

The Effectiveness of Using Listen – Read – Discuss (LRD) Strategy Towards Students' Reading Comprehension for the Tenth Grade Students of SMAN 11 Jambi

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ABSTRACT

This research aimed to find out the effectiveness of using Listen – Read – Discuss (LRD) strategy towards students' reading comprehension for tenth grade students at SMAN 11 Jambi. This method of research is quantitative and the design of this research is quasi-experimental design. This research used two classes, experimental class and control class, X-E7 as experimental class were taught by using Listen-Read-Discuss (LRD) Strategy, and X-E3 as control class were taught without Listen-Read-Discuss (LRD) strategy. Both classes consist of 36 students. This research used a test instrument with multiple choice questions with total number questions is 16 items. The test consisted of Narrative Text. The technique of data analysis is calculation the students' score and analyzing using SPSS. The data was analyzed by T-test using SPSS for windows version 21.0. The result of this research is found that the mean score of post-test in experiment class with using LRD strategy was 87,86 and the mean of post-test in control class without using LRD Strategy was 77.67. Meanwhile, from T-test analysis found that the value of sig (2-tailed) was 0.000. As the result, it can be seen that $0.00 < 0.05$ which mean that null hypothesis (H_0) was rejected ad the alternative hypothesis (H_a) was accepted. It means that there is significant effect of using Listen-Read-Discuss (LRD) strategy toward students reading comprehension at tenth grade students of SMAN 11 Jambi.

Keywords: *Reading Comprehension, Listen-Read-Discuss Strategy*

INTRODUCTION

One of the most important skills in language learning is reading. Reading helps students build their vocabulary and improves their comprehension of written work. Furthermore, reading allows students to learn new things. Even in the modern era, books, magazines, journals, and the internet are helpful sources for learning that requires the ability to read and comprehend what is written in English. Reading will give students more opportunities to improve their English knowledge and skills.

According to Harmer (2007: 99), Reading is helpful for language learning. The more students read, the better their comprehension. It indicates that reading is an educational activity for students' language abilities and requires them to comprehend what they have read.

Students must develop their reading comprehension skills. Reading comprehension is very important for reading activities because without it, readers will not be able to find and understand what they read. Reading comprehension is not just a process of finding information, but also a process that involves the reader's knowledge to get meaning from reading. Reading comprehension can be assessed based on several features such as main ideas, expressions, inferences.

Pardo (as cited in Snowball, 2005). Reading comprehension means understanding what has been read, and it is an active thinking process that depends not only on comprehension skills but also on students' experience and prior knowledge. Comprehension involves understanding

vocabulary, seeing relationships between words and concepts, organizing ideas, making judgments, and evaluating. So, from this point of view, it can be said that reading comprehension is very important for students, if students do not understand what they read, they cannot find the meaning of the text.

Based on the descriptive above, to make the teaching and learning process to be effective, the researcher applied appropriate strategies in teaching. The researcher used LRD (Listen – Read – Discuss) strategy. This strategy is an effective strategy in teaching reading in order for the students to improve their reading comprehension. In this strategy, the teacher provides an explanation of the text to students before they start reading, and then students participate in discussions to increase their understanding of the text.

According to Burner (cited in Manzo & Casale, 1985), Effective learning, which includes learning how to be an effective teacher, needs a way to get started, a way to keep going, and a way to protect it from becoming random or misguided. The advantage of employing Listen-Read-Discuss (LRD) include assisting students in understanding information delivered verbally, according to Manzo and Casale (1995). Can helps them expand their prior knowledge of texts, and engages struggling readers in classroom discussions.

REVIEW OF RELATED LITERATURE

The Nature of Reading

According to Harmer (2003), reading is an ability to receive information, where individuals can take meaning from the text they read or hear. He goes on to say that when we read texts, newspapers, or news, or in a conversation, at that time we are in reading

comprehension using language skills, perspectives, and the comprehension we use will be determined through our reading goals and hearing.

Harmer also stated that reading can improve language acquisition. As long as the students comprehend what they have read. the more they read, the better they get at it. Furthermore, Cline at al (2006) argues that, decoding is defined as reading to understand the written text. Reader comprehension is contributed based on reading purpose, context, text form and reader's strategy and knowledge. he also defines that getting meaning from text is reading process, this reading process is done by decoding in written text for readers. According to the theory, reading is a process of decoding and understanding written texts, as well as getting meaning from the texts, in which the reader's prior knowledge of the subject influences what is learned and read.

Reading Comprehension

Reading comprehension, according to Klingner (2007), is the process of constructing meaning by coordinating a number of complex processes such as word reading, world knowledge, and fluency. Reading comprehension is the ability to comprehend what has been read. The student can read more willingly if they require visible evidence of their own progress; when reading an interesting text or book, they quickly feel the satisfaction of this improvement.

