

IMPROVING STUDENTS' READING COMPREHENSION THROUGH LISTEN-READ-DISCUSS (LRD) STRATEGY AT ELEVEN GRADE OF MAN DHARMASRAYA

Geofani Amelia, Suparmi, Rahma Dania

Universitas Putra Indonesia "YPTK" Padang

Email: geofaniamelia181@gmail.com

Abstract

The purpose of this research is to find out the significant differences in improving students' reading comprehension by using the Listen-Read-Discuss (LRD) strategy. This research was conducted on class XI IPK students at MAN Dharmasraya. In this study, the researcher only took one class as a sample. The sample consisted of 28 students of class XI IPK and was selected using a saturated sample technique. The material taught by research uses biography texts. This study used a quantitative method with a pre-experimental approach. Research used data collection techniques Pre-test, treatment, and post-test. The data collection instrument was a written test in the form of 10 multiple choices and 5 essays with total of 15 questions. The pre-experimental group was given pre-test and post-test. The final average value obtained from the experimental group was analyzed using the T-test formula with a significant level of $\alpha = 0.05$. The results of the research conducted show that there is a significant effect of using the Listen-Read-Discuss (LRD) strategy in students' reading lessons. The results of research conducted by researcher indicate that there is a significant influence by using the Listen-Read-Discuss (LRD) strategy in students' reading lessons. From the results of the data, obtained the average score of the pre-test (1798) and post-test (2313). t-observe (3.315) and t-table (1.705). It supported by the t-test value that was higher than t-table value ($3.35 > 1.705$). Therefore, the alternative hypothesis shows that H_0 is rejected and H_a is accepted. This means that there is a significant effect of using the Listen-Read-Discuss (LRD) strategy in improving reading comprehension in class XI IPK MAN Dharmasraya.

Keywords

Listen-Read-Discuss, Reading Comprehension, Biography Text

INTRODUCTION

English has four important language skills that must be mastered by the students. They are reading, writing, speaking, and listening. According to Harmer (2017), the students use language in terms of four skills namely reading, listening, speaking, and writing. Among four skills, reading is considered as one of the important skills for learners. Therefore, in academic context students need to comprehend and deal with all reading aspects and difficulties.

Megawati (2017) states that reading is useful for language acquisition. That is, reading is one of the skills that must be mastered by students. By reading, readers can improve their understanding of the text they read. In addition, they can easily get information from the text they read. Therefore, by reading readers can get more ideas and knowledge that they do not know.

The 2013 curriculum states that there are several types of texts that must be learned by eleventh graders, one of which is biography texts. Unfortunately, when teaching English in secondary schools, researcher found that students had difficulty reading English texts. In reading, students experience difficulties in understanding the text properly, especially in biography text material.

Based on the results of observations made at MAN Dharmasraya, there are still many students who are less interested in reading and less able to understand a text. Students do not understand how to identify components in the text. In addition, students are not interested in reading when they have to understand a passage with unlimited vocabulary, thus creating the perception of students saying English is difficult

Therefore, teachers must be able to apply appropriate strategies to overcome these situations and conditions. In an effort to overcome the above problems, researcher will use the Listen, Read, Discussion (LRD) strategy. In the learning process, choosing the right strategy will make it easier for the teacher to convey teaching objectives. In this strategy there are three stages in the reading process, namely before reading, while reading, and after reading. With this strategy students will focus on understanding, thinking about the meaning of the text, establishing good relationships between students, and making conclusions. Therefore, to optimize this role, researcher use the Listen,

Read, and Discussion (LRD) strategy to facilitate reading comprehension, especially in biography texts.

Strategies in the learning process are very important to improve students' reading success. A strategy can help in reading, so that in learning English, a teacher must use a strategy that can help students improve reading comprehension. In addition, using the teacher's strategy makes it easier for students to understand what the teacher teaches. The reasons for establishing LRD learning strategies, according to Manzo and Casele (1985 in Sudibyono 2020) are that LRD: helps students understand material through graphic organizers which are conveyed orally, builds students' understanding before reading texts, and helps students achieve their understanding through group discussions.

