet in order to be considered upgraded.

2. Acting as a Teacher

The researcher acted as a teacher during the teaching and learning process.

3. Observation

The observation stage was designed to look at students' reactions to the approach during the teaching and learning process, as well as their test results to see if it had improved.

4. Reflect

Both the researcher and the collaborator evaluate the kids' development in their behaviors and academic success to see if their reading comprehension has improved.

E. Techniques of Data collection.

This section covers the methods for gathering data from the test and observation sheets.

1. Test

The test has two parts: a pre-test and a post-test. Before doing an activity, a pre-test was provided, and after performing the action, a post-test was given. The purpose of the pre-test was to determine the students' proficiency in English reading comprehension, and the purpose of the post-test was to determine the students' competence and ability in the teaching and learning process of reading comprehension using the LRD technique.

2. Sheet of Observations

The observation sheet was completed by a collaborator (an English teacher) who provided papers to record every activity that occurred throughout the teaching and learning process in the classroom at each meeting. The observer sat in the rear of the room, occasionally in the front or in the corner. This was done to make it easier to track the progress of the children.

F. Data Analysis Techniques

The researcher employed both quantitative and qualitative methods to assess the data.

1. Quantitative

The quantitative approach was utilized to statistically evaluate the data obtained from the test in order to determine whether or not the students' achievement score of both pre-test and post-test differed after completing the research.

Furthermore, the researcher employed the following absolute norm five scales to assess the students' performance.

$$\bar{X} = \frac{\sum fx}{n}$$

X = the mean

$\sum X$ = the sum all of the score

N = the number of scores

2. Qualitative

After assessing the average students' test, the researcher utilized an observation sheet to record any single events that occurred in the classroom and to gain a description of the teacher and students' actions during the teaching and learning process. The data was then qualitatively expressed in the form of words and phrases.

FINDING AND DISCUSSION**1. Finding.**

Following the research, it was discovered that the cycle 2 score was higher than the cycle 1 score. The table of the score is shown below.

1st Table Students' results from test cycles 1 and 2

No	Name	Cycle 1	Cycle 2	Gain	Note
1	AA	80	85	5	Increased
2	BB	65	75	10	Increased
3	CC	70	75	5	Increased
4	DD	75	80	5	Increased
5	EE	55	70	15	Increased
6	FF	85	90	5	Increased
7	GG	70	75	5	Increased
8	HH	80	85	5	Increased
9	II	80	85	5	Increased
10	JJ	85	90	5	Increased
11	KK	80	85	5	Increased
12	LL	50	65	15	Increased
13	MM	80	85	5	Increased
14	NN	80	85	5	Increased
15	OO	80	90	10	Increased
16	PP	85	90	5	Increased
17	QQ	90	95	5	Increased
18	RR	90	95	5	Increased
19	SS	75	80	5	Increased
20	TT	80	85	5	Increased
21	UU	90	95	5	Increased
22	VV	80	85	5	Increased
23	WW	70	75	5	Increased
24	XX	80	85	5	Increased
25	YY	55	75	20	Increased
26	ZZ	80	85	5	Increased
27	AABB	50	60	10	Increased
28	CCDD	70	75	5	Increased
Mean Score		75.35	82.14		

Cycle 2 was higher than cycle 1 according to the table above. Such a score was higher because they were motivated, enjoyed, paid attention, and became actively involved in the learning process, directing their energies to the learning job. The average result for the second test cycle is 82.14. This is a better result than the pre-test and test cycle 1 results. The pre-test mean score is 64.46, while the test cycle 1 mean score is 75.35. From test cycle 1 to test cycle 2, there was a 6.79 percent improvement.

It was noticed at the start of cycle 1 that the students were engaged in participating in the session and that they had no difficulty adapting the technique of learning utilizing the LRD strategy into classroom activities. The problem was that students were hesitant to speak up in front of the class, even while they were practicing descriptive language using the LRD approach. When they were divided into groups, on the other hand, they had been cooperative enough when working in groups.

Cycle 2 pupils, on the other hand, did a better job of learning. In cycle 2, students examined and comprehended the text on their own to improve their English skills, particularly in reading comprehension of descriptive texts. Good activities in the teaching learning process aided students in completing the task and better comprehending the text studied.

2. Discussion

According to research, the Listen – Read – Discuss technique may help children improve their descriptive text reading skills. It was demonstrated by the students' mean score, total percentage, and learning activity, which rose with each meeting during the teaching and learning process.

During the first cycle of teaching and learning, the researcher discovered that numerous students were still puzzled and found it difficult to read or find out the ideas, and that they paid less attention to the teacher's explanation. Furthermore, the students' mean score on the first cycle did not match the success criteria. As a result, the researcher and collaborator decided to undertake the second cycle together.

The actions in cycle two were then performed better than in cycle one. Students participated enthusiastically in the learning process and listened carefully to the teacher's explanations. They appeared enthusiastic to do the activities using this technique, and they obeyed all of their teacher's instructions. Students engage in groups and do investigations directly related to the object provided by the teacher using the Listen – Read – Discuss technique.

According to the results of cycle 1 data analysis, the students' greatest score was 85 and their lowest score was 30. In general, 19 students passed the test beyond the school's agreed-upon success requirement of 75 in cycle 1. The remaining 9 pupils either failed the test or did not meet the success requirements. During cycle 2, students received the maximum score of 95 and the lowest score of 60. In this scenario, the students' progress revealed that the number of students who met the success criteria improved from 14 students (50%) in cycle one to 19 students (89%) in cycle two.

The Listen – Read – Discuss technique was shown to improve students' reading comprehension in descriptive material based on the results of cycles 1 and 2.

CONCLUSIONS AND SUGGESTION

The researcher discovered that teaching reading using the LRD Strategy in descriptive text can improve students' reading comprehension, particularly in SMAN 4 Mataram, after conducting the research and analyzing the findings. It is demonstrated by the students' mean pre-test and post-test scores, which improved from 64.46 to 78.75. And it improves again in cycle II, going from 78.75 to 85.17 between pre-test I and pre-test II.

Aside from that, the pupils have a better understanding of the reading indicators: 1) Students can identify the paragraph's major idea. 2) Students can access the text's detailed details. 3) Students can classify the text's implied meaning. 4) Students can look for antonyms and synonyms in the text. 5) The kids can recognize the text's references. As a result, it is indicated that teachers and students can effectively use the LRD technique in the learning and teaching process, particularly while studying reading comprehension, particularly descriptive text, at school.

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