

THE USE OF LISTEN-READ-DISCUSS (LRD) STRATEGY IN ENHANCING STUDENTS' READING COMPREHENSION

I Ketut Warta, Dewa Ayu Ari Wiryadi Joni, Ni Wayan Krismayani

SMA (SLUA) Saraswati 1 Denpasar-Indonesia, Universitas Mahasaraswati Denpasar-Indonesia

iketutwarta022@gmail.com, wiryadi_joni@unmas.ac.id, chrismayani@unmas.ac.id

ABSTRACT

The objective of the present study was to find out whether the reading comprehension of the students of SMA (SLUA) Saraswati 1 Denpasar could be improved through Listen-Read-Discuss Strategy. The researcher administered three research instruments, namely pre-test, post-tests and questionnaire. The students' means score showed a significant improvement from the pre-test was 63.5 to 73.3 in cycle I and 81.3 in cycle II. Furthermore, to collect the additional data, the researcher administered the questionnaire at the end of cycle II. It showed that the students responded positively which showed the percentage of 46.59% strongly agreed, 52.72% agreed, 0.68% undecided, 0% disagreed and 0% strongly disagreed. Based on the results of this study, it could be concluded that the Listen-Read-Discuss Strategy could improve the students' reading comprehension of students of SMA (SLUA) Saraswati 1 Denpasar.

Keywords: improving, Listen-Read-Discuss strategy, reading comprehension

INTRODUCTION

Reading is a cognitive process aimed at comprehending and grasping the meaning conveyed within written text. It relies on the reader's ability to perceive the words and engage in thoughtful analysis and interpretation (Dharmayanti & Joni, 2014). In the context of reading, it is essential for individuals to comprehend the text in order to extract significant information that can contribute to their overall knowledge (Antari et al, 2023). When students possess a solid grasp of the text, they are able to grasp its underlying meaning.

According to Johnson (2008:4) states that reading is classified as a receptive language skill, and its improvement relies on consistent practice. Without regular

reading practice, one's reading abilities may not progress optimally and could potentially decline. For instance, reading can be a valuable exercise for enhancing vocabulary and intonation. Learning to read is a process that aims to elevate a student's level of knowledge from a lower to a higher state. Through reading, individuals can access new information and opportunities, and they can also gain an understanding of the meanings of previously unfamiliar words (Milla et al., 2022). It means that, when we read a text, we can know about a new word so that we can train our intonation. Hence, we can read a text well when we do more practice in reading (Dharmayanti & Joni, 2014).

Kenyon (2008:5) support that reading reading serves as a learning process

where students actively gather and absorb information. Teachers play a crucial role in this process by providing guidance. They clarify the content to be read, aid in comprehension, promote summarization and rewriting of information, and facilitate discussions that enable students to express their thoughts and insights related to the text. Active engagement with the material and meaningful interaction, including answering questions from the teacher, are crucial for promoting a deeper understanding of the content when a teacher explains or reads a text aloud. This highlights the significance of active participation and questioning in the learning process facilitated by the teacher's guidance (Joni & Wirastuti, 2018).

In reading, particularly when the emphasis is on comprehension and understanding, students may choose to read silently without vocalizing the text. Silent reading allows them to concentrate on proper intonation and fully comprehend the meaning of the text. Silent reading is an important skill that promotes independent engagement with written material, proving especially beneficial when tackling lengthy or intricate passages (Dharmayanti & Joni, 2015). This succinctly underscores the advantages of silent reading in various reading scenarios. Regardless of whether reading is done aloud or silently, the

primary aim is for students to comprehend the text and extract valuable information. The choice of reading method can vary depending on specific learning goals and the nature of the text under study (Joni, 2021).

Duffy (2009:14) states that reading comprehension is based on prior knowledge. Prior knowledge is communicated through words, and when readers engage with a text, they mentally process the meaning of the words they encounter. If readers struggle to derive meaning from a word, it indicates a gap in their knowledge (Dwijanatha et al., 2022). In reading, vocabulary is a crucial factor in understanding paragraphs or texts (Yasmini et al., 2022). Comprehending text can be challenging, but a reader's ability to predict meaning is often rooted in their vocabulary knowledge. Having an extensive vocabulary enhances a reader's comprehension (Fikriah et al., 2021).

In reading process, without comprehending the text well, it will make difficult to understand the meaning and getting the main idea from the text (Antari et al., 2023). As we know reading has four aspects, namely: general information, specific information, textual reference, and textual meaning. Furthermore, the teacher should know the ability from their students to choose the best strategy which will be

useful in the teaching learning process (Astawa et al., 2020). One of the strategies that can improve students' reading comprehension and give some opportunities for them is Listen-Read-Discuss strategy. Listen-Read-Discuss is a strategy which allows students to work in group. It is useful for the students because, they can discuss the answer together to find the final answer.

