

Improving Students' Reading Comprehension of Recount Text Through Listen-Read-Discuss Strategy (LRD)

Rizki Nova Mayori Amaliya, Eusabinus Bunau, Ikhsanudin, Endang Susilawati, Dwi Riyanti
English Language Education Study Program, Universitas Tanjungpura

ABSTRACT

The objective of this study was to improve student's reading comprehension of recount texts through the use of the Listen-Read-Discuss strategy to address issues that were discovered in the classroom. The eighth-graders in this study were focused on, particularly those in class VIII E, which included 30 students. Action research in the classroom was used for this study. An observation checklist, field notes, and tests were the tools utilized in collecting the data. The researcher combined qualitative and quantitative data to analyze the data and examined the observation checklist with field notes for qualitative data. Moreover, the researcher examined the test that was determined by the mean score for each cycle in qualitative data. Based on qualitative data, this research concluded that students' reading behavior in the classroom improved through the Listen-Read-Discuss teaching and learning process. The student's performance increased from the first cycle to the second cycle, as evidenced by the observation checklist and field notes. Quantitative data results also revealed an improvement in the students' reading comprehension mean scores from the first to the second cycles. Based on the result, the researcher advises teachers to use strategies to teach reading comprehension based on the findings provided in this research report. It can help students who have trouble comprehending the text to understand better and increase their comprehension of the material taught.

Keywords: *Reading Comprehension, Listen-Read-Discuss, Classroom Action Research*

Corresponding author

Name: Rizki Nova Mayori Amaliya

Email: mayoriamaliya@gmail.com

INTRODUCTION

Extracting information from a text is the process of reading. It allows people to access information from a variety of sources, including written or printed information from newspapers, periodicals, and brochures. As stated by Yang (2017), reading comprehension knowledge has a substantial impact on language skills, which is determined by reading ability, and is a crucial component of learning English. Furthermore, one of the language skills that plays a big part in helping students learn a foreign language is reading. Through reading, students are expected to be able to find information from the text, recognize the main idea, recognize explicit or implicit information from the text, and understand the text's purpose. As stated Yurko & Protsenko (2020), The ability to analyze text, understand its

meaning, and relate it to previous readings is known as reading comprehension. Understanding language, identifying the connections between words and concepts, organizing thoughts, and recognizing ideas, are all part of comprehension. So, According to this viewpoint, reading comprehension is essential for students since without it, they won't be able to understand the meaning of the text.

For early readers, improving students' reading comprehension ability is important. Because so much information is given in written form, improving reading ability is more important today than it has ever been. It is essential to develop this ability to succeed in their chosen careers. As a result, reading is the most basic ability a student ever learns in school. Therefore, students should not only read the material but also absorb and understand the meaning of the text. In junior high school, reading comprehension instruction is centered on the goals of the English curriculum. According to the statement, reading competency requires students to understand the meaning of interpersonal and transactional written text in the forms of recount, narrative, procedure, descriptive, and report. So that students can obtain knowledge in addition to understanding the text. As stated by Dwiningtiyas et al. (2020), reading comprehension has three main understandings: (1) learning to pronounce words; (2) learning to identify words and determine their meaning; and (3) learning to add meaning to a text or extract a message from a text.

According to Bruggink et al. (2022), Understanding how students extract meaning from texts is crucial for understanding what it takes to comprehend a text because reading comprehension is a challenging process. In actuality, some students have difficulty comprehending the recount text because they cannot understand what they are reading and do not absorb the subject of the topic. Many students have difficulty in achieving the target of understanding the recount text, which makes them bored during class, causing their interest is decrease during reading learning. As stated by Terasne et al. (2018), many students have problems understanding what they're reading, which makes them cannot comprehend what they've read. Based on the researcher's observation of the eighth-grade students SMPN 1 Anjungan, comprehension and memory difficulties with the recount text are likely to arise in the students. These problems include difficulties with understanding the text and analyzing the text's contents. It suggests that the students lacked reading comprehension, and their reading comprehension should be improved. Students have difficulty understanding the text, and they have difficulties when it comes to analyzing the text by answering some questions related to the text. Students still have difficulties in answering common questions which are, asking for the main idea of the text, and asking 5W+1H (what, where, when, why, who, how) questions. Therefore, the researcher used the Listen – Read – Discuss (LRD) strategy in the classroom to teach reading, especially in recount text.

