



Improving Student’s Reading Comprehension Through LRD (Listen-Read-Discussion) Strategy at the Eighth Grade of MTS At-Taqwa Jambi

Bayu Fajrudiansyah¹, Merry Prima Dewi², Loli Safitri³, Syahrul⁴
^{1,2,3,4} Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, Indonesia
Corresponding Author: ✉ : sherlydwi2706@gmail.com

ABSTRACT

This research was done to improve students’ reading comprehension through LRD (Listen-Read-Discussion) strategy. The background of this research was the eighth grade students of MTS At-Taqwa Jambi had the problem in reading comprehension including students reading comprehension was low, students were difficult to find the elements of reading and it was difficult for students to determine the main idea of the text. Furthermore, this research aimed to find out whether there was an improvement in students’ reading comprehension through LRD (Listen-Read-Discussion) strategy at among the eighth - grade students of MTS At-Taqwa Jambi. This research was a classroom action research (CAR). This classroom action research divided into two cycles that referred to the classroom action research procedures were planning, implementing of action, observing, and reflecting. The research data were collected through observation checklist and tests. The test was given to the students in form of a reading comprehension post-test at the end of learning at each cycle. The subject of this research was the eighth grade students of MTS At-Taqwa Jambi. The total number of students in the class was 22 students. The result of the analysis showed that the LRD (Listen-Read-Discussion) strategy could improve students reading comprehension. The result of students reading comprehension test was showed in two cycles. The result showed that there were improvements in students’ reading comprehension scores and reading activity through LRD (Listen-Read-Discussion) strategy. The result obtained by students in the cycle I the average score of the class was 58,52. In the cycle II results obtained by students the average score of the class was 75,57, also students were not difficult in finding the elements of reading in the text and more focused in reading the material in “Read” section. Based on the students’ results in cycle I and cycle II could be concluded that the minimum criteria for score was reached. The minimum criteria for the score (KKM) was 75. Furthermore, it could be conclude that the use of LRD (Listen-Read-Discussion) strategy could improve students’ reading comprehension.

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INTRODUCTION

Reading is a method for getting ideas out of texts. Readers have access to a variety of content, including written and printed items like pamphlets, newspapers, and magazines. According to Gokhan (2012), reading is a collaborative activity in which readers ardently interact with texts to develop their own comprehension of the author's point of view. Learning to read in different ways, comprehending how sentences relate to one another, inferring meaning, guessing meaning, and other abilities are all necessary for reading. In addition, Tarigan (1998) stated that reading is the proceeding to comprehend about the essence of the text. Next, Kirby (2011) stated that reading is seen as a challenging skill since it requires readers to comprehend what the author is attempting to say. Students must comprehend the book's intention, extract information from the text, grasp the central idea, discern unequivocal and tacit meanings, and recognize the primary concept through reading.

Reading is one of the abilities that students should swamp. For the students, comprehending or analyzing a text or a paragraph that inspires them to learn more from what they are reading is a cognitive process. According to Neufeld (2005), comprehension is the process of developing an argumentative knowledge of a text. Neufeld emphasized that comprehension comprises two key components: actively engaging with the material and applying relevant prior knowledge to interpret the text. Meanwhile, Klingner (2007) stated that the process of reading comprehension is intricate and multifaceted, involving reader engagement with the information they bring to the text as well as text-related elements. Reading comprehension is defined as the proceeding through which readers' existing knowledge and the content they are reading interact (M. Fachrul Anshar et al, 2022).

When the researcher was in field practicing on 2022, the researcher choosed MTS At-Taqwa jambi as the place of field practicing. The researcher taught the English subject at 7th, 8th and 9th class during field practicing period. During the field practicing period, to find out what are the real problem dealing with students reading comprehension, the researcher try to interview some of eighth grade students, then the researcher was found the problem in students reading comprehension, where most of the students said that reading is one of the difficult lessons in English subject. The problem it was difficult for them understand the reading text, they need to interpret the English word one by one using dictionary so that they can understand the meaning of the sentence and find the information in the text. Another problem was although they are finish reading the text and interpret the sentence, they still didn't understand the meaning of the whole text that they have read and so the teacher need to explain it to them until they understand it. Moreover, when the student are did a reading test , they are difficult to finding the element of the text such as the main idea, topic and conclusion , so that they are ask to the teacher to explain it to help them understanding

the text. The last but not least, there are the prove that the students reading comprehension is low, it can be seen from their reading comprehension score at the school which are still low and in the range 60 - 70 meanwhile the minimum criteria score is 75.