In the process of reading, students strive to grasp the central message conveyed by the writer. However, the researchers have identified some common issues. Students often struggle with text comprehension due to vocabulary gaps, making it challenging for them to discern the main idea within the text. In the context of foreign language learning, the researcher acknowledges the vital roles of teacher preparation and student motivation in addressing difficulties (Joni, 2019). Given the linguistic differences, it is crucial to offer clear instructions and captivating texts to mitigate potential misunderstandings among students (Joni, 2019).

The phenomenon mentioned above happened in SMA (SLUA) Saraswati 1 Denpasar in X 4 class, the researcher found that the students still had problems in comprehending the reading text especially in finding main idea, specific information, textual reference and textual meaning. The

challenges students face in reading comprehension often stem from a passive approach to reading, where they fail to focus on the meaning of the text. Furthermore, these issues can be exacerbated by inadequate teaching strategies. For instance, when teachers provide minimal explanation and rely on simplistic methods, it may hinder students' ability to comprehend complex texts effectively.

Based on the observation done, it was found that the teaching strategy led to student boredom and lack of interest in reading. Students tended to focus solely on answering questions, neglecting supporting details in the text outside of the questions. Moreover, the strategy inadvertently promoted individualism. High-achieving students outperformed their peers, while lower-achieving students became increasingly unwilling to read. As a result, many students became passive learners, hindering their active participation and impeding the improvement of their reading comprehension.

In this case, the researcher used Listen-Read-Discuss strategy to improve reading comprehension especially students in SMA (SLUA) Saraswati 1 Denpasar. The objective of this study was to improve the students' reading skills especially in reading comprehension of the tenth-grade

students of SMA (SLUA) Saraswati 1 Denpasar. The students' reading comprehension can be improved used Listen-Read-Discuss strategy. Listen-Read Discuss strategy used to investigate the text in details to get the main idea, so the student investigates the text based on the topic then they discuss it with their group to make a result. They planned what they would do, after that they communicated with each other to switch their opinion then they prepared the presentation and present it in front of class, the last was teacher and other group gave evaluation if it was needed.

This strategy fosters reading comprehension improvement by encouraging students to work in small groups to explore a topic collaboratively. Through this cooperative approach, students become actively engaged in seeking answers and learning from their peers. Based on the researchers' opinion, the students with low ability in reading could work with student's that had high ability in reading. Listen-Read-Discuss strategy made them easier understand the text and get the important information from the text.

RESEARCH METHODS

The design of the research was classroom action research. This research design was used as a problem solving

according to a problem solved by the researcher related to the teaching and learning process. The significance of the action research design was to change learning behavior, improved the competency of the student, and developed the subjects' knowledge. If there was a problem in the student learning process, the researcher should solve the problem related to the teaching and learning process in the class. This classroom action research was concerned with improving reading comprehension through Listen-Read-Discuss of the tenth-grade students of SMA (SLUA) Saraswati 1 Denpasar in academic year 2022/2023.

This classroom action study is concerned with improving reading comprehension through Listen-Read-Discuss strategy. The research was done in the form of a cyclic consisting of four interconnected activities, there were Planning, Action, Observation, and Reflection. The initial reflection (IR) was administered to the tenth-grade students of SMA (SLUA) Saraswati 1 Denpasar in order to measure the real pre-existing reading comprehension of the subjects. Cohen et al (2000) state that the goal of research design is to determine the methodology and design step by step use in the present study. This research is intended to find out the solutions to learning

problems faced by a specific group of students. Consequently, the findings of any classroom action research cannot be generalized to other groups of students even though they are in the same school. The research instruments used were tests and questionnaire.

In the present study, the data were collected by administering the pre-test, post-test and questionnaire. The pre-test administered to the subjects before the Listen-Read-Discuss strategy applied in order to figure out the subjects pre-existing achievement in reading comprehension. The results of pre-test were used to know students' problem in reading comprehension. After implementing Listen-Read-Discuss strategy in teaching reading comprehension, the students were given post-test. Post-test were administered at the end of cycle I and cycle II and it is used to collect the data. The questionnaire was given at the end of the last cycle. It consisted of 10 statements and scored by using the basis of Likert rating scale from 5 to 1, in order to figure out the responses of the subjects after being taught through Listen-Read-Discuss strategy.

