The Use of Listen-Read-Discuss (L-R-D) Strategy to Improve the Students’ Reading Comprehension at MAN 2 Banyuwangi

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ABSTRACT

Reading skill is one of the language skills that must be owned by the students in learning English. In fact, many students still have problems in reading English texts. This research was intended to improve the XI IPA 3 students’ active participation and their reading comprehension achievement by using Listen – Read – Discuss Strategy at senior high school in Banyuwangi. The participants were the students of class XI IPA 3. The class was chosen as the participants because most students had problems with reading comprehension, mainly to understand the content of the text and to answer the reading comprehension questions of the text. Besides, many students still got bad scores (below the score of KKM) in the reading test. Furthermore, the students were still passive in the reading teaching learning process and their motivation in reading English texts is still low. This condition could be caused by the teaching technique used by the English teacher in teaching reading was still conventional. To solve the students’ problem with reading comprehension, this classroom action research design with the cycle model was conducted. Each cycle covered four stages of activities, namely planning the action, implementing the action, observing the action, evaluating and reflecting of the action. In this research, the data were collected by reading comprehension test and observation. The data collected from reading comprehension test were analyzed quantitatively to find the students’ reading comprehension achievement. Then, the data collected from observation were analyzed descriptively to find the percentage of the students’ active participation. Based on the results of reading comprehension test and observation in the first cycle, it could be concluded that the use of Listen-Read-Discuss Strategy could improve the students’ reading comprehension achievement and their reading comprehension achievement in the reading teaching learning process. It means that the students’ reading comprehension achievement was better after they were taught reading by using LRD strategy. Therefore, the English teacher is suggested to use this strategy as an alternative technique in the teaching of reading to improve their reading comprehension achievement.
INTRODUCTION

English is a global language that must be mastered by students. In English, there are four basic skills that must be fulfilled by the students they are, speaking, listening, reading, and writing. Finnochiaro (1984) stated that for most students, reading is the most important of the four skills in English, especially in English as a second or a foreign language. It means that reading is the most crucial skill that must be gained by the students for mastering English.

This research aimed to improve the XI IPA 3 students’ reading comprehension at MAN 2 Banyuwangi. Based on the interview with the English teacher in the preliminary study, there was one class (XI IPA 3) that had some problems related to reading comprehension. First, many students still had low vocabularies, it can be seen from the students’ previous reading test scores, there were many students who got the low scores (below the KKM score) in the reading comprehension test. This problem happened because in reading process, they were not familiar with the words. Second, the students’ motivation in reading English texts was still low. Jamestown (2006) believed that “reading motivation is an effort to create a certain condition in order that someone wants and will read and gain the meaning from the text.” This means that the students who have reading motivation are willing to read and they will try to retrieve the meaning of the text that they read. Third, the problem is that the students were still confused with what should be done in the process of comprehending a text. Moreover, the teaching techniques used by English teacher were still conventional, the teacher still asked the students to open the dictionary and do the individual reading.

Based on the students’ problem with reading comprehension of texts, the researcher found an alternative teaching strategy to attract the students’ reading motivation. The strategy is called Listen-Read-Discuss (L-R-D). According to Richardson (1999) cited by Ibrahim (2017), “Listen Read Discuss is a comprehension strategy that builds students’ prior knowledge before they read a text, during reading and after reading by listening to the teacher’s short lecture, reading a text selection, and discussing. This strategy is expected to help the students analyze the author’s thought in their own words.” Thus, it will influence their reading comprehension to learn and remember what they read. This strategy is divided into some steps. Firstly, the teacher delivers some lectures of certain interesting matters for example; educative and informative analytical exposition text to attract the students’ attention and motivation. Secondly, the teacher gives the text that is similar to the topic for the students to read. Lastly, after they read the text, they discuss the topic in small groups and discuss the text that they have read before. In this section, the students can stimulate their reading comprehension by discussing the topic. They can discuss the main idea, the purpose of the text, and many aspects that can improve their reading comprehension. According to Manzo (1985), Listen-Read-Discuss (L-R-D) strategy has three advantages as follows:

1. Listen-Read-Discuss strategy (L-R-D) can give the interest to struggle in the classroom discussion. With the interest of students in this method, it will be easier for them to comprehend the text.
2. Listen-Read-Discuss (L-R-D) strategy is able to add more contribution for the students in discussion section.
3. Listen-Read-Discuss (L-R-D) strategy is flexible. The strategy can be applied in all curriculums with all kind of text.

