The Use of Listen - Read – Discuss strategy to Improve Students Reading Comprehension

Arie Pawestri Regita Cahyani[1]
Sri Handayani[2]

English Language Education
Teacher Training and Education Faculty, Slamet Riyadi University
Sumpah Pemuda 18, Kadipiro, Banjarsari, Surakarta, 57136, Central Java,
Indonesia.

Email: ariepawestri97@gmail.com

ABSTRACT The research aims: (1) to know how can Listen Read Discuss strategy implemented effectively in improving the students' reading comprehension at 8th Grade Student of SMP N 1 Colomadu in the academic year of 2019/2020, and (2) to know how far the improvement the students reading comprehension using Listen Read Discuss Strategy at 8th Grade Student of SMP N 1 Colomadu in the academic year of 2019/2020. The researcher conducted a classroom action research at the eighth grade of SMP N 1 Colomadu from September to November 2020. This research was conducted in class VIII D which consisted of 31 students with 17 boys and 14 girls. The research concerned in improving students' reading comprehension on narrative texts using Lisen Read Discuss Strategy. The research consisted of two cycles. The procedure of action research consisted of planning, implementation of the action, observation, and reflection. In collecting the data, the researcher used observation, interview and document. In analyzing the data, the researcher used quantitative and qualitative data analysis. The result of this research showed that Listen Read Discuss strategy can improve students' reading comprehension on narrative texts at eighth grade of SMP N 1 Colomadu. The improvement can be seen from the result of the test. It was 63.96 in pre-test, then it became 74.83 in post-test 1 and it became higher in post-test 2 (80.32). The result of post-test 1 and post-test 2 were higher than the minimum score KKM in that school which was 75.0. Besides, the student participated actively in teaching and learning process. From the result above, it can be concluded that Listen Read Discuss (LRD) Strategy can improve students' reading comprehension at the eighth grade of SMP N 1 Colomadu.

Keywords: Classroom Action Research, Listen Read Discuss (LRD) Strategy, Reading Comprehension.

INTRODUCTION

English is one of the Indonesia subjects that apply in school, because English is an international language. Most of the people in the world use it, for communication, business, education, etc.

English language has four skills that have to be learned by the

students. They are listening, speaking, reading and writing. From there four skills, reading is the one of skill has difficult to understand by students. According to Brown (2004:185) reading is one of skills which are very essential for each student. With reading, students can get the information by understanding about the text or what have they read, and improve their knowledge and vocabularies.

In digital era, reading activity has been being everyone's daily activities since reading can be done in various ways. Reading is the most complex and difficult for most students in Indonesia especially for second grade students. All those students who study reading would agree that reading comprehension is not a simple process. According to Johnson (2008:3), reading is the practice of using text to create meaning. Being a good teacher of reading starts with an understanding of what reading is. An English teacher must had

good responsibility as they are demand to have teaching strategy in order to solve the problem. They are demand to motivate the students in order to learn English well.

Students of SMP N 1 Colomadu at eighth grade showed that reading is the most difficult English skill for students.

The factors that complicated in teaching learning reading process in SMP N 1 Colomadu was from students, teacher, and school. The problems came from the students, : (a) they had less vocabulary; (b) they were afraid making a mistake and less self confident; (c) the students had difficulties in understanding information; (d) the students bored with teaching strategy from the teacher. Another factor was from the teacher, such as : (a) the teacher used same method or technique in teaching learning process; (b) the teacher just focus on using LKS; (c) the teacher were not creative to design the material.

To solve the problem the researcher proposes new strategy or method that can help the students to improve their reading comprehension, is Listen Read Discuss (LRD) strategy. According to Manzo and Casale (24 : 1982), Listen-Read-Discuss (LRD) is a comprehension strategy that builds students' prior knowledge before they read a text. During the first stage, students listen as you present the content of their reading, often paired with a graphic

organizer. Next, students read the text and compare what they learn during the teacher to their understanding of reading the text on their own.

METHODOLOGY

The researcher conducted the research at SMP Negeri 1 Colomadu as the place of the research. It is located on Gawanan, Gawanan, Kecamatan Colomadu, Kabupaten Karanganyar. Meanwhile, the research conducted from September to November. The subject of the research is students in class 8D. There are 31 students, 17 boys and 14 girls.

The researcher used Classroom Action Research in this research. Classroom action research is action that teacher conducts during teaching as a part of their teaching duties. There are several definitions of action research. According to Anne Burns (2010:2), "action research is part of a broad movement that has been going on in education generally for some time. Action research involves taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts". According to David Hopkins in John Elliot (1991: 69), action research might be defined as 'the study of a social situation with a view to improving the quality of action within it'.