LRD strategy could include focusing on students' knowledge in order to increase their reading comprehension, and the researcher chose a study project to help students improve their reading comprehension. In implementing the Listen-Read-Discuss (LRD) strategy, the teacher begins by lecturing on a certain section of the material. Then, students

read that section in order to compare the lecture with the written information, and then students and the teacher discuss the lecture and reading. As stated by Manzo & Casale's (2002), cited in Sudibyo D, Setiawan A (2020), students and the Listen-Read-Discuss (LRD) Strategy have three stages that represent the form of reading lessons, namely: 1) listen, where the teacher gives an explanation of the related material while students listen carefully to the teacher's explanation; 2) reading, where the teacher gives instructions to the students to read the selected text according to the text described in the first stage, namely listening; and 3) discuss, where the students instructed to doing discussion in a small group about the text material that they have been read.

There are several previous studies discussing improving reading comprehension through the listen-read-discuss strategy. The first is a study conducted by Tawali (2021). It was classroom action research on a junior high school grade eight as the subject of the research. The aim was to see if The Listen-Read-Discuss (LRD) strategy improves student understanding of what they read. The study was conducted in a classroom setting. The information was gathered using a quantitative and qualitative technique. The research found that using the Listen-Read-Discuss strategy improves students' reading comprehension. The mean score of students from the test shows an improvement. The second study is from Terasne et al. (2018). In this study, the authors from FPBS IKIP Mataram collaboratively work with MA Nurussabah Praya Tengah as the subject of the study, especially XI grade students and consists of 20 students. It was an action research project in the classroom. The information gathered is both quantitative and qualitative. The results of the test from the reading test provided quantitative data. The test and observation sheet were the instruments used. The results show that using the strategy can enhance students reading comprehension of the report's text. The mean score of students from the test shows an improvement.

Even though numerous studies have studied how the listen-read-discuss strategy could improve reading comprehension, there are still gaps that need to be filled. Based on the previous studies, the gaps that this study fills are the difference in the kind of reading text given, the topic of the study, as well as its goal. The reading text given is recount text. Moreover, the two studies used indicators of reading comprehension and report text. The subject of this research is the eighth-grade student in junior high school. Apart from seeing students' improvement in reading comprehension, this research also wants to find out students' improvement in identifying the text using 5W+1H questions. Besides that, research using the LRD strategy to improve reading comprehension in students is the first time it has been conducted at junior high school 1 Anjungan. It's crucial to fill some gaps in the field of using the listen-read-discuss strategy to improve students' reading comprehension. To sum up, this study focused on researcher's strategy to improve students' reading comprehension using the Listen-Read-Discuss strategy in classroom action research on the eighth-grade students of junior high school 1 Anjungan in the academic year of 2022/2023.

The focus of this study is on how implementing the Listen-Read-Discuss (LRD) strategy improves students' reading comprehension of recount texts. To determine if the

listen-read-discuss (LRD) strategy improved students' reading comprehension of recount texts, the researcher carried out classroom action research. This study focused on how the use of the Listen-Read-Discuss (LRD) strategy improves the student's ability in reading comprehension on recount text. As a result, the researcher used classroom action research as the most effective method to gather in-depth information regarding the strategy, which is the Listen-Read-Discuss strategy.

METHOD

Classroom action research was chosen as the best study method in this study due to its ability to help the researcher better understand a certain phenomenon. According to Purohman (2018), A sort of study that can be done throughout the teaching and learning process is classroom action research. Additionally, the data from the results are then used to create a work plan to address the issue. As part of the action and execution of the work plan, observation and evaluation are used. The results of the reflection are utilized to guide future improvement efforts and to revise the next action plan. As stated by Kemmis and McTaggart cited in Burns (2010), there are four stages in classroom action research as follows:

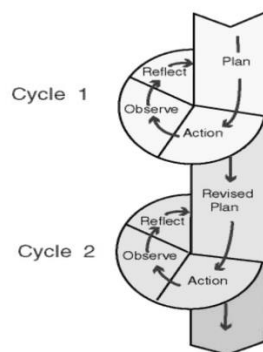


Figure 1: Stages in Classroom Action Research

The planning step means the creation of a plan that is carried out by the researcher in order to do the next stage (action stage). At this stage, the researcher identified students' problems in understanding the recount text and made a plan to take action in order to gather information and data to observe and make improvements. In the acting stage, the researcher collaborated with the teacher to implement the steps that have been set in the planning stage into action. In the observing stage, the researcher investigates the data and identifies the issues that are related to the student's difficulties that have been found. Last, in the reflecting stage the researcher reflects on the results of the action and observation stages at this stage.