LITERATURE REVIEW

Reading is the process of getting a message from the writer through the writing that is read. According to Lado in Tarigan (2015), reading is understand the pasterns of language from the written text. It means, reading is a process to get information from what is conveyed by the author in his reading.

In general, reading is to seek and obtain information from the source being read. Therefore, writers must have clear goals when they start writing, so writers can organize their ideas with structured paragraphs. This can be a way that readers can understand. According to Ahmadi in Gilakjani (2016), the purpose of reading is to get a valid message from the writer and deliver it to reader. It means, the purpose of reading is to get valid information from writing and convey it to the reader.

Teaching reading is the process of transferring knowledge from teacher to students using certain technical strategies. Teaching is a process that does not only provide information from the teacher to students. Reading is one way to make students understand in the teaching and learning process. According to Hibbard and Elizabeth (2013), teaching reading is a complex process involving decoding skills, fluency and reading comprehension. It means, teaching reading can also be interpreted as showing or helping someone learn how to make someone know or understand something.

Reading comprehension is the ability to process text, understand its meaning, and to integrate with what the reader already knows. According to Nugroho et al. (2019), reading comprehension is a process of recognizing and comprehending the written symbols in a text to get the ideas of both explicit and implicit messages. It means reading comprehension is observing the writing and the words connected in the writing in order to get the information in it.

Based on theory above, the writer conclude reading comprehension is focused on understanding well what is in the text. According to Syamsir (2021) L-R-D strategy is a good strategy to teach reading material, the students to hear the lecture from the teacher first before even reading. It means his means that the teacher will first explain the material to be delivered, then students will discuss what material they will read.

Moreover, according to Pebriana (2019) there is a summary of the steps for teaching reading comprehension using the LRD strategy, namely:

1. Before Reading

LRD begins with the teacher presenting the content of the reading selection completely and completely.

2. During Reading

The initial step of the lesson, during which students listen, but don't read, that subsequent reading may be seen as unnecessary.

3. After Reading

Post reading discussion is anchored in the tasks presented by the teacher at the outset.

RESEARCH METHOD

The research design is the researcher's plan in completing the research to be carried out. In this research, the writer used quantitative method because in this research the writer has given pre-test and post-test to get the data. According to Emzir (2009), the notion of a quantitative approach is an approach

that principally uses post-positivist in developing knowledge (such as related to cause and effect, reduction to variables, hypotheses, and specific questions with measurement, observation, and theory testing), using research strategies such as surveys and experiments that require statistical data.

Population and Sample

A population is a complete collection of individuals, the group consists of a country or a group of people with the same characteristics. According to Creswell (2012) said the population is “a group of individuals who have the same characteristic”. It means, a group of individuals who have the same characteristics. The population in this study is the eleven grade students of MAN Dharmasraya. In this study, the researcher chooses students XI IPK in eleven grade at MAN Dharmasraya.

The sample is a small part that is used for research. Samples are used in statistical testing when population sizes are too large for the test to include all possible members or observations. According to Sugiyono (2014), saturation sample is a determination technique when all members of the population are used as samples. It means, the small part of population used by researcher to conduct research. In this study researchers used cluster random sampling. Cluster random sampling is a method used by researchers for geographic data and market research. According to Gay, Mills, and Peter (2012), cluster random sampling is sampling in which groups, not individuals, are randomly selected. That is, taken randomly from the population and then all are taken, only a few groups are used as samples. The researcher took a sample class of 28 students from class XI IPK.

Instrument

The research instrument was a reading comprehension test. The reading test was used by the researcher to determine students' reading ability. The author gave a pre-test to get student data before treatment and a post-test to find out students' improvement in reading content using the LRD strategy. The function here is to determine the impact of increasing students' reading skills using the LRD strategy

The Procedure of Data Collection

In this research, the writer conducted some steps in order to get the data needed. Here are the procedures of the data collection :

1) Pre-Test

Pre-test conducted to the experimental group before starting treatment. Before giving treatment, the researcher gives a pre-test for students in the class. The pre-test aims to know the students reading comprehension.