In the view of Healy (2002), Reading Comprehension is the process of understanding written words, understanding the content being read, and constructing meaning from the text. He stated that reading is an intentional and involved act. A reader reads with the aim of understanding, remembering, and applying what he has learned. Based on this explanation, reading comprehension can be interpreted as an

activity that involves the process of exploring the meaning of the text in order to gain a general understanding of what is conveyed in the text. Reading comprehension is not only the process of finding information. It is also the process that involves the readers knowledge getting meaning from reading. Reading comprehension can be evaluated based on several features such as main ideas, expression, inference and so on.

Technique in Reading Comprehension

According to Maxwell (1970) in Diaz, S., & Laguado, J. (2013), there are two reading comprehension techniques:

1) Skimming

Skimming is a technique of reading written text quickly to understand the key idea or selected substance. With a systematic approach, students can anticipate the content of the text, thereby helping them to find important words that play a role in deducing the general meaning of the book. In addition, the skimming method can also speed up the content analysis process and advance students' reading skills.

2) Scanning

Scanning defined as the capacity to quickly discover specific facts and details, such as dates, names, places, among others, is seen as a desirable reading skill and is taught in most development reading courses.

Listen-Read-Discuss (LRD) Strategy

According to Manzo and Casale (1985), Listen – Read - Discuss (LRD) is a comprehension strategy that assists students in developing prior knowledge prior to reading a material. LRD can also be used to engage students who are struggling readers should participate in class discussions. Because the topic is originally given verbally, students who do not understand how to read full texts on their own can learn at least basic reading comprehension.

Students who do not have prior understanding of the topic can learn it in the listening stage, making it easier for them to understand the text during the reading stage.

McKenna (2002: 94) reveals that Listen - Read - Discuss is a strategy specifically for readers who have difficulties. This method consists of three stages which include before, during, and after the reading process in a learning format. This method contains three steps. First, the teacher gave an explanation of the material to students. Next, students are asked to read the text to assess their understanding.

Furthermore, teacher facilitates a discussion with the students to assess their comprehension of the book. The teacher uses this method to guarantee that students understand the content by providing more information in the previous part. It stimulates students' minds during section discussions.

Advantages of Listen-Read-Discuss (LRD) Strategy

As for the advantages of using the Listen - Read - Discuss strategy, introduced by Manzo and Casale (1995:10) are:

- 1) can assists students in understanding the material presented.
- 2) can develops students to read a text by providing prior knowledge.
- 3) can facilitates classroom discussion for struggling readers.

Narrative Text

According to Barwick (1999), Narrative text refers to the telling of a factual, imagined, or invented story. A narrative text is a work that tells the reader about past events that focus on complicated experiences and resolutions in order to entertain and teach the reader a moral lesson. It can be inferred that a narrative is a type of written or oral recounting of a past event that may or may not be true. Generic structure of narrative text is:

- 1) Orientations, is the initial introduction of the story. The content of orientation is information about the character, location, time of occurrence, and so on.
- 2) Complications, is the part of the paragraph that describes the original problem. This initial problem is the beginning of a storyline that continues to conflict, climax, and anticlimax of a story.
- 3) Resolution, is a section that serves as the story's conclusion, which completes the narrative and marks the story's conclusion. A narrative text's problems must be fixed and the story must come to a happy or tragic and sad ending.
- 4) Coda, is a moral message taken from a reading text or story, or it can be called advice that can be learned from a narrative text. coda is a narrative structure that is optional.

METHODOLOGY

This research used quantitative methods and quasi-experimental as the research design. This Research used experimental research to see the effect of using the Listen - Read - Discuss (LRD) strategy on students' reading comprehension. Researchers will conduct quasi-experimental research because researcher used two classes to be taught, the first as experimental class and the second as the control class. The experimental class is instructed using the LRD (Listen, Read, Discuss) strategy. Furthermore, the control class receives only a pre-test and a post-test, with no special treatment, different from the experimental group. These groups employ various techniques, but both the experimental and control classes were subjected to the same test.

Further, two classes were selected as samples, Experimental class and the Control class. Researchers used the simple random

sampling method to select samples from the entire study population. This sampling method was carried out by drawing lots of classes as samples for the experimental class and the control class.

The data collection was carried out using tests as the research instrument. According to Brown (2000), a test is a method used to assess skills, knowledge, or individual performance in a particular field. This research will use test to collect the data. The material of the test is Narrative Text.

The test consists of 16 questions using multiple-choice. In the first test, students do a pre-test, after that the students did the treatment four times and continued with the post-test. Students do a post-test using the same method and the same questions as pre-test. In this case, students were asked to select the correct answer to multiple-choice questions about the topics given.

In the process of analyzing the data, the researcher took the following steps: First, the assessment was carried out by collecting student test results on the pre-test and post-test. After that, the student assessment results are grouped according to categories. next is to calculate the average value of students, followed by calculating the frequency and percentage distribution of student scores. The researcher then carried out normality and homogeneity tests to assess whether the data from student assessments was normally distributed and homogeneous and to assess the similarity between the two samples. After that, the researcher used a t-test to evaluate and see a comparison whether there is a significant effect between the experimental class and the control class. After carrying out the t-test, the researcher made a decision using hypothesis testing.