In this case, Manzo (1985) stated that Listen-Read-Discuss (L-R-D) Strategy has a disadvantage that is the strategy is difficult for the daily learning, because building the students’ prior knowledge needs more time to administer. To overcome the disadvantage, the researcher used the short analytical exposition texts to administer the limited time, with the used of shorter texts, the students were able to understand the texts without taking a lot of time.

There were two previous researches related with the use of Listen-Read-Discuss (L-R-D) Strategy. The first previous research was conducted by Ibrahim (2017) entitled “The Use of Listen Read Discuss Strategy and Reading Motivation toward the Students ‘Reading Comprehension” The result showed that the students had better reading comprehension of descriptive texts by using Listen Read Discuss Strategy. The second previous research was conducted by Maemun & Farida (2017) entitled “The Effectiveness of Listen-Read-Discuss” (L-R-D) and Graphic Organizer Combination Technique to Teach Reading Comprehension of Descriptive Text”. The result showed that the combination of listen read discuss strategy and graphic organizer had an effect on the students’ achievement in reading comprehension. Although Listen-Read-Discuss (L-R-D) had been used by some researchers previously, there is still a gap. The previous researchers used descriptive texts which were different from the present study. In the present study, the researcher used analytical exposition texts as the reading material.

The objective of this research was to improve the students’ active participation and their reading comprehension achievement by using the strategy of Listen-Read-Discuss (LRD) at MAN2 Banyuwangi.

Based on the research background above, the research problem was formulated as follows:
1. How can the use of LRD (Listen-Read-Discuss) improve the students’ active participation in the reading teaching learning process at MAN 2 Banyuwangi.
2. How can the use of LRD (Listen-Read-Discuss) improve the students’ reading comprehension achievement at MAN2 Banyuwangi.

**METHODOLOGY**

This research was intended to improve the XI IPA 3 students’ reading comprehension achievement by using Listen – Read – Discuss Strategy at MAN 2 Banyuwangi. Therefore, the research design that was appropriate to achieve the research objective was the classroom action research with the cycle model. According to Latief (2009), the classroom action research is the effective way to improve both the teacher’s performance and the students’ performance in teaching and learning process. It aims to improve some aspects in the teaching and learning process in the classroom. The aspects are the success of instruction or strategy provided by the teacher, the learning progress of the students, and the learning problem that maybe faced by the students. Then, those aspects will be assessed in order to construct the planning of the action, the implementation of action, observation, evaluation, data analysis and reflection of the action. This research used the cycle model developed by Kemmis & McTaggart (2000).
The procedures of the classroom action research were as follows:
1. Doing the preliminary study
2. Planning the Action.
3. Implementing the action
4. Observing the Classroom and Doing the Evaluation
5. Reflecting the action

The participants of this research were the students of class XI IPA 3 of MAN 2 Banyuwangi in the 2021/2022 academic year. This class consisted of 36 students and this class was chosen as research participants because of some reasons. Firstly, this class still had problems with reading comprehension. Secondly, many of the students of this class still had low scores (60–65) in reading comprehension test (based on the interview with the English teacher). Lastly, they had troubles in understanding the meaning of the words and sentences in the text. This happened because they still had low vocabularies.

In this research, the main data were collected by using reading comprehension test and classroom observation. The reading comprehension test was used to obtain the data about the students’ reading comprehension achievement after they were taught by the teacher about reading comprehension by using L – R – D Strategy. Hughes (2003) stated that the successful achievement of students can be assessed by test. The reading materials used in the reading test were analytical exposition texts.

The reading comprehension test was constructed based on four indicators to be measured. They were to find the general information of analytical exposition text, to find the specific information of the analytical exposition text, to mention the generic structure of the analytical exposition text, and to mention the language features of analytical exposition text. Then, the types of test were divided into 2 types, multiple choice and true or false statements. Each correct answer for multiple choice got 6 points, so the maximum score was 60, and each correct answer for true or false got 4 points, so the maximum score was 40. Therefore, the total score of reading comprehension achievement test was 100 points.

For observation, the observation checklist was used to collect the data of the students’ participation and was done in collaboration with the English teacher of MAN 2 Banyuwangi, Arikunto (2010) stated that the use of observation checklist is the most effective way to do the observation. The students were considered as ‘active’ if they could fulfill at least 4 indicators of 5 indicators provided in the checklist, and if they only fulfilled less than 4 from 5 indicators, they were considered as ‘passive’ students. The following indicators were observed in the
reading teaching learning process:
1. Listen to the teacher’s explanation.
2. Read the text individually.
3. Discuss the task with the group.
4. Do the tasks individually.
5. Answer the teacher’s questions.

