

# IMPROVING STUDENTS' READING COMPREHENSION THROUGH LISTEN READ DISCUSS (LRD) STRATEGY

**Meikardo Samuel Prayuda<sup>1)</sup>, Fiber Yun Almanda Ginting<sup>2)</sup>, Emilius Sakerengan<sup>3)</sup>**  
Universitas Katolik Santo Thomas, Medan<sup>1), 2), 3)</sup>  
meichardohanon@gmail.com<sup>1), 2), 3)</sup>

## ABSTRACT

This research was conducted in order to find out whether LRD Strategy can improve students' Reading Comprehension in Recount Text and to know the students' responses toward the learning reading comprehension through LRD Strategy. The subjects of this research were the tenth grade students at SMA Budi Murni 3 Medan. In conducting this research, the writer used Classroom Action Research (CAR) as the method of the research. The data collected used quantitative and qualitative data. Quantitative data was gained from the result of pre-test, formative test and post-test. Meanwhile, qualitative data was gained from the result of field notes, observation sheets and questionnaire toward students and teacher activity. The result showed that LRD Strategy can improve the students' reading comprehension especially in recount text. The improvement can be seen from the student's mean score in the pre-test is 52.41, in the formative test is 74.48, and in the post-test is 80. Furthermore, the students' responses toward the method of the teaching learning process sound great because above 90% of the students are interested, motivated and understand the lesson with LRD Strategy.

**Keywords: Reading Comprehension, LRD Strategy, Recount Text**

## INTRODUCTION

Nowadays English is one of the most important for languages for many people and used as an international language. Most of the people in the world use it such as for business, communication, education and also as transferring knowledge. In Indonesia, English has been officially as the first foreign language to be taught at elementary school until university.

In English, there are four skills that should be developed for the students which are reading, writing, listening and speaking. On this occasion the writer focus on reading skill. Reading is one of the most important

skills of a language which is very essential for each student. By learning reading, students can improve their understanding about the text or what they have read and enrich their vocabulary and knowledge. According to Jhonson (2008:4) states that reading is a constantly developing skill which students can master by practicing. In order to be good readers, student have to practice reading more and more. Reading skill is allows students to have access to ideas that are communicated by people in different locations and areas, give them the opportunity to broaden their horizons and increas their knowledge. In reading, students need to develop some skills, such as

**p-ISSN 2648-8600**

**e-ISSN 2745-410X**

**Volume 6 Nomor 1 Juni 2023**

learning to read in various ways, understanding the relationship between sentences, inferring meaning, guessing meaning, and so on. Students need to be able to interpret a text in order to be able to understand the message communicated.

The main goal of reading process is comprehension. Many teachers have some difficulties to teach reading to the students. To help students read with a better understanding, it is necessary to discover what particular weakness is contributing to the comprehension difficulties. According to Brassell and Rasinski (2008:15) reading refers to the ability to comprehend or make meaning from written text. Furthermore, Klingner (2007:8) states that reading comprehension involves much more than readers responses to text.

Reading comprehension is a multi-component, highly complex process that involves many interaction between readers and writers. Reading comprehension is centered on the ability to derive meaning from the text. It is the teachers responsibility to help the students to comprehend the text. The teachers need to assess students' reading needs. Furthermore, teachers should design and redesign courses in order to make an interesting learning process for students. From the definition, the writer concludes that reading comprehension is a process to read a text in order to get information from the text.

It means that when we read, we have to understand the information or issue written in the text.

Based on experience of the writer when he did the internship program to the tenth grade students of SMA Budi Murni 3 Medan in the Accademic Year of 2021/2022, the writer found out that there were still many students whose reading comprehension was very low and the students felt that english is a very difficult subject. The students feel confuse, boring and less motivation in reading text. Most of the students could not understand the content of the text of what they have read. As the result, they felt difficult to find out or getting the important information in the text. They tended to focus on the words in the text rather than on the entire text. Therefore they read slowly word by word and have unreasonable expectation about how much they should be able to comprehend. Besides, they lack of vocabularies. It makes them rely on their dictionaries in order to find out the meanings of the difficult words. In addition, not all of the students have a good reading habbit especially reading text. There were many passive students in the class when the teacher was teaching.