The participants of this research are students in class VIII E Junior High School 1 Anjungan 2022/2023 which consists of 30 students, female students and male students. To collect complete and valid data, the researcher used two data collection techniques. They are observation to collect qualitative data and measurement to collect quantitative data. As stated by O'Leary (2020), classroom observation as a tool for evaluating teaching and

learning and as a research technique for gathering information about what happens in classrooms. While, measurement is a technique or action for determining the quantity of something numerical. The researcher measure students' capacity to comprehend recount text material in this study. A multiple-choice test used to conduct this evaluation. In conducting classroom action research, the tools of data collection used by the researcher are an observation checklist, field notes, and tests to measure students' improvement in comprehending the recount text.

FINDING AND DISCUSSION

Finding

This chapter discusses the outcomes of using LRD as an instructional strategy to increase students' reading comprehension of recount texts by the end of each cycle. The second cycle is carried out based on the first cycle's results. The results obtained from this chapter's research will be explained in the first and second cycles. In this study, the action was divided into two cycles, the last cycle has been done with the reflection occurring in cycle 1. Every cycle, the tests were conducted in order to analyze and identify. Two cycles of study were undertaken. There is one meeting (80 minutes) in each cycle. Each cycle's steps are planning, acting, observing, and reflecting.

Cycle 1

In cycle 1, the researcher discovered that the majority of students on this topic still struggled with reading comprehension, particularly when it came to recount texts. Based on the results of the reading comprehension test, it was determined that the success requirements could not yet be achieved because the mean score of the test in cycle 1 is 69,5238, meanwhile success criterion for this action research was 77 or higher. Cycle 1's test results were not very satisfactory and need to be improved in cycle 2. The results of the students' tests are shown in table 1.

Table 1: Result of test in cycle 1

No	Name	Score	Categories
1	AAFR	57,1429	Failed
2	A	42,8571	Failed
3	A	57,1429	Failed
4	ARA	85,7143	Success
5	AVG	57,1429	Failed
6	CT	71,4286	Failed
7	DV	71,4286	Failed
8	DWTV	85,7143	Success
9	ERPP	57,1429	Failed
10	ELY	85,7143	Success
11	EW	57,1429	Failed
12	FM	85,7143	Success
13	HN	71,4286	Failed
14	IA	85,7143	Success
15	JEF	85,7143	Success
16	JT	42,8571	Failed
17	KML	57,1429	Failed
18	MPA	71,4286	Failed
19	MT	57,1429	Failed
20	MEH	71,4286	Failed
21	NSF	71,4286	Failed
22	NAFAOS	85,7143	Success
23	NA	57,1429	Failed
24	NPS	85,7143	Success
25	R	57,1429	Failed
26	RS	57,1429	Failed
27	SKVE	85,7143	Success
28	TL	57,1429	Failed
29	WRS	85,7143	Success
30	WK	85,7143	Success
Total Score		2085,71	
Mean Score $\frac{\text{Total Score}}{\text{Total of Students}} \times 100$		69,5238	

The researcher identified a few weaknesses from the observation checklist and will try to prevent the occurrence of those kinds of issues in the cycle that comes next by changing and adding some plans. It was determined that there was ineffective activity in the teaching and learning process based on the observation and test results. It can be said that cycle 1's action was unsuccessful. Therefore, the researcher should adjust the lesson

plan or teaching circumstance to be used in cycle 2. The researcher, therefore, anticipates that cycle 2 will produce better findings and address cycle 1's weaknesses. Based on the aforementioned weaknesses, Cycle 2 implements the following revisions:

- The researcher increased the students' motivation for being active in class.
- By raising questions and providing responses, the researcher explained the content of the recount text in a more engaging way, to encourage students to participate in class.
- During the "listen" exercise, the researcher directs the students to underline the words or sentences whose meanings are important.
- In student activities, the researcher uses a star sticker as a reward for the selected group. This star sticker is used as a symbol for adding 3 points to the group score. This star sticker is given to the group that succeeds in being the first to complete the given worksheet, dares to give opinions on the work of other groups in the discussion activity, and dares to express conclusions at the end of the lesson. This star sticker reward is given so that students become active in group discussions in identifying texts, so they don't waste a lot of time due to the inactivity of some students in the group.

Cycle 2

In the listening section, the researcher instructed students to mark the important points or words while listening to the researcher's reading. In this section, students listen to intensely and actively mark the unfamiliar vocabulary, write the meaning of it, and mark the important researcher words or sentences. After that, students read the text in 5 minutes to build their understanding, in here some of the students spotted reading aloud in their reading. In the discussion section, students are seen to be more active in their groups competing to collect points. With the star sticker reward, students are more challenged and enthusiastic in carrying out learning activities. The results of the test were also quite satisfactory although not all students got a good score. Moreover, it could be noticed that the revision of the action was worked to improve the quality of the teaching and learning process of recount text in the classroom. So, the result of the study was getting better.