Dealing with the data analysis method, the data collected from observation in the first cycle were analyzed descriptively to find the percentage of the students’ active participation in the reading teaching learning process by using LRD strategy. Then, the data collected from reading comprehension test in the first cycle were analyzed quantitatively to find the students’ reading comprehension achievement after they were taught reading by using LRD strategy.

RESULTS AND DISCUSSION
Meeting 1 was conducted on the 25th October 2021. The action consisted of three parts of teaching and learning activities of reading comprehension based on the L-R-D strategy. They were listening activity, reading activity, and discussing activity, and it was implemented in both sessions of class. In the listening activity, the researcher started the class by greeting, praying, checking attendance, giving the leading questions and delivering the lecture about the reading material about the aspects of text.

After listening activity, the reading activity was done. The researcher distributed the text to the students in the class and guided them to read the text individually. In the reading activity, the researcher checked the students whether they found any difficulty or not in the individual reading process. The researcher found that most students found some unfamiliar words in the text, they were (levels, necessary, reasons, law, preventing, etc.) then the researcher helped them to translate those unfamiliar words to make students be able to comprehend the text easier, after that, the action was continued to discuss activity. In this activity, the students were divided into small groups that consisted of 6 students, so there were 3 groups in each session of the class. In discussing activity, the researcher observed the students. The students were active in discussion activity, because they shared their ideas in their groups to find the aspects in the text. At the same time, the researcher simulated the students to mention the aspects of analytical exposition text, they were the social function, the definition, the tenses used, the language features and the generic structures of analytical exposition text. After that, the researcher distributed the task to the students in the form of Multiple choices and True or False questions.

Meeting 2 was conducted on the 27th October 2021 for both sessions. The teaching and learning process of reading comprehension in this second meeting was the same as the one done in Meeting 1. The difference was only on the material used in Meeting 2 that was analytical exposition text about “Cars Should be Banned in the City”. The students still found the unfamiliar words from the text, they were (most, pollution, deadly, illness, busy, pedestrians, commonly, noisy, etc.). The teaching and learning process of reading comprehension in this meeting was done well for both sessions because the students had the background from Meeting 1 and they enjoyed the reading class. In the second meeting, Multiple Choice tasks and True or False statements were given to the students to do in the class.

The observation in cycle 1 was done in two meetings by using the observation checklist to know the students’ participation during the implementation of action. The observation was done by the English teacher. The observation checklist consisted of 5 indicators. They were (1)
Listen to the researcher’s explanation, (2) Read the text individually, (3) Discuss the text with the group, (4) Do the tasks individually, and (5) Answer the researcher’s questions.

There were 34 students who listened to the researcher’s explanation. There were only 2 students who did not read the text. Next, in indicator 3, all of students did the discussion with their groups. Dealing with indicator 4, there were 20 students doing the task individually. Meanwhile, there were 16 students who did not do the task individually. Dealing with indicator 5, there were 21 students who were able to answer researcher’s questions and 15 students did not answer the researcher’s questions. The result of observation in Meeting 1 showed that there were 28 students who fulfilled at least four of five indicators and were categorized as active students and there were 7 students who fulfilled less than four indicators of five indicators. So, the percentage of the students who were active in the reading teaching learning process was 77.77%.

In Meeting 2, there were 33 students who attended the class and there were 3 students who did not attend the class. There were 31 students who listened to the researcher’s explanation, and there were 5 students who did not listen to the teacher. In indicator 2, all the students read the text. Next, in indicator 3, all the students who attended the class discussed the text in groups. In indicator 4, there were 24 students who did the tasks individually and 9 students who did not do the task individually. In the last indicator, there were 30 students who could answer the researcher’s questions and there were 6 students who did not answer the questions. The result of the observation in Meeting 2 showed that 30 students fulfilled four indicators and they were categorized as active students and there were 3 students who fulfilled only three indicators and were categorized as passive students. It could be concluded that the students’ active participation increased in meeting 2, that was 83.33 % of the students who actively participated in the reading teaching learning process by using L-R-D Strategy, so the percentage of students’ active participation in Cycle 1 was 80.55%. On the average, the percentage of the students’ active participation in the reading teaching learning process by using LRD strategy was 80.55%. This score had fulfilled the criteria of the result of observation in the cycle. It means the results of observation in the first cycle had achieved the research objective.