From that reading comprehension problem, the researcher then discuss and collaborated with the English teacher to find out the way how to overcome the students reading comprehension problem, because before, the English teacher have tried LRD strategy to fix the students reading comprehension problem and improve it, but the students reading problem still unsolved and the score of students reading test is still not more than the minimum score achievement. It was because there were some mistake in LRD applicated by the English teacher , which the English teacher were not lead well the discussion , the explanation were not detailed and give a short time to students read the reading material. From the mistake did by English teacher, it made the students reading comprehension problems were not resolved, the students can't focus read because the reading time was short, can't discussed well and difficult to understand the reading material.

According to the strategy that the researcher and English teacher used, LRD (Listen-Read-Discussion) strategy is a powerful tool for engaging struggling readers in classroom discussions. McKenna (2002) stated the LRD strategy was shown to increase students' science inquiry strategies and overall text comprehension compared to control classrooms with separate science and literacy curricula and strategy instruction on reading alone. The actual content is initially covered orally. Students unable to read the entire text on their own can gain at least a surface level of understanding about the reading . In Addition , Manzo and Casale (1990) stated that LRD strategy is a comprehension strategy that builds students' prior knowledge before they read a text. LRD is also a powerful tool for engaging struggling readers in classroom discussion. Since the content is initially covered orally, students unable to read the entire text on their own are able to gain at least a surface level of understanding about the reading. Those students lacking prior knowledge about the content gain it during the listening stage, allowing them to more easily comprehend the text during the reading stage. Furthermore, Richardson (1990) stated that LRD is a comprehension strategy that builds students' prior knowledge before they read a text, during reading and after reading by listening the teacher's short lecture, reading a text selection, and discussing. This strategy can help the students synthesize the author's thought in their own word, thus influence their comprehension so as to enable learning and remembering what they read.

Based on the explanation above, the researcher can conclude that the students reading comprehension was low, so the researcher collaborated with the English teacher at eighth grade to apply LRD method in a Classroom Action Research (CAR)

with the aim to improve the students reading comprehension. Then, the researcher under the title "Improving Student Reading Comprehension Through LRD (Listen-Read-Discussion) Strategy At The Eighth Grade Of MTS At-TAQWA Jambi".

RESEARCH METHODS

Classroom action research, or CAR, is methodical research that takes the shape of efforts made by a group of instructors to enhance the way they execute instructional techniques by observing and reflecting on the actions they take during the learning process. Nonetheless, it is possible to understand CAR as a reflective study conducted by those who have taken actions to enhance their rationality and ability to reason, as well as to enhance the environments in which learning practices are implemented. According to H. Syafruddin (2016), suggests that classroom action research is a methodical study of an educator's attempts to enhance the way they carry out their teaching by taking learning-related actions and reflecting on the outcomes of those acts.

In addition, according to Harmer (2003) Classroom Action Research encompasses a set of methods that teachers can undertake, possibly to enhance aspects of their teaching or to assess the effectiveness and suitability of specific activities and methods. Teachers may undertake action research to address concerns or uncertainties they encounter in their teaching practice. In each scenario, they collect data to inform decisions regarding their own actions or those of their students in the classroom.

Finally, as stated by Kemmis and McTaggart (2007), Classroom action research commonly employs qualitative interpretive methods for teachers to assess and enhance their own teaching practices. Although classroom action research has a rich history, its popularity has fluctuated, mainly due to a delay in theoretical underpinnings aligning with progressive educational movements that supported it during specific historical periods. Classroom action research typically follows four stages: planning, implementation, observation, and reflection.