Pre-cycle or pre-test was conducted before the researcher taught reading to the subjects under study. In pre-cycle, the researcher was given pre-test to the students under the study to obtain their pre existing

reading comprehension. In pre-test, the student would answer the question based on the reading text which consists 20 items short answer task. The students were given four descriptive texts, each text followed by five question and the topic was about famous animals. The time allotment which was given to do the pre-test was 25 minutes and it should be done individually.

The classroom action research intended to find out the application of improving reading comprehension to the subjects under the study. In this study, the researcher intended to improve the students' ability in reading comprehension and gave them a new atmosphere on their learning by using a strategy which has not been applied yet in the previous learning. From those explanations, it could be concluded that the meaning of classroom action research was a kind of educational research that used to increase teaching and solving each problem. The classroom action research was done until the subjects indicated an improvement in teaching reading process especially in reading comprehension.

FINDINGS AND DISCUSSION

Based on result of the pre-test result followed by 30 students, it was found that mean score of the pre-test was only 63.5. In cycle I the researcher conducted cyclical processes that consisted of four phases,

there were: planning, action, observation, and reflection. Moreover, post-test 1 was administered to get the data of the students' improvement in reading comprehension, after implementing the Listen-Read-Discuss strategy in teaching and learning process. Post-test 1 in cycle I was followed by 30 students. The results of the post-test I showed that there was improvement of the students' mean score from the pre-test. The mean score of post-tests 1 was 73.3 and it indicated that students' reading comprehension was improved by applying the Listen-Read-Discuss strategy in teaching reading.

Cycle II was conducted according to the result of post-test 1. This cycle was conducted in order to solve the problems of the subjects that were faced in the teaching and learning process in the previous cycle and improved students' reading comprehension. In each cycle the researcher administered the post-test to know whether there was an improvement of students in reading process. The post-test in cycle II was followed by 30 students. They can answer the question well. Based on the data obtained in the post-test in cycle II, there was a significant improvement of students in which the mean score of post-tests II was 81.3.

Furthermore, the data in this study were collected through administering the

questionnaire to the students under the study at the end of cycle II. The scores gathered from administering the questionnaire showed the students' responses on applying the Listen-Read-Discuss strategy in the teaching learning process. The answers to the questionnaire were constructed on the basis of a Likert rating scale of 5-1 with five choices. Strongly Agree or Strongly Agree (SS), Agree or Agree (S), Undecided or Doubtful (RR), Disagree or Disagree and Strongly Disagree Strongly Disagree (STS).

The results of the questionnaire also clearly indicated the usefulness of Listen-Read-Discuss strategy in improving students' reading comprehension based on the students' responses. It could be proven from the amount of the subjects who gave positive responses towards the implementation of Listen-Read-Discuss strategy. There were 46.59% of the subjects who strongly agreed with the implementation of Listen-Read-Discuss strategy; 52.72% of the subjects agreed; 0.68% of the subjects, uncertain; none of the subjects who disagreed and strongly disagreed. The findings of the pre-test and post-tests which showed significant improvements in the subjects' reading skills were also in line with the results of the questionnaire. The subjects gave positive responses toward the implementation of

Listen-Read-Discuss strategy in teaching and learning process.

Moreover, to give clearer presentation of the findings, the rising comparative mean figures collected by means of pre-test, post-test 1 and post-test 2 scores that showed the improvement of the subjects' reading comprehension and the comparative percentages showing the subjects responses on the implementation of the Listen-Read-Discuss strategy which were gathered by using the questionnaire from the subjects under the study.

In pre-cycle, the researcher did the pre-test to the students by asking them to answer 20 questions of short answer task in 25 minutes. It could be seen from the students' results. The mean score of the pre-test which was followed by 30 subjects under study in the pre-cycle was 63.5. It showed that 4 of 30 subjects could achieve the minimum passing grade and it showed that their reading ability was still low. Therefore, it was needed to be improved by conducting the cyclical process.

In cycle I, after Listen-Read-Discuss strategy was applied, the study showed that Listen-Read-Discuss strategy was an effective strategy and improved students' reading comprehension in teaching reading. The result of the post-test

which was followed by 30 subjects in cycle I showed the mean figure of 73.3. Some of the subjects could get the minimum passing score, 18 students out of 30 got 75. Furthermore, they could identify the general information, specific information, textual reference and textual meaning from the descriptive text that has been given. They understand the main idea or essence of the text, knowing the main idea will really help them understand the whole content of the reading. They will also be able to catch what the author wants to convey or what the purpose of the text is to achieve. For the four aspects, they still have difficulty determining the textual reference and textual meaning. The mean score obtained by the subjects in cycle I was much higher than the mean score of the pre-test; however, the success indicator had not been achieved. In cycle I, the subjects could answer the question but some of the answers were not complete and some of their grammar was still incomplete and correct.