2) Treatment

After the pre-test, the researcher gave students an understanding of what the purpose of the material was and the researcher provided information about the procedure for using the LRD strategy.

3) Post-Test

After the treatment, the researcher conducted a post test. The purpose of the post-test was to assess the effect of the LRD strategy on students' reading comprehension skills. After that, researchers looked for differences in the average score of the experimental group. So that researcher can complete this research.

The Procedure of Data Analysis

In this section, the researcher collects data from each variable to be analyzed using the LRD strategy. The reading comprehension test procedure in analyzing the data are:

1) To assess student test answers, researcher used the following

formula :

$$\text{Score} = \frac{X}{N} \times 100$$

Where : X = students' correct answer N = maximum score

(Gay in Syaifullah, 2016)

2) After calculating student scores, researchers classify their grades into five classifications in the following table.

No	Score	Classification
1.	81-100	Very Good
2.	66-80	Good

3.	56-65	Mediocre
4.	40-55	Poor
5.	0-39	Very Poor

Adopted from Suharsimi, 2013

- 3) Calculating the percentage by using the following formula :

$$P = \frac{F}{N} \times 100\%$$

Where : P = Percentage

F = Frequency

N = Number of subject

(Gay in Amin, 2017)

- 4) After collecting the data from the test, the data were analyzed by using the test. The following procedures were applied to analyze the data:

- a) Finding the correlation of the teaching method

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{n \sum x^2 - (\sum x)^2 (n \sum y^2 - (\sum y)^2)}}$$

(Sugiyono 2014)

- b) Determining T-test by formulation

$$t = r \frac{\sqrt{n-2}}{\sqrt{1-r^2}}$$

(Sugiyono 2014)

- c) Finding the significant effect by formulation

d) (Sugiyono 2014)

$$D = (r_{xy})^2 \times 100\%$$

Findings and discussion

- Finding

In this study, researcher conducted research for four days. On the first day, researcher collected samples in class XI IPK. Then the researcher explained the material to be discussed in accordance with the syllabus being studied. On the second day, the researcher gave a pre-test related to the material given on the first day. On the third day, the researcher gave treatment in the form of an LRD strategy in improving the reading comprehension of class XI IPK students. On the fourth day, the researcher conducted a pre-test to see the students' reading ability after using the LRD strategy.

Table 1 Reading Score of Pre-test and Post-test

No	Students Initial	Pre-test (X)	Post-test (Y)
1	R	63	83
2	STP	63	83
3	SM	63	83
4	AIM	63	76
5	RP	58	76
6	NA	58	76
7	FRM	58	72
8	HK	20	75
9	MEV	63	97
10	AM	70	83
11	PT	63	83
12	ZAZ	63	80
13	SF	90	97

14	ASP	90	97
15	YE	63	97
16	Y	63	97
17	MRP	53	72
18	G	82	86
19	HD	67	75
20	NW	62	76
21	DM	59	76
22	AM	63	77
23	FA	62	76
24	ISP	61	76
25	ADP	72	91
26	MI	72	78
27	FA	62	86
28	SD	72	89
	TOTAL	1798	2313

The table above shows the difference in the scores of each student from the pre-test to the post-test. Based on table 4.7 above, it can be seen that the total pre-test score of 28 students was 179,8, and the total post-test score was 231,3, the mean pre-test 64,2 and post-test 82,6. the total X squared was 165,690, the total Y squared was 192,947 and the total X times Y is 177,046.

