# The implementation of the Listen-Read-Discuss Strategy to improve the eleventh-grade students' reading comprehension at SMAN 1 Penawar Aji

**Sayu Putuyana Febiyanti[1], Ari Nurweni[2], Muhammad Sukirlan[3]**
*Universitas Lampung, Jl. Prof. Dr. Soemantri Brojonegoro No.1 Bandar Lampung[1,2,3]*
[1]Correspondence e-mail: sayuputuyanaf@gmail.com

## ABSTRACT

The aim of this research was to find out whether there was an improvement in students' reading comprehension after they were taught by using Listen-Read-Discuss (LRD) Strategy.The sample of this research was 30 students in eleventh grade of IPS 3 in SMA Negeri 1 Penawar Aji in the academic year 2019/2020. The data were obtained after conducting the pretest and posttest.The result of this research shows that there is a significant improvement in students' reading comprehension. It can be seen in the mean score of pretest which was 63.4 which improved to 71.2 in post-test and the t-value is 22.015 with df 19 meanwhile in t-table of 19 is 2.0930. It means tha the t t-value is higher than t-table (22.015 > 2.0930). The significant value was 0.00, which was lower than 0.05. It indicated that $H_1$ is accepted, and that there was a significant improvement in students' reading comprehension after they were taught using Listen-Read-Discuss Strategy. It can be concluded that Listen-Read-Discuss Strategy could be used as an alternative technique to improve students' reading comprehension.

*Keywords: listen-read-discuss, Listen-Read-Discuss Strategy, reading comprehension.*

## I. INTRODUCTION

Reading is an activity with many purposes. Someone may read for many reasons, for instance to gain information and exciting knowledge, or in order to critique a writer's ideas or writing style. Reading is one of the basic communicative skills, but it has very complex process. It can be concluded that reading is a process in which reader finds information given by the writer in the written form.Reading comprehension is a complex process which involves not only read the text but also their ability to understand it. Suparman (2005) states that whether it is for pleasure or for information, reading should be meaningful besides efficient and effective. Therefore, to achieve the purpose of teaching reading, the teachers should find an appropriate technique to be used that can stimulates students to be actively involved in learning process.Reading comprehension is not just reading with a loud voice but also establish the meaning of word, sentences, paragraph and the sense relationship among ideas as it is. Because of its complexity, many English teacher at junior and senior high school find difficulties in all teaching reading. Most of the students think that reading is not an interesting activity in the class; because they are cannot understand the text.This condition happens because the students have less mastery vocabulary, grammar especially in tenses, so that it is difficult for them to know the kind of the text. More than that, the students also have low interest in studying English. This might be caused by the students' perspective that studying English is difficult. And the important problem, the strategy that used by the teacher were not variety so that make the students not interested at it (Ifill, 2002). In order to solve the problems above, the researcher tried to find out the effective ways to improve the students' reading comprehension. The reason why the researcher chooses this technique is

because Listen-Read-Discuss were an effective technique that can help the teacher to stimulate the students' knowledge while they listen to the teacher explanation about the topic. Otherwise, Ibrahim (2017) states that Listen-Read-Discuss strategy is an appropriate strategy in teaching reading since here the students will get an explanation about text from the teacher before they read and the students could enhance their comprehension of the text by doing discussion.Concerning the background above, the problems were formulated as follows:

Is there any significant improvement on students' reading comprehension after the students are taught by L-R-D strategy at SMAN 1 PenawarAji?

## II. METHOD
### Participant
The population of this research was the grade eleven of SMAN 1 PenawarAji. Each class consisted of 25-30 students.
### Instrument
The instrument of this research were reading pre-test and post-test.
### Data Analysis

For collecting the data, the researcher gave pretest and posttest of reading. The test was given before and after the treatment as follows :
 1.  Pretest
The pretest was conducted before the treatment of teaching reading comprehension through Listen-Read-Discuss strategy. The purpose of the pretest was to see the students' reading comprehension before the treatment. The pretest was given as an objective test in multiple choices form. There were 40 items of multiple choices of comprehension questions which each of it has five alternative answers (A, B, C, D and E). The students were required to finish the test within 45 minutes.The material was given based on 2013 curriculum of senior high school, which consider suitable vocabulary, grammar, and structure.
 2.  Posttest
The posttest was given to the students after the treatments in order to find out the significant difference between the score of the students' reading comprehension achievement after they were taught through Listen-Read-Discuss strategy. The result of the posttest was compared with the result of pretest. The test consisted of 40 items of multiple choices of comprehension questions that each of the question had five alternative answers (A, B, C, D and E).

## III.  RESULTS AND DISCUSSION
### Results
The researcher gave a pretest in the experimental class in 90 minutes in order to declare the students' basic reading comprehension before they were given treatments. The number of items in the pretest was 40 of multiple-choices test. The researcher used SPSS to analyze the scores on the pretest in the experimental class. The frequency distribution is presented in the following table:

**Table 1.Students' Pretest Score**

Pretest

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 53.33 | 4 | 13.3 | 13.3 | 13.3 |
| | 56.67 | 5 | 16.7 | 16.7 | 30.0 |
| | 60 | 5 | 16.7 | 16.7 | 46.7 |
| | 63.33 | 3 | 10.0 | 10.0 | 56.7 |
| | 66.67 | 5 | 16.7 | 16.7 | 73.3 |
| | 70 | 3 | 10.0 | 10.0 | 83.3 |
| | 73.33 | 3 | 10.0 | 10.0 | 93.3 |
| | 76.67 | 2 | 6.7 | 6.7 | 100.0 |
| | Total | 30 | 100.0 | 100.0 | |

**Statistics**

| Pretest | | |
|---|---|---|
| N | Valid | 30 |
| | Missing | 0 |
| Mean | | 63.4447 |

Based on the tables above,most of the students had not qualified the standard in reading comprehension that had been tested. In general, the result of the pretest was not satisfactory since there were all students who got lower than 70. It indicated that their achievement was still low.