The result of observation in Meeting 1 and Meeting 2 in the first cycle could be illustrated in the diagram below.

![Figure 2. Observation of Each Meeting](image-url)
The reading comprehension test was administrated in the third meeting on 1st November 2021. The reading comprehension test was in the form of Multiple-choice format and True or False statements. The number of the test items was 20 items (10 items of multiple choice and 10 items of True or False statements). Each correct answer for multiple choice questions got 6 points and each correct answer for True or False statements got 4 points, so the total score of the reading comprehension was 100 points. The time allocation of the reading comprehension test was 40 minutes. The analytical exposition text used in this test was “The Way to Reduce Global Warming”.

From the result of the data analysis of reading comprehension test scores in the first cycle, it was known that there were 29 students (80.55 %) who got score > 75 and 7 students (19.44 %) who got score < 75 in the reading test.

The percentage of students who got score at least 75 in the reading test in the first cycle can be seen in this graphic below:

![Figure 3. Test Score](image)

From Figure 3, it was known that in students’ previous reading test scores, there were 25 (69.44%) students who got score at least 75 in the reading test. Meanwhile, in reading comprehension test score in first cycle, there were 29 students (80.55%) who got score at least 75. It could be concluded that the percentage of the students who got score at least 75 in the reading test in cycle 1 increased than the one in previous reading test and it could achieve the research objectives.

This research aimed to improve XI IPA 3 students’ active participation in the teaching and learning process of reading comprehension and to improve their reading comprehension achievement by using L-R-D Strategy. The use of L-R-D Strategy in the teaching and learning process of reading comprehension in the first cycle showed that there was an improvement on the students’ active participation and their reading comprehension achievement.

The finding was relevant to the idea that the use of L-R-D Strategy in teaching and learning process of reading comprehension has some advantages (Manzo, 1985) Firstly, Listen-Read-Discuss strategy (L-R-D) can give the interest to struggle in the classroom discussion, with the interest of the students in this method, and it will be easier for them to comprehend the text. It was proved by the improvement of the students who got score at least 75 in the reading comprehension test in the first cycle (80.55 %) compared to that of the previous reading test score (69.44 %). Secondly, Listen-Read-Discuss (L-R-D) strategy is able to give more contributions to the students in discussion section. Every student in each group was more
contributive in the discussion activity because they were more motivated with their friends and enjoyed reading in groups than individual reading. In this research, it could be seen from the result of observation that the students’ active participation improved in cycle 1. Lastly, Listen-Read-Discuss (L-R-D) strategy is flexible. The strategy can be applied in all curriculums with all kinds of texts. The researcher used analytical exposition texts which aimed to improve the XI IPA 3 students’ reading comprehension achievement. The result of this research proved that even though this research used the different text type, the L-R-D Strategy was still able to improve the students’ reading comprehension achievement and proved that L-R-D Strategy was flexible and helpful for the students in reading comprehension of analytical exposition texts.

This research fulfilled the gap that by using different texts, the classroom action research result showed that the use of L-R-D Strategy could improve the students’ active participation and their reading comprehension achievement. It could be seen from the improvement of the students’ active participation that was from 77.77% in Meeting 1 to 83.33% in Meeting 2 in the first cycle and the improvement of their reading comprehension achievement scores in the first cycle, and the average percentage of the students who got score > 75 in the reading comprehension test improved from 69.44% (before the action given) to 80.55% (after the action given in the first cycle). The results were relevant to the idea that L-R-D Strategy is flexible and can be applied in all curriculums and all kinds of texts (Manzo, 1985). It could be concluded that L-R-D Strategy was a good and suggested strategy that could be used in teaching reading comprehension because it can be applied using all kinds of texts, and build the students’ interest and improve the students’ active participation and reading comprehension achievement.

CONCLUSION

The use of Listen-Read-Discuss (L-R-D) Strategy in teaching reading comprehension could improve the XI IPA 3 students’ active participation at MAN 2 Banyuwangi. The result showed that the percentage of students’ active participation improved from 63.88% in previous percentage to 80.55% in the first cycle. Besides, The use of Listen-Read-Discuss (L-R-D) Strategy in teaching reading comprehension could improve the XI IPA 3 students’ reading comprehension achievement at MAN 2 Banyuwangi. It was proved by the result of the students who got score at least 75 in the reading comprehension test. The percentage of students who got score at least 75 in the reading test improved from 69.44% in previous reading test score to 80.55% in the reading test in first cycle.

REFERENCES


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