This research took place at MTS at-Taqwa Jambi, where the researcher conducted the study with eighth-grade students. There were 22 participants, consisting of 9 males and 13 females. The objective was to enhance students' reading comprehension through the LRD strategy. The research utilized a test as the primary instrument to assess students' improvement in reading comprehension, comprising 25 multiple-choice questions covering various comprehension indicators. Data collection techniques involved administering both pre-tests and post-tests. The pre-test was conducted before enforcing the LRD strategy to gauge students' initial reading comprehension scores, while the post-test was administered afterward to evaluate the impact of the strategy. Additionally, observation sheets were employed, completed by a collaborator (the English teacher), who recorded classroom activities during each session. The observer sat at the back of the classroom to facilitate monitoring of student progress.

The researcher occupied both quantitative and qualitative methods to analyze the data. Quantitative analysis involved statistically examining the data obtained from the test to determine the mean scores and improvement scores of both post-test 1 and post-test 2. Additionally, to calculate the mean scores of each cycle, the researcher utilized the following formula:

$$\bar{x} = \frac{\sum x}{N}$$

Where:

\bar{X} = the means of the students' score

$\sum X$ = the total of the score

N = the number of the students

Furthermore, to ascertain the progress between cycle 1 and cycle 2, the researcher utilized the following formula.

$$P = \frac{X2-X1}{X1} \times 100\%$$

P = the percentage of students score improvemet

X1 = The mean of score of cycle 1

X2 = The mean of score of cycle 2

Following the examination of the students' test averages, the researcher utilized an Observation sheet to capture insights into the students' engagement throughout the teaching and learning sessions, documenting any occurrences in the classroom. This qualitative data was then narratively described in words and sentences.

RESULT AND DISCUSSION

Result

Following the research, it was observed that the scores in cycle 2 surpassed those of cycle 1. Below is the table displaying the scores.

Table 1.
Students' Score Test Cycle 1 and Test Cycle 2

No	Initial Students	Score Cycle 1	Score Cycle 2	Gain	Note
1.	AFP	60	80	20	Increased
2.	AHS	48	76	28	Increased
3.	AMH	44	64	20	Increased
4.	AYA	76	84	8	Increased
5.	ASZ	60	76	16	Increased

6.	ER	40	72	32	Increased
7.	FI	48	76	28	Increased
8.	FOW	76	76	0	Stayed
9.	HA	60	76	16	Increased
10.	JAZ	56	76	20	Increased
11.	KNS	76	80	4	Increased
12.	MHAR	40	68	28	Increased
13.	MIAH	56	76	20	Increased
14.	NL	60	76	16	Increased
15.	RA	44	68	24	Increased
16.	RDK	76	84	8	Increased
17.	R	76	80	4	Increased
18.	SZAL	40	68	28	Increased
19.	TS	76	80	4	Increased
	Totally Score	1.112	1436	324	
	Avarage	58,52	75,57	17,05	

According to the provided table, the scores for cycle 2 surpassed those of cycle 1. The mean score for cycle 2 tests stands at 75.57, indicating an improvement compared to both the pre-test and cycle 1 test. Specifically, the pre-test yielded a mean score of 36.54, while cycle 1 scored 58.52 on average. The percentage of improvement from cycle 1 to cycle 2 tests was calculated at 29.13%.

In the beginning of cycle 1, it was scrutinized that the students activity are good, where they are active in learning process , involved in problem solving , discuss with their group and be able to apply what they are obtained to solving the task and problems. But there some points where students did not do well, such as the students are not ask to friend or teacher, students are not to try find information, the students aren't be able to assess their ability and the students are not practiced to solve the problem.it can be proven that in this first meeting the students activity are good but need to improved in some points. Yet, the students exhibited improved learning outcomes during cycle 2.

Before come to the second cycle, the researcher did the reflecting to see the result of all teaching activity at first cycle. From the reflection the researcher see that there are several researcher mistake in teaching using LRD strategy and the students weakness during learning activitiy in the first cycle. From the researcher , the mistake are the researcher did not explain well and not repeating the explanation of the material so the students did not understand as well the material also the researcher not provided more opportunities to students to ask a question. Meanwhile, the students weakness are the

students did not do well the learning activity in the first cycle such as students not able to ask to teacher or friends if they don't understand the material or facing the difficulties, students not able to assess their ability, students did not practicing to solving the problems and students are not try to finding the information that needed to solve the problem.