In cycle II, the subjects became more active and they could enjoy the learning process in the classroom because the researcher revised the planning in order to get a better result from the subjects. The researcher gave different texts with different topics. The text made subjects easier to identify and comprehend the text.

The researcher gave descriptive text about many kinds of things. As a result, the subjects could identify the general and specific information, textual reference and meaning from the text well and grammatically. The mean score that was achieved by 30 subjects showed an increasing mean figure of 81.3. It also showed that 30 of 30 subjects could achieve the minimum passing grade of the tenth-grade students of SMA (SLUA) Saraswati 1 Denpasar. In addition, it could be stated that the success indicator in the present study was achieved. As a result, the research was ended in this cycle.

Besides the tests, there were also the additional data from the questionnaire which was administered to figure out the responses of the subjects after applying the strategy. This figure showed that 46.59% of the total subjects who strongly agreed with the implementation of Listen-Read-Discuss strategy, 52.72% of the subjects, agreed; 0.68% of the subjects, uncertain; and none of the subjects who disagreed and strongly disagreed. It means that most of the subjects responded positively with the application of Listen-Read-Discuss strategy. Moreover, it showed that the subjects under study accepted the implementation of Listen-Read-Discuss strategy; it is precious the subjects to get the improvement in reading comprehension.

To sum up, the finding of the data above, it was successful in the last session of the last cycle. It could be stated that the reading comprehension of the tenth-grade students of SMA (SLUA) Saraswati 1 Denpasar can be improved through the Listen-Read-Discuss strategy. In addition, it was supported by the results of the questionnaire which showed the subjects' responses that were positive towards the application of the Listen-Read-Discuss strategy.

CONCLUSION

The classroom action research helped the subjects improve their reading comprehension. The present classroom action study was conducted in improving reading comprehension of the tenth-grade students of SMA (SLUA) Saraswati 1 Denpasar. Based on the previously explained, it showed the low achievement of students' reading comprehension. As a result, the researcher used Listen-Read-Discuss strategy to improve the students' reading comprehension.

The teaching and learning process is divided into two cycles where each cycle consists of two sessions. The data were administered by conducting the cyclical process was started by administering pre-test in pre-cycle to figure out the subjects pre-existing ability in reading

comprehension. It is indicated from the results of the post-test in the end of cycle I and cycle II to know the succeeding reading achievement after implementing the Listen-Read-Discuss strategy in teaching and learning process in the classroom. The mean figure in pre-test was 63.5, cycle I was 73.3 and cycle II was 81.3. The mean score from the pre-test to the last post-test showed the significant improvement of the subjects' reading comprehension.

As what has been discussed in the previous chapter, there was an improvement of the mean score of the subjects from pre-test to post-test 2. The number of subjects who reached the minimum passing grade also improved compared with the result in post-test 1. All of the subjects could achieve the minimum passing grade from pre-cycle to cycle II. The results of the questionnaire also showed the subjects' positive responses with the implementation of Listen-Read-Discuss strategy. It means this strategy was very well received by the subjects.

Based on the findings which have been mentioned above, it could be concluded that the reading comprehension of the tenth-grade students of SMA (SLUA) Saraswati 1 Denpasar can be improved through the Listen-Read-Discuss strategy. This strategy could make the subjects active

and interesting to read a text in the teaching and learning process.

REFERENCES

- Antari, N. N. D., Joni, D. A. A. W., & Krismayani, N. W. (2023). THINK PAIR SHARE WITH AUTHENTIC PICTURES IN READING COMPREHENSION CLASS. *Academic Journal on English Studies (AJOES)*, 3(1), 57-63.
- Astawa, I. N., Mantra, I. B. N., Widhiasih, L. K. S., & Joni, D. A. A. W. (2020). UPGRADING ELEMETARY SCHOOL TEACHERS' COMPETENCE IN KLUNGKUNG DISTRICT IN DESIGNING AND IMPLEMENTING AUTHENTIC ASSESSMENT. *Journal on Studies in English Language Teaching (JOSELT)*, 1(1).
- Cohen, L., Manion, L., and Marrison, K. (2007). *Research Method in Education*. New York: Routledge Falmer.
- Dharmayanti, P. A. P., & Joni, D. A. A. W. (2014). Efektivitas Modified Colaborative Strategic Reading Dalam Reading Class Activity. *Jurnal Santiaji Pendidikan (JSP)*, 4(2).
- Dharmayanti, P. A. P., & Joni, D. A. A. W. (2015). EFEKTIVITAS REDW STRATEGY DAN KEMAMPUAN KOSAKATA TERHADAP KEMAMPUAN MEMBACA DALAM READING CLASS ACTIVITY. *SPHOTA: Jurnal Linguistik dan Sastra*, 7(2).
- Duffy, G. (2009). *Explaining Reading a Resource for Teaching Concepts, Skill, and Strategies (2nd ed)*. USA: New York Guilford.
- Dwijanatha, D. M. M., Joni, D. A. A. W., & Krismayani, N. W. (2022). THE CORRELATION BETWEEN