FINDINGS AND DISCUSSIONS

The findings of this research were to determine the effectiveness of using the Listen-Read-Discuss (LRD) strategy and to find out the reading comprehension of students in the experimental class who were given different treatment taught using the Listen-Read-Discuss (LRD) strategy and students in the control class who were taught without using the Listen-Read-Discuss (LRD) strategy in narrative texts for tenth grade students at SMA N 11 Jambi.

The data in this research were collected from the pre-test and post-test scores of students from two classes, X-E7 as the experimental class and X-E3 as the controlled class. Each class contains 36 students. The pre-test was given before the treatment, and the post-test was given after the treatment in the experimental class was finished. Control class not received any treatment.

The Result of Pre-test and Post-test Score

In the experimental class, there are 36 students' scores taken for the pre-test and post-test data. Before treatment, students were given pre-test questions, it was found that the highest student pre-test score in the experimental class was 87, and the lowest was 50. After getting the results of the pre-test, treatment was carried out especially in the experimental class to find out whether there was an increase in students' reading by using narrative text. It was found the highest post-test score in experimental class was 100, and the lowest score was 62. Based on the results of students in the experiment class, it was found that

The average pre-test score for the experimental class was 72.75, and after being given treatment using the Listen-Read – Discuss (LRD) strategy, the average post-test score was 87.86.

In control class, there are 36 students' scores taken for the pre-test and post-test data. In pre-test, it was found that the highest pre-test score of the students in the control class was 87, and the lowest was 43. In control class, no treatment was carried out, only using conventional methods, it was found that the highest post-test score was 93, and the lowest score in the experimental class was 56. Based on the results of students in the control class, it was found that the average pre-test score for the control class was 67.53 while the mean score of post-test in the control class without using the LRD strategy was 77.67. Based on these results indicate that students who are taught with the Listen-Read-Discuss (LRD) strategy get better results than students who are taught without using LRD strategy.

Then, to know the effectiveness of Listen, Read, Discuss (LRD) strategy, the researcher analysis the data used t-test in SPSS Version 21.0. Based on the statistical calculation, it was obtained the t-observation (to) was 4.307 with the significant value is 0.000. The score of t-table is 1.666 with significant level of 5% with df 70. It is known that t-value or t-count is bigger than t-table ($4.307 > 1.666$). Furthermore, based on data analysis and hypothesis testing, T-test hypothesis (H_0) is rejected, however alternative hypothesis (H_a) is accepted. It suggests that these treatments had a significant effect on tenth grade students at SMAN 11 Jambi who used Listen-Read-Discuss (LRD).

Based on the results of this research, it is known that the Listen – Read - Discuss strategy proves its effectiveness in increasing students' reading comprehension at SMAN 11 Jambi. This method involves several steps, including listening to a short lecture from the teacher, reading the selected text, and having a discussion related to the text. With this approach, students can utilize their prior knowledge and guidance from the Listen,

Read, Discuss strategy to better understand the content of the text.

This strategy also allows students to extract deeper information from the text by leveraging their prior knowledge, assistance from the teacher, and understanding gained during the reading process. In addition, the Listen – Read - Discuss strategy also helps introduce new concepts to students during learning to read.

CONCLUSIONS

Based on the discussion in the previous chapter, this research wants to conclude that:

- 1) The post-test was administered at the end of the research to assess the effectiveness of using the Listen-Read-Discuss (LRD) on students' reading comprehension of narrative texts in both classes. Then researchers compared the average post-test scores based on the two classes, found that the average post-test score in the experimental class was 87.86 while the average post-test score in the control class was 77.67. It was found that the students' posttest scores in the experimental class with the LRD strategy were higher than the students' posttest scores in the control class without being taught using the LRD strategy
- 2) To finding the effect of using Listen-Read-Discuss (LRD) strategy to improve students reading comprehension, based on data analysis, the researcher found the score of t_o is 4.307. with a df of 70. based on t-table (appendix 9) At a significance level of 5% the result is 1.666, while at a significance of 1% the result is 2.380. These values can be interpreted as follows: $1.666 < 4.307 > 2.380$. Consequently, it can be inferred that using this Listen-Read-Discuss (LRD) strategy significantly enhances the reading

comprehension for students at the tenth grade on SMAN 11 Jambi.

- 3) The value of Sig (2-tailed) is 0.000, which indicates that this value is less than the significance level of 0.05. Thus, it means that the null hypothesis (H_o) is rejected and the alternative hypothesis (H_a) is accepted. These results indicate that using Listen-Read-Discuss (LRD) strategy has a significant effect on students' reading comprehension in tenth grade students at SMAN 11 Jambi.

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