To test the hypothesis regarding the question of whether or not there is a significant influence on student learning outcomes using the LRD Strategy, the researcher conducted a t-test using the following formula and steps:

- $N = 28$
- $\sum X = 179,8$
- $\sum Y = 231,3$
- $\sum X^2 = 165,690$
- $\sum Y^2 = 192,947$
- $\sum XY = 177,046$
-

Finding Correlation

The testing strategy used is the correlation strategy through the Product Moment correlation coefficient. The ordinal score of each item tested for validity correlates with the overall ordinal score of the item. If the correlation coefficient is positive, then the item is valid, whereas if it is negative, the item is invalid.

$$\begin{aligned}
 r_{xy} &= \frac{n \sum xy - (\sum x) (\sum y)}{\sqrt{n \sum x^2 - (\sum x)^2 (n \sum y^2 - (\sum y)^2)}} \\
 &= \frac{28(150.035) - (179.8)(231.3)}{\sqrt{(28(119.590) - (179.8)^2)(28(192.947) - (231.3)^2)}} \\
 &= \frac{4200980 - 4158774}{\sqrt{(3348520 - 3232804)(5402516 - 5349969)}} \\
 &= \frac{42206}{\sqrt{(115,716)(52,547)}} \\
 &= \frac{42206}{\sqrt{6080528652}} \\
 &= \frac{42206}{77977,7446} \\
 &= 0,54
 \end{aligned}$$

Determination T-test

$$\begin{aligned}
 t &= r \frac{\sqrt{n-2}}{\sqrt{1-r^2}} \\
 &= (0.54) \frac{\sqrt{28-2}}{\sqrt{1-(0.54)^2}}
 \end{aligned}$$

$$= (0.54) \frac{\sqrt{28}}{\sqrt{1-(0.30)}}$$

$$= (0.54) \frac{5,10}{\sqrt{0.7}}$$

$$= (0.54) \frac{5,10}{0.83}$$

$$= (0.54)(6,14)$$

$$= 3,315$$

Calculating Determination

$$KD = (r_{XY})^2 \times 100\%$$

$$= (0.54)^2 \times 100\%$$

$$= 0.29 \times 100\%$$

$$= 29\%$$

Based on the calculation above, so t-count from the independent t-test is 3,315. After the t-test, the researcher compare t-count with t-table at a significance level of 0,05 which is 1,705 so that the results of t-count are t-count > t-table or 3,315 > 1,705. In short, the t-test indicates that Ho or the null hypothesis is accepted. In other words, we can conclude that there is a significant difference in improving students reading comprehension through Listen-Read-Discuss (LRD) strategy at eleven grade of MAN Dharmasraya.

- **Discussion**

Based on the data described above, in the finding this section to answer the problem statement in this research. First, to find out whether Listen-Read-Discuss (LRD) strategy can improve students' reading comprehension at MAN Dharmasraya. Second, to find out the effect of using Listen-Read-Discuss (LRD) strategy on students' reading comprehension at MAN Dharmasraya. Data collection was carried out using a pre-test, treatment, and post-test. Analysis of the data collected through the Pre-test and Post-test was used to see the effect of using the LRD strategy on students XI IPK MAN Dharmasraya.

This finding was supported by Syamsir (2021), L-R-D strategy is a good strategy to teach reading material, the students to hear the lecture from the teacher first before even reading. It means his means that the teacher will first explain the material to be delivered, then students will discuss what material they will read.

From the data above, the data in table 4.2 shows students getting an average score of 50 to 60, and this is still below the KKM where the KKM at MAN Dharmasraya in English is 75. This data shows the highest score from the pre-test was 90, the lowest score was 20 and the pre-test average was 64.2. So the total score of the Pre-test XI IPK is 179.8.

From the data above it is answered that the LRD strategy can improve students' reading comprehension of biography texts. The LRD strategy can help students find the main idea in a paragraph and in this strategy students can find information about the text they read. The data in table 4.3 shows that the highest post-test score is 97, the lowest is 72 and the average is 82.6. So the total post-test score in XI IPK is 231.3.

This finding was supported by Khairunnisa (2018), the students who have good knowledge of vocabulary and grammar needed in the reading process because the students will more easy to understand the reading text. It means, the steps of LRD strategy can improve process reading more easy to understand.