- VOCABULARY MASTERY AND DESCRIPTIVE WRITING ABILITY OF THE TENTH GRADE STUDENTS. *Journal on Studies in English Language Teaching (JOSELT)*, 3(2), 28-33.
- Fikriyah, A., Joni, D. A. A. W., & Widiastuti, I. A. M. S. (2021). The Correlation Between Habit of Watching English Movies and Vocabulary Mastery of The Tenth-Grade of SMAN 1 Kuta Selatan in Academic Year 2020/2021. *Academic Journal on English Studies (AJOES)*, 1(2), 88-93.
- Harmer, Jeremy. (2007). *The Practice of English language Teaching*. London: Longman Group, Ltd.
- Johnson.A.P. (2008:4) *Teaching reading and writing for tutoring students*. UK. Rowman and Littlefield Education.
- Joni, D. A. W. (2019). Teaching skills development using lesson study-based instruction in writing classes. *KnE Social Sciences*, 189-202.
- Joni, D. A. A. W., Perbawa, I. K. S. L. P., & Dewi, L. D. K. (2021, December). PEMANFAATAN MEDIA PEMBELAJARAN BERBASIS TEKNOLOGI SEBAGAI UPAYA OPTIMALISASI KEGIATAN BELAJAR MENGAJAR DI SD NO. 3 KEROBOKAN KELOD. In *PROSIDING SEMINAR REGIONAL Pengabdian Kepada Masyarakat Universitas Mahasaraswati Denpasar di Masa Pandemi Covid-19 Tahun 2021* (pp. 694-701).
- Joni, D. A. A. W., & Wirastuti, I. G. A. P. (2018). Self-efficacy effect on basic level learners in speaking activities. *Journal of Applied Studies in Language*, 2(1), 1-9.
- Joni, D. A. A. W. (2019). Initiation-Response-Evaluation (IRE) technique collaborated with panel discussion activity in teaching speaking skill. *Jurnal Santiaji Pendidikan (JSP)*, 9(1).
- Joni, D. A. A. W., & Dharmayanti, P. A. P. (2021). The Use of Tell-Show Strategy Supported With Pictures in Online Writing Classes during Covid-19 Pandemic. *Journal on Studies in English Language Teaching (JOSELT)*, 2(1), 17-25.
- Joni, D. A. A. W. (2020). THE IMPLEMENTATION OF SIMULATION TECHNIQUE ASSISTED WITH REALIA IN SPEAKING CLASS. *Journal on Studies in English Language Teaching (JOSELT)*, 1(2).
- Joni, D. A. A. W., Nitiasih, P. K., & Artini, L. P. (2017). A COMPARATIVE STUDY OF THE EFFECT OF DIFFERENT TECHNIQUES OF COOPERATIVE LEARNING AND SELF-CONFIDENCE UPON STUDENTS'SPEAKING COMPETENCY. *International Journal of Language and Literature*, 1(2), 133-141.
- Kagan M., and Kagan S. (2009) *Kagan Cooperative Learning* Kagan Publishing San Clemente, CA.
- Kenyon V. (2008). *Reading Encouraging Intermediate Phase Learners to Read More* South Africa: PSP.
- Milla, R. R., Joni, D. A. A. W., & Arsana, A. A. P. (2022). THE CORRELATION BETWEEN VOCABULARY MASTERY AND SPEAKING SKILL. *Academic Journal on English Studies (AJOES)*, 2(1), 80-86.
- Yasmini, N. K. A., Joni, D. A. A. W., & Kumara, D. G. A. G. (2022). THE CORRELATION BETWEEN VOCABULARY MASTERY AND DESCRIPTIVE

PARAGRAPH WRITING
ABILITY OF THE EIGHTH
GRADE STUDENTS. *Academic*

Journal on English Studies
(*AJOES*), 2(2), 115-120.