The technique of collecting data in Classroom Action Research consists of two techniques, there are test and non test. First, a test supposed to be able to measure learning outcome which distinguish the every single student's ability between students already mastered and not yet the learning material. The researcher conducted a pre-test and post-test which used collecting the data. Pre-test is done before implementing LRD strategy in preliminary study to know the students competence in teaching and learning reading. Post-test is done after implementing the LRD strategy in teaching and learning reading. While in Non-Test, there were several ways to collect data such as observation, interview, and documentation. In observation, the researcher observed both of the teacher's teaching process and the students' learning process in VIII D during the reading class. In this step, the researcher was also helped by the teacher (Karsiyem, S.Pd.) as the collaborator. In interview, the researcher interview with English teacher and students of class VIII D to know about teaching and learning process in reading class. In documentation the researcher collect lesson plans, syllabus, the data from students' score, photos, and field notes as research documents. In analyzing the data, the researcher used two kinds of data analyzing. They were qualitative and quantitative data analysis.

RESULT AND DISCUSSION

The research was carried out at the VIIID of SMPN 1 Colomadu. The research was conducted in collaboration with the English teacher of SMPN 1 Colomadu (Karsiyem, S.Pd) as a collaborator. The researcher used LRD strategy to improve students' reading Comprehension. Cycle one was held on 11th September 2019. Cycle two was held 20th November 2019. Before implementing cycle one, the researcher conducted pre-test in 11th September 2019. The mean score of pre-test which was 63.96. It was under the minimum score for English lesson in that school which was 75. In cycle one, there were two meetings. The first meeting was conducted on Wednesday, 14th September, 2019. The second meeting was conducted on Saturday, September 21th 2019. After observing and reflecting the action, the researcher found several strengths and weaknesses. The strengths were: (1) The score were better than pre-test. It was shown in the result of the first post test I that was 72.25. It was higher than the mean score of the pre test that was 63.96. (2) The students got new experience of learning. This strategy gave the spirit for the students to comprehend the text (3) The student's motivation to parcipate in the learning process improved. The weaknesses were: (1) Some students were passive learners. (2) The student did not have more opinion to knew the main idea of the text, the implicit information and the meaning of difficult words in a text. The researcher decided to make a new plan to arranged in cycle 2. The first meeting held on Wednesday, November 20th, 2019 and the second meeting held on Friday, November 23th, 2019. After observing and reflecting the action, the researcher found several strengths and weaknesses. The strengths were: (1) The students looked actively in teaching reading process, like they focused on the researcher's explanation. (2) LRD Strategy was suitable in helping the student in leaning reading comprehension. (3) The students' average score improved from 74.83 (post-test 1) to 80.32 (post-test 2). While, the weaknesses: (1) The students was still noisy because they worked and discussed in group so it made the classrom litte bit crowded because they discussed about the topic.

From the result of pre-research such as interview, observation, and pre-test showed that the students' reading ability was low. But, students have shown a good progress in learning English especially reading when the researcher used Listen Read Discuss (LRD) Strategy in teaching learning process. LRD Strategy was the effective strategy to help the students in teaching reading comprehension. McKenna, M.C (2002: 38) state that

: Listen-Read-Discuss, is a strategy that helps students comprehend text by building their prior knowledge of the topic in advance to reading the text. Students begin using this strategy by listening to a presentation of the content they are going to read. Students then read the text selection and once finished they participate in a discussion that has them compare.

It could be seen from the improvement of each indicators, such as: The students were able to find the main ideas in the text. In the observation, the students felt difficulties to find the main ideas on the narrative text. But, when the researcher implemented the strategy, the students could find the main ideas on narrative text. The second, the students were able to identify the generic structure. Third, the students were able to find the detail information in the text (implicit and explicit information). Forth, the students were able to understood meaning of words. In cycle I, the students felt confusing when understanding the meaning of words or synonym. So, in cycle II the researcher explained again about the synonym. The last, the students were able to identified reference of the text.

The implementation of Listen Read Discussion (LRD) Strategy was successful to improve students' reading achievement score. It was seen from the result of the mean scores that the students got of post-

test 2 was 80.32, while the mean score of post-test 1 was 74.83 and pre-test 63.96. It meant the students' reading comprehension improved.

Table 4.1. The Result Score

Pre Test	Post Test I	Post Test II
63.96	74.83	80.32

The table showed the improvement of the students' reading comprehension using Listen Read Discuss (LRD) Strategy. The mean score of Post-Test 2 (80.32) was higher than Pre-Test (63.96) and Post-Test 1 (74.83). According to the result above, it can be concluded that LRD Strategy can motivated the students in reading comprehension especially in narrative text, and made the students more active in teaching and learning process by work in group. The result of the test also showed significant improvement.

CONCLUSION

Based on the result of the research, the researcher could make conclusion as follows:

LRD (Listen Read Discuss) Strategy can improve the students' reading comprehension at eighth grade of SMP Negeri 1 Colomadu. It could be seen from the improvement of the mean score of the test. The mean score of pre-test was 63.96,

post-test 1 was 74.83 and post-test 2 was 80.32.

The improvement of the students' reading comprehension could be seen from students' attitude of the class atmosphere as follows:(a) The students were motivated and enthusiastic in English teaching and learning process, (b) The students were active to share their opinion, (c) The students were more friendly and enjoyable in teaching learning process.

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