

Improving Students' Reading Comprehension of Narrative Text Through Listen – Read – Discuss (LRD) Strategy (A Pre-Experimental Research at Tenth Grade Students of SMK Kanisius Ungaran in Academic Year 2023/2024)

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Abstract. This study aims to improve the students' reading comprehension, especially literal comprehension, and interpretative comprehension, using the LRD (Listen-Read-Discuss) strategy. The researcher used a pre-experimental design. It took one class tenth grade of SMK Kanisius Ungaran. Cluster random sampling with lottery technique is applied to select the sample one group pre-test and post-test study. The number of samples selected was 33 students. Data obtained from the reading multiple tests. The researcher found that the result of the students' mean score in pre-test supported it was 63 and it was improved to be 83 in post-test. Learning to read with this strategy keeps students active and focus on what they are reading. They pay more attention to the teacher's explanations and groups discussions in the teaching and learning process. Teachers and students can collaborate in applying the Listen-Read-Discuss strategy. Moreover, the results of statistical analysis using SPSS 26 showed that the value obtained is 0.00. When compared with the alpha value, the result is $0.00 < 0.05$ so that it can be concluded that there is a significant effect on changes in reading comprehension Pre-test and Post-test. So, this strategy can improve students' knowledge before reading the whole text and make them interested in learning. Therefore, the researcher suggests that LRD (Listen-Read-Discuss) can improve students' reading comprehension.

Keyword: LRD (Listen-Read-Discuss) Strategy, Reading Comprehension, Narrative Text

Introduction

Since English is an international language and has relatively simple terms and grammar, it is crucial to learn it as a second language to facilitate communication. Because of that English is important for people all over the world. No matter whether responding to job offers or university entrance exams, language skills are related to English. Very often represents the only means of communication with those who have built up in a different language environment. However, students must deal with situations where they have to rely on knowledge of this generally spoken language. English makes international trade and cooperation possible.

Problem of reading skill in Indonesia according to Nurjanah (2018) this problem is tied to students' poor reading habits and the uninteresting reading comprehension lessons they are taking in class. To maintain their interest in the lecture or lessen their worry, students require more interactive learning activities to be used in the classroom, such as games or audio-visual media. Teachers in this situation ought to use more engaging teaching methods and be more cognizant of the issues that students confront.

To help students in the process of learning to read, teachers must choose the right strategy to achieve learning goals. One teaching technique is the LRD strategy. Why researcher choose this strategy is because this strategy is that it improves students' ability to understand what they read from the text and express it in sentences. It also encourages active students to take English lesson, allowing all students to participate in the implementation of this strategy. Before reading the material, students can increase their background knowledge by being familiar with a strategy called the LRD strategy. In the first step, students pay attention to it while teaching about the material read, sometimes accompanied by a picture organizer. Then, after reading the books, students compare their own understanding of what they learned in class. Big or small as a group, students discuss what they learned from the book, according to Manzo & Casale (Tamara et al., 2022).

Possibilities of strategies in reading according to Hans and Hans (2015) say comprehension is the goal of all reading; that is, the ability to understand text underlies all reading tasks. Reading comprehension is a deliberate, active, and interactive process that occurs before, during, and after a person has read a particular text. In addition, the use of effective reading strategies that provide specific guidelines for developing and maintaining reading comprehension skills, with intermittent

feedback, has been shown to improve reading comprehension and understanding at all ages. There are a variety of reading comprehension strategies to improve students reading comprehension; it is Question-Answer-Relationships (QAR) strategy, paragraph reduction, concept maps, story sequences, story maps, Directed Reading Thinking Activity (DRTA), reading instruction, quizzes, interactive teaching and the Listen-Read-Discuss strategy.

Based on researcher observations at SMK Kanisius Ungaran on March 2, 2023. Researcher found there are still many students with very low reading comprehension. There is a student English reading difficulty Lengkoan (Tamara et al., 2022), therefore, this study for this. Other potential causes of this problem include prior information, worries, and attitudes. With the right techniques and strategies help teachers and students teach.

Method

The pre-experimental research design is the type of study. According to (Sugiyono, 2017, p. 74) said that pre-experimental design is a design that covers only one group or class given pre and post-test. Plans this one group pretest and posttest design, done against one group without there's a control group or a comparator. A group pre-test post-test study was the pre-experimental employed in this investigation. Which makes this design different from the others because this design is not really an experiment, there are still external variables that influence the formation of the dependent variable. The results of the experiment that are dependent variables are not the results that are influenced by independent variables. This happens because there is no control variable. This design involved a pre-test (O_1) treatment exposed(X) and post-test (O_2). The drawing will be presented as follows:

Note: O_1 : pretest

X: Treatment

O_2 : Posttest (Emzir,2015)

Result and Discussion

There are 33 students made up the study's subject group. In this work, pre-experimental design with pre-test and post-test quantitative research was used. The results of the students' pre-and post-tests were used to collect the data for this study. Prior to treatment, students take a pre-test to gauge their comprehension of the content, and following treatment, they take a pos-test. The researcher did research at SMK Kanisius Ungaran before assessing the data. At the initial meeting, the researcher gave a pre-test with narrative text material, namely a legendary story, the test time was 45 minutes with a total of 30 questions multiple choice. While doing the pre-test questions, the researcher noticed that the students had difficulty doing these questions.