The problems above should be solved. Teachers have to considers a strategy that can help students solve their problems in order to have good reading comprehension

on recount text. Regarding the situation, the writer chose Listen Read Discuss (henceforth, LRD) strategy to solve the problems. According to Richardson et al (2009:10) LRD is comprehension strategy that builds students prior knowledge before they read a text, during reading, and after reading by listening the teachers short lecturing, reading a text selection and discussing. The writer concluded that LRD is a strategy that begin with a teacher's short explanation orally, which is to read a text by the students after listen the teachers' explanation and then discussion about the content of the text for evaluate to the students' comprehension.

Some research findings have shown good result of applying LRD strategy to teaching reading comprehension. One of the research was conducted by Terasne (2018) entitled "Improving Students' Reading Comprehension Through Listen Read Discuss (LRD) Strategy at MA Nurussabah Praya Tengah". The research findings showed that students' reading comprehension improved after patterns of LRD strategy was applied. The mean score of students in the pre-test was 69.5 (35%). There were seven students who passed the minimum passing grade, in the post-test one, 72.2 (60%), twelve students passed the minimum passing grade and in the post-test

two, 78.25 (85%), seventeen students passed the minimum passing grade (KKM).

The second one was conducted by Tawali (2021) entitled "Improving Students' Reading Comprehension Through Listen Read Discuss (LRD) Strategy". The research findings showed that students' reading comprehension improved after patterns of LRD strategy was applied. The mean score of students in the pre-test was 64.46 (60%) there were eight students who passed the minimum passing grade, in the post-test one 75.35 (67%), twelve students passed the minimum passing grade and in the post-test two, 82.14 (89%), twenty-five students passed the minimum passing grade. It means that LRD Strategy could improve the students' reading comprehension.

From the two previous research studies the writer concluded that using LRD strategy makes students more interest in reading, improving students reading comprehension and understanding about the text from the material is delivered by teacher. That is why the writer is interested in applying LRD strategy in order to prove students reading comprehension because some research findings have shown good result of teaching English reading comprehension through LRD strategy.

Based on the background of the study, the writer decides to conduct a research entitled “Improving Students’ Reading Comprehension Through Listen Read Discuss (LRD) Strategy to the Tenth Grade Students of SMA Budi Murni 3 Medan in the Accademic Year of 2022/2023”. It is hoped that by applying LRD to students in teaching reading comprehension, the students reading comprehension can be improve.

## RESULT AND DISCUSSION

### The Result of the Test

There were the tests used for collected the data, namely quantitative data and qulitative data. Quantitative data was gained from the result of pre-test, formative test and post-test. Meanwhile, qualitative data was gained from the result of field notes, observation sheets and questionnaire. The result of this research showed that LRD Strategy could improve students’ mean score from pre-test until post-test. The students’ mean score of pre-test is 52, 41, the mean score of formative- test is 74, 48 and the mean score of post-test is 80. The qualitative data also showed that students became more active, enthusiastic and interested in reading comprehension in the english language particularly in recount text. The result of students’ mean score can be seen in the following chart.

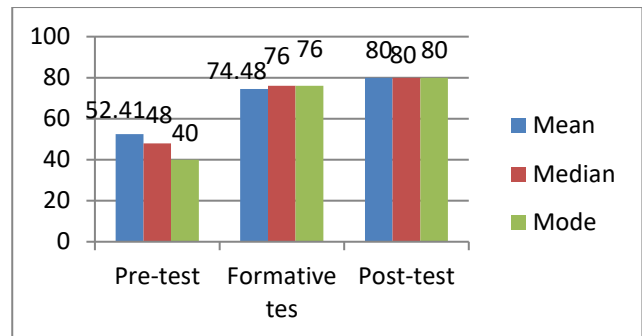


Chart 1 The Histogram of Quantitative Data

From the result of the students’ scores, it was concluded that the mean score increas. It could be seen from the mean score from the mean score in pre-test, formative test, and post-test. Then, the mode and median of the students’ score in post-test are higher than pre-test. It means that there is an improvement of the students’ reading comprehension by using LRD Strategy.