By calculating and analyzing the data, it is stated that there is an effect of using the LRD strategy in improving students' reading skills. This can be seen from the difference in the average pre-test and post-test scores in the pre-experimental class. They are 64.2 in the Pre-test and 82.6 in the post-test pre-experimental class. The lowest pre-test score increased after using the LRD strategy in improving students' reading ability from 20 to 97 and also the pre-test average score increased after using this technique from 64.2 to 82.6.

From the results of the data, obtained the average score of the pre-test (1798) and post-test (2313). t_{observe} (3.315) and t_{table} (1.705). It supported by the t -test value that was higher than t -table value ($3.35 > 1.705$). Therefore, the alternative hypothesis shows that H_0 is rejected and H_a is accepted. This

means that there is a significant effect of using the Listen-Read-Discuss (LRD) strategy in improving reading comprehension in class XI IPK MAN Dharmasraya.

CONCLUSION

The purpose of this study was to determine the significant effect of improving students' reading comprehension by using the LRD strategy. This research was conducted at MAN Dharmasraya. Researcher only took one class as a sample. The sample consisted of 28 students of class XI IPK and was selected using a saturated sample technique. The experimental group was taught LRD strategy. The data collection instrument was a written test. The pre-experimental group was given pre-test and post-test. After the data is collected, the data is analyzed using the t-test formula.

Based on the results of the study, there is a significant influence using the LRD strategy. Evidenced by the results of the pre-test score before giving treatment was 179.8 and the post-test after treatment was 3.3156 it was found that $t_{\text{observe}} > t_{\text{table}}$ or $3.3156 > 1.705$. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

REFERENCES

- Abadi, C. P. 2015. "Developing Speaking Skill in EFL English Course". *Journal on English as a Foreign Language*, 5(2), 133-140.
- Amaradani, L.A. (2022). *An Implementation of Mixing Youtube Video and Whatsapp in English Teaching at SMP N 1 Pedan Klaten*. (Thesis), Universitas Islam Negeri Raden Mas Said, Surakarta.
- Cresswell, J. W. 2012. *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research (4th Edition)*. New Jersey: Pearson Education, inc.
- Emzir. (2020). Watching movie everyday can improve the foreign language speaking skill. *International Journal of Multicultural and Multireligious Understanding*, 7(8), 138-144.
- Gay, L, R, Geoffrey E. Mills and Petter W. Airasian 2016. *Educational Research Competencies for Analysis and Applications*. Boston: Person Education, Inc.

- Harmer, J. 2017. *The Practical of English Language Teaching*. New York: Helbling Verlag .
- Hibbard, K.M & Elizabeth A. W. (2013). *Assessing and Teaching Reading Comprehension and writing*. New York : Eye on Education.
- Megawati,(2017).The Improving Students' Reading Comprehnnsion Through Grammar Translation Method. *English Education: Journal of English Teaching and Research*, 2(2), 95-108.
- Nugroho, T., Bharati, D. A. L., & Hartono, R. (2019). English teachers' perception on strategies in teaching reading comprehension to motivate the students. *English Education Journal*, 9(1), 56-61.
- Pebriana, E. (2019). The Effectiveness of Listen-Read-Discuss (LRD) Toead Reading Students' Comprehension. *Journal of English Language Teaching and Literature (JELTL)*, 2(1), 16-22.
- Sudibyono, D. 2020. The Influence of Using Listen-Resd-Discuss (LRD) Strategy Towards Students' Reading Comprehension on Narrative Text. *INTERACTION : Jurnal Pendidikan Bahasa* 7(1), 70-71.
- Sugiyono. 2014. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.
- Suharsimi. 2020. Teachers' strategies in teaching reading comprehension. *Journal of Applied Linguistic and Literacy*, 4(2), 66-77.
- Syamsir, N. F., Astri, Z., Suhartina, S., & Noer, F. 2021. Improving Reading Comprehension skill through L-R-D learning strategy. *Journal of Science and Education (JSE)*. 1(2), 60-71.
- Tarigan, Henry, G. 2015. *Membaca Sebagai Suatu Keterampilan Berbahasa*. Bandung: CV Angkasa.