Then the posttest was provided in order to determine whether there was a significant difference of the students' reading comprehension or not after the treatments. There were 30 items of multiple choices that related to the topic of narrative text. The researcher used SPSS to analyze the posttest scores. The distribution score of the post test is explained in the following table:

**Table 2. Students' Posttest Score**

| Posttest | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 56.67 | 2 | 6.7 | 6.7 | 6.7 |
| | 60 | 3 | 10.0 | 10.0 | 16.7 |
| | 63.33 | 2 | 6.7 | 6.7 | 23.3 |
| | 66.67 | 4 | 13.3 | 13.3 | 36.7 |
| | 70 | 4 | 13.3 | 13.3 | 50.0 |
| | 73.33 | 4 | 13.3 | 13.3 | 63.3 |
| | 76.67 | 4 | 13.3 | 13.3 | 76.7 |
| | 80 | 4 | 13.3 | 13.3 | 90.0 |
| | 83.33 | 3 | 10.0 | 10.0 | 100.0 |
| Total | | 30 | 100.0 | 100 | |

| Statistics | | |
|---|---|---|
| Posttest | | |
| N | Valid | 30 |
| | Missing | 0 |
| Mean | | 71.2223 |

From the tables above, it could be assumed that there were lots of students who had qualified achievement in reading comprehension that had been tested. So, the result of the posttest was satisfactory since more than half of the students gained score 70 or higher.

**Discussion**

In this research, the researcher used Listen-Read-Discussstrategy for teaching reading especially about narrative text. The result showed that the students' reading achievement was improved. It could be seen in the hypothesis testing. It was known that there is a significant difference of the students' reading achievement after they were taught through Listen-Read-Discussstrategy, it meant t-value > t-table (22.015 > 2.0930). The finding confirms the first objective of this study there is a significant difference of the students' reading achievement after they were taught through Listen-Read-Discussstrategy at the first-grade students of SMAN 1 PenawarAji. The statistical results can be seen as follows:

## Table 3. Paired Samples Statistics

**Paired Samples Statistics**

| | | Mean | N | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Pair 1 | Posttest | 67.0000 | 20 | 8.94427 | 2.00000 |
| | Pretest | 41.0000 | 20 | 7.53937 | 1.68585 |

## Table 4. Paired Samples Correlations

**Paired Samples Correlations**

| | | N | Correlation | Sig. |
|---|---|---|---|---|
| Pair 1 | Posttest & Pretest | 20 | .808 | .000 |

## Table 5. Paired Samples Tests

**Paired Samples Test**

| | | Paired Differences | | | | | t | df | Sig. (2-tailed) |
|---|---|---|---|---|---|---|---|---|---|
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | Posttest - Pretest | 26.00000 | 5.28155 | 1.18099 | 23.52816 | 28.47184 | 22.015 | 19 | .000 |

After administering the treatments through Listen-Read-Discuss strategy, the researcher found a difference of the students' reading comprehension. In learning process students, there is a difference of the students' comprehension in answering the questions because of the procedures of implementing Listen-Read-Discuss strategy which helps students to answer the questions well. It is also supported by Manzo and Rasinski (1985) as cited in Ngatimah (2018) states that Listen-Read-Discuss strategy is a powerful tool for engaging struggling readers, especially for learners. This is also in line with Elabsy (1985) as cited in Hanapi (2018) who states that that this strategy has the advantages in each step; first is "listen" it provides students with essential background information and text structure that makes the text more accessible to multi-level readers. The second is "read" it provides focus reading time. If done in partners, it provides

more support and a chance to discuss for struggling readers. And the last is "discuss" it provides students a chance to critically discuss the text, state opinions and use the text to support what they say. Students should gradually assume the responsibility for the discussion.

## IV. CONCLUSIONS AND SUGGESTIONS
### Conclusions

The implementation of Listen-Read-Discuss (LRD) strategy gives significant improvement on students' reading comprehension. It can be seen on the improvement of the mean score of the pretest to the posttest. Listen-Read-Discuss strategy assists the students to comprehend the text. As the result, they were paying attention when the teacher explained about the material. The content was similar to the "listening" part of the teacher's presentation, the students were active in asking the question and responding to the questions given when they discuss with their groups. Listen-Read-Discuss strategy makes students more interested in learning reading comprehension and it makes them more cooperative in classroom by discussing with their groups.

### Suggestions

Regarding the conclusions above, the researcher would like to propose some suggestions. Firstly, for the teacher, it is suggested to apply Listen-Read-Discuss (LRD) strategy as a variation of technique since the researcher found out that the technique could be used to improve students' reading comprehension. The teachers should have good preparation before starting the class since the materials have to be explained to the students clearly. It is important to pay attention to the teaching material which is going to be used and to use the text which is easy for the students to understand the text. Secondly, further researchers may conduct this technique on the different level of students, different skill or different type of text and is highly suggested to balance the number of students since the Listen-Read-Discuss strategy requires the students to have a partner or group to share the information about the materials. It is also suggested to extend the number of participants or students to get more accurate result.

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