Then, the qualitative data were taken from the result of questionnnaire with the purpose of gathering information. The questionnaire ws needed to know the response of the students which were taught by using Listen Read Discuss Strategy was appropriate with improvement of reading comprehension or not.

From the percentage of students’ responses, the writer presents the data in histogram.

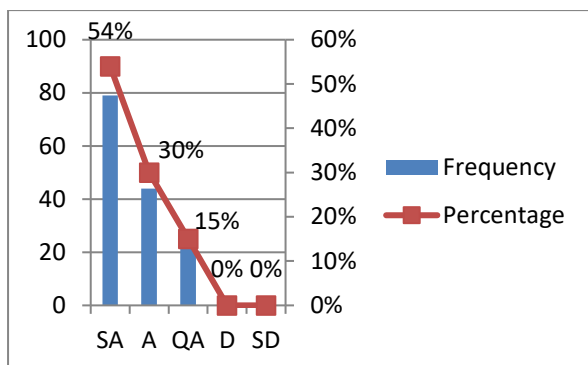


Chart 2 The Histogram of the Responses of Questionnaire

Based on the histogram above, it can be concluded that the students responses toward learning teaching process of reading comprehension by using Listen Read Discuss strategy are good, and their reading comprehension also improved.

### Discussion

Listen Read Discuss strategy was applied to improve students' reading comprehension to the tenth grade students of SMA Budi Murni 3 Medan. The improvement could be seen from the students' mean score the pre-test up to post-test. The students' mean score of pre-test is 52, 41, the mean score of formative- test is 74, 48 and the mean score of post-test is 80. The data (table 4.5) showed that in the percentage of the students who got score 75 in the pre-test to post-test is 52%. It means that the students' score kept increasing after Listen Read Discuss strategy was applied in learning teaching process. The students responses towards learning process of reading comprehension by using Listen Read Discuss strategy. Based on the result of the

questionnaire, the students agree that Listen Read Discuss strategy is appropriate to improve their reading comprehension on descriptive text. It was shown from the total percentage of the students who strongly agree is 79 (54%). Total percentage of the students who agree is 44 (30%). Total percentage of students who quite agree is 22 (15%). Total percentage of students who disagree is 0 (0%) and total percentage of students who strongly disagree is 0 (0%)

In addition, the students' improvement in learning teaching reading comprehension on descriptive texts through Listen Read Discuss strategy was also showed in observation sheet and field notes. Thus, it is concluded that Listen Read Discuss strategy can improve the students' reading comprehension successfully.

### CONCLUSION

After analyzing and discussing the data, the writer made conclusion. LRD Strategy can improve students' reading comprehension. It was found that the students' achievement of reading comprehension improved from pre-test to post-test after Listen Read Discuss was applied. The students' total mean score in pre-test is 52, 41, the formative test is 74,48 and post-test 80. Meanwhile, the students' score percentage who passed Mastery Minimum Criteria (KKM) from pre-

test to post-test is 52%, the students' score percentage continuously increased in each test. Therefore, it is concluded that Listen Read Discuss Strategy can improve students' reading comprehension successfully. The students' responses were very good. They felt enthusiastic and motivated after being taught with LRD Strategy. It could be seen

from the qualitative data such as observation sheets, questionnaire, and field notes during the study. The total percentage of students questionnaire who strongly agree is 79 (54%). Total percentage of students questionnaire who agree is 44 (30%). Total percentage of students questionnaire who strongly agree is 22 (15%).