In the cycle 2, the researcher decided to continue the research activity in the with the correction of teaching mistake in the first cycle, such as more detailed explanation of the material, repeating the part that are difficult for the student to understand and provide more opportunities for students to ask the question . then , the student activity was show a good improvement from previous cycle. Where in this cycle the students are active in learning process, be able to ask to the friends and teacher when facing the difficulties, involved in problem solving, find the information that they needed to solve the problem, discuss with the group as directed by the teacher, be able to assess their own ability and result, and be able to practice solving their problem and issue. Meanwhile , there is only one point where students did not do well , where the students aren't apply what they are obtained to solving problem or task.

Beside that, there are also another improvement on students reading comprehension and students reading activity. For the students reading comprehension, the students can understand the reading text more easily and can locate the element of reading such as the main idea, topic and conclusion of the text. Meanwhile for the improvement on students reading activity is the students can read the text more concentrated, focus and structured when they are on "Read" section, so that it is help them to understanding the material more easily and more deep.

Discussion

According to the research findings, the LRD strategy effectively improved students' reading skills in descriptive texts. This was evidenced by the increase in students' mean scores, overall percentage, and their heightened engagement during teaching and learning sessions. During the initial cycle, some students appeared confused and struggled to comprehend the text or follow the teacher's instructions. Additionally, the mean scores did not meet the success criteria, prompting the decision to proceed with a second cycle.

In the second cycle, student participation and comprehension improved significantly compared to the first cycle. They actively engaged in the learning process, demonstrated attentiveness to the teacher's instructions, and displayed increased enthusiasm for tasks using this strategy. The collaborative nature of the Listen-Read-Discuss approach facilitated group work and discussions, aiding students in completing tasks assigned by the researcher.

Data analysis from the first cycle revealed a range of scores, with the highest being 76 and the lowest 40. Six students surpassed the success criteria (scoring above 75),

while the remaining 13 did not. In contrast, during the second cycle, scores ranged from 64 to 84. Notably, the number of students meeting the success criteria increased from 6 in the first cycle to 14 in the second, representing a 29.13% improvement in student scores from cycle 1 to cycle 2. These results from both cycles demonstrate the efficacy of the LRD strategy in enhancing students' reading comprehension.

CONCLUSION

Based on the findings already discussed in chapter IV, the researcher wrote some conclusions in this chapter. This research is collaborative classroom action research is aimed to improve the quality of the learning in the classroom and also to improve students' the learning result in reading comprehension through L-R-D (Listen-Read-Discussion) strategy at eighth grade of MTS At-Taqwa Jambi. Based on the two research questions, the first question "Is there any improvement in the ability of the 8th grade students of MTS at-Taqwa in reading comprehension through LRD (Listen-Read-Discussion) strategy?" and the second question "To what extent the improvement by using LRD (Listen-Read-Discussion) strategy in reading comprehension?". According to the finding and discussion above, both of the research question are answered by the result of the research.

The first research question is answered which can be seen that the use of L-R-D (Listen-Read-Discussion) strategy at 8th grade of MTS At-Taqwa Jambi can improved the students reading comprehension and also the activities of students can increase well as students learning result in the class. This is can be see from the result from cycle 1 to cycle 2 , LRD strategy can improve the students reading comprehension which is the students easier to understanding the reading text and finding the element of reading such as the topic , main idea and conclusion of the text. Also the students reading activity are improve , which the students are more concentrated and more focus to read the text especially on "Read" section.

The second research is answered, which the score of first cycle is 58,52 and the second cycle is 75,57, and the improvement of student reading comprehension through L-R-D (Listen-Read-Discussion) Strategy from the first cycle to second cycle is 29,13% . Also It was an improvement from students reading comprehension and activity from the observation checklist in cycle 1 and cycle 2, which is the students now can understand the reading material more easily, not difficult to finding the element of reading such as topic, main idea and conclusion of the text, also the students can read more focused , concentrated and structured especially at the 'Read' section after 'Listen' section.

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