The researcher then began using the LRD approach in the second meeting by dividing the students into 5-6 students in one group. The researcher forms groups at random; students are not permitted to make their own group selections. This is done so that students can work with a wide variety of students.

At the end of the activity after the groups presented their discussion results, the researcher conducted a post-test with the same question, 45 minutes for 30 questions. In this test, students quickly understand the questions of a given test. After conducting the study at SMK Kanisius Ungaran, the researcher collected pre-test and post-test data provided to the students. To analyze the data, the researcher applied the paired t-test in SPSS 26.

Does the LRD (Listen-Read-Discuss) Strategy Improve Students' Reading Comprehension?

Table: The Mean score of Pre-test and Post-test

	Pre-Test	Post-Test
Mean Score (M)	63	83

According to the experimental data on class scores in table 4.1 out of 33 students in the class, the mean pre-test score was 63 and the mean post-test score was 83, that is mean there was increase about 20 Points in students score. After using the LRD strategy as a teaching method to teach reading narrative text, especially in legend stories, scores were obtained. Students' performance on the pre-test and post-test differed significantly.

Is The LRD (Listen-Read-Discuss) Strategy Effective for Teaching Reading Comprehension

Table: Test of Normality

Test Score Results	Pre-test	Post-Test	P Value= 0,05
	0,058	0,003	

In the table above, can be seen that in the normality test the sig value obtained in the pre-test was obtained a value of 0.058 if compare with the alpha value the value will be greater than the alpha value. Pre-test $0.058 > 0.05$ so the distribution of this data is normal data.

Table: Wilcoxon Test

Before doing Treatment – After doing Treatment	Sig (2 Tailed)	P Value= 0,05
	.000	

In the Wilcoxon test, the Sig (2 Tailed) value is 0.00 compared with the alpha value, if the calculated value $0.00 > 0.05$ it can be assumed that there is no effect. If the Sig (2 Tailed) $0.00 < 0.05$ it can be assumed that there was a significant difference in using LRD (Listen-Read-Discuss) strategy in improving students' reading comprehension at tenth-grade students SMK Kanisius Ungaran.

Based on the results of the table above, the value obtained is 0.00. When compared with the alpha value, the result is $0.00 < 0.05$ so that it can be concluded that there is a significant effect on changes in reading comprehension Pre-test and Post-test through LDR (Listen-Read-Discuss) in 33 students X DKV.

In addition, it was demonstrated by the mean reading comprehension score of the 33 students on both the pre- and post-tests. The outcome revealed that students' pre-test mean score was 63. The students' mean post-test score is currently 83. It indicated an increase in the students' reading comprehension test's pre- and post-test mean score.

Hypothesis Testing

After calculating and comparing the Sig (2 tailed) and the alpha value, it is found that Sig (2 tailed) was under alpha value. In other words, Sig (2 tailed) = 0.00 and alpha value = 0.05 ($0.00 < 0.05$). It said that the alternative hypothesis (H_1) is accepted whereas the null hypothesis (H_0) was rejected. This indicates that the level of students' reading comprehension before and after the LRD technique was used for instruction and learning is significantly different. It happened as a result of the students' ability to comprehend brief explanations, read the complete material, and engage in small-group discussions while assisting one another in comprehending the text. Students' understanding can be improved through this before, during and after reading. They have been trained to recognize the text's core idea, support it with specifics, and draw a conclusion using the LRD technique, all of which have the potential to increase their knowledge, comprehension, and experience. The researcher concluded that the use of the LRD (Listen-Read-Discuss) strategy was effective at SMK Kanisius Ungaran tenth grade increased the students' reading comprehension based on the results of data analysis and testing.

This research uses pre-experimental conducted to solve problems. This research was suitable with the understanding about the text according to Yusanti (2017) that has been explained on chapter two above. Researcher found that LRD strategy was a strategy that builds students background knowledge before reading a text by teacher guide through brief explanation orally and help them comprehend the text by reading to compare the students' explanation and their understanding about the text.

According to the experimental data on class scores out of 33 students in the class, the mean pre-test score was 63 and the mean post-test score was 83, that is meaning there was increase about 20 Points in students score. In the pre-test, the lowest score was 23 and the highest was 73. The highest post-test score is 97, the lowest is 93. After using the LRD strategy as a teaching method to teach reading narrative text, especially in legend stories, scores were obtained. Students' performance on the pre-test and post-test differed significantly. It is supported by a conducted by Khairunnisa (2018) the result of this study is that LRD is suitable for teaching reading comprehension, because there is an improvement in students' reading comprehension ability through mean score pre-test and post-test.

Similar to the opinion above, according to Pariska (2015) she said that the LRD strategy

and activating students' existing knowledge is important for students to develop good reading comprehension skills. This study aims to investigate the students' ability to read the report text after being taught by the LRD (Listen-Read-Discuss) strategy and the students' prior knowledge. Research results show that LRD strategy and students' old knowledge about reading comprehension have a significant influence. Based on the results of the table above, the value obtained is 0.00. When compared with the alpha value, the result is $0.00 < 0.05$ so that it can be concluded that there is a significant effect on changes in reading comprehension Pre-test and Post-test through LDR (Listen-Read-Discuss) in 33 students X DKV.

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