## REFERENCES

- Anderson, M., & Anderson, K. 2002. *Text Type*. South Yara: MacMilan Education Australia PTY, Ltd.
- Brassell, D., & Rasinki, T. 2008. *Comprehension That Works*. Huntington Beach: Shell Education.
- Burns, P., Roe, B. D., & Ross, E. P. 1990. *Teaching Reading in Today's Elementary School*. Boston: Houghton Mifflin Company.
- Cholipah, 2014. *An analysis of Students' Error In Writing Recount Text (A Case Study in Second Grade Students of SMP Trimulia Jakarta Selatan)*. Research Paper. Jakarta: UIN Syarif Hidayatullah.
- Davies, B. 2000. *Targeting Text*. Australia: Blake Education.
- Grabe, W., & Stoller, F. L. 2002. *Teaching and Researching Reading*. Edinburg: Pearson Education.
- Hyland, K. 2004. *Genre and Second Language Writing, The United State of America*: The University of Michigan Press.
- Jhonson, A. P. 2008. *Teaching Reading and Writing: a Guidebook For Tutoring and Remediating Students*. New York: Rowman & Littlefield Education.
- Keir, J. 2009. *Text Type Book 3 Informative Texts: Recognizing and Creating Procedures, Explanations, Recount and Description*. Sydney: Ready - Ed Publication.
- Klingner, J. K., et al 2007. *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guid for Press.
- Knapp, P., & Watkins, M. 2005. *Genre, Text, Grammar*. Australia: University of New South Wales Press.
- Koshy, V. 2005. *Action Research for Improving Practice: A Practical Guide*. London: Paul Chapman Publishing.
- Lahagu, Y., Pangaribuan, J. J., & Prayuda, M. S. 2020. Improving Students' Reading Comprehension Through Experience Text Relationship (ETR) Method. *Kairos ELT Journal*, 4 (2), 67-68. <http://www.ejournal.ust.ac.id/index.php/KAIROS/article/view/1137>.
- Lyne, L. S. 2009. *Igniting A Passion for Reading: Successful Strategies for Building Lifetime Readers*. Boston: Stenhouse Publisher.
- Manzo, A. V., & Manzo, U. C. 1995. *Teaching Children to the Literature: A Reflective Approach*. Florida: Ted Buchhoz.
- \_\_\_\_\_, 2002. *Help for Struggling Readers. Strategies for Grades 3-8*. New York: Guilford.

- McKenna, M. C. 2002. *Teaching Through Text: A Context Literature Approach to Context Area (3<sup>rd</sup> Edition)*. New York: Longman.
- Nunan, D. 2003. *Practical English Language Teaching*. New York: McGraw-Hill.
- Prayuda, M. S., Silalahi, T. S. M., & Almanda, F. Y. (2022). TRANSLATION OF THEMATIC STRUCTURE OF DESCRIPTIVE TEXT FROM INDONESIAN INTO ENGLISH. *Pendidikan Bahasa Indonesia dan Sastra (Pendistra)*, 148-151.
- Prayuda, M. S. (2020). AN ANALYSIS OF THE STUDENTS' WRITING ERROR IN REPORT TEXT. *Jurnal Ilmiah Aquinas*, 3(1), 96-109.
- Prayuda, M. S., Juliana, J., Ambarwati, N. F., Ginting, F. Y. A., & Gultom, C. R. (2023). Students' Writing Error in Parts of Speech: A Case Study of EFL Students. *Jurnal Educatio FKIP UNMA*, 9(2), 659-665.
- Richardson, J. S., Morgan, R. F. & Fleener, C. 2009. *Reading to Learn in the Content Areas*. New York: Wadsworth Cengage Learning.
- Roe, B. D. 2006. *Integrating Language Arts through Literature and Thematic Units*. Boston: Person Education.
- Snow, C. C. 2002. *Reading for Understanding Towards An R&D Program in Reading Comprehension*. Santa Monica: RAND.
- Tawali, T. 2021. Improving Students' Reading Comprehension Through Listen- Read-Discuss-Strategy. *Jurnal Paedagogy*, 8(3), 322-327. <https://e-journal.undikma.ac.id/index.php/pedagogy/article/view/3852>.
- Terasne, Sugianto, N., et al. 2018. Improving Students' Reading Comprehension Through Listen Read Discuss (LRD). *Journal of English Language Teaching*, 5(2), 113-120. <https://e-journal.undikma.ac.id/index.php/joelt/article/view/2310/1621>.
- Woolley, G. 2011. *Reading Comprehension: Assisting Children with Learning Difficulties*. New York: Springer.