Table 2: Result of test in cycle 2

No	Name	Score	Categories
1	AAFR	85,7143	Success
2	A	42,8571	Failed
3	A	57,1429	Failed
4	ARA	85,7143	Success
5	AVG	57,1429	Failed
6	CT	85,7143	Success
7	DV	100	Success
8	DWTV	71,4286	Failed
9	ERPP	100	Success
10	ELY	100	Success
11	EW	85,7143	Success
12	FM	71,4286	Failed
13	HN	85,7143	Success
14	IA	100	Success
15	JEF	100	Success
16	JT	71,4286	Failed
17	KML	85,7143	Success
18	MPA	85,7143	Success
19	MT	85,7143	Success
20	MEH	85,7143	Success
21	NSF	100	Success
22	NAFAOS	85,7143	Success
23	NA	85,7143	Success
24	NPS	100	Success
25	R	85,7143	Success
26	RS	42,8571	Failed
27	SKVE	100	Success
28	TL	57,1429	Failed
29	WRS	100	Success
30	WK	71,4286	Failed
Total Score		2471,43	
Mean Score $\frac{\text{Total Score}}{\text{Total of Students}} \times 100$		82,381	

Based on the results of the acting stage during the implementation of the listen-read-discuss in cycle 2, the researcher came to the following conclusions: the majority of students actively engaged with the teaching and learning process; the students were able to recognize the main idea of the recount text; they could comprehend and analyze the

text; they could recognize the generic structure of the recount text; and they could respond to the recount text's 5W+1H questions. Based on the explanation, it can be concluded that the criteria of success in this study were fulfilled successfully in cycle 2. The researcher decided to stop the research until cycle 2 because this study had been successfully implemented.

Discussion

Based on the data analysis, the objective of this study is to determine if the Listen, Read, Discuss strategy, specifically class VIII E of SMPN 1 Anjungan in the academic year 2022/2023, has an impact on teaching reading to second-grade students. According to data analysis, there is a substantial difference in the students' reading comprehension before and after being taught using the Listen, Read, Discuss strategy. In order to increase the probability of success, the researcher revised the lesson plan for Cycle 2 by encouraging students to participate more actively, distributing examples of texts that had been analyzed using the Listen Read Discuss strategy on paper, providing more explanations about recount texts, and having groups apply the strategy. The results of the action research revealed a significantly improved success rate for the students' scores from Cycles 1 and 2.

The average test score result for cycles 1 and 2 is (69,5238) and (82,351), respectively. Since the study's success criteria were met if the average student learning outcomes as a whole obtained a score of 77 or higher, it follows that there are significant differences and gains in students' reading comprehension before and after employing the LRD strategy. In cycle one there was 19 students failed and 11 students succeeded with a mean score of 69,5238. In cycle 2, there were 9 students who failed and 21 students who succeeded with men score of 82,351. The statistics show that using the Listen-Read-Discuss strategy in a classroom setting can help students' reading comprehension. The results of the observation sheets and the student's reading comprehension can be used to evaluate their improvement.

Compared to the first meeting, students become more comfortable and motivated in the second one. The researcher effectively prepares the information in this step. In this cycle, the Listen-Read-Discuss (LRD) strategy is still used. Most students take part in the learning process as they are using the strategy. According to the researcher, the Listen-Read-Discuss (LRD) strategy increases interest among students. According to the findings of this study, using the Listen, Read, Discuss strategy helped students read SMPN 1 Anjungan with better comprehension. By listening to the teacher's brief lecture, reading a text selection, and having a discussion, students can build their prior knowledge before they read a text, during reading, and after reading. In other words, using the Listen, Read, Discuss strategy for teaching, students can learn a lot of information based on their past knowledge and backed by information from the learning process. It ensures that the students fully comprehend the information presented in the text. In the end, using the Listen, Read, Discuss strategy helped students understand an unfamiliar idea about reading.

CONCLUSION

Based on the data obtained in this study, it was evident that after receiving learning using the Listen-Read-Discuss Strategy, the student's reading comprehension of recount texts had increased. The eighth-grade students of SMPN 1 Anjungan, notably class VIII E, which has 30 students, were subjected to the strategy. The instruments used to collect the data included an observation checklist, field notes, and tests. The findings from observation showed that the students successfully completed each of the LRD strategy's essential reading steps. The data from the text also demonstrated that the students could understand the recount text, as well as their ability to locate the main ideas and respond to the text's 5W+1H questions. Additionally, the students' scores clearly showed how their reading comprehension had improved. The appropriate learning process strategy that was used led to improved achievement. The students did better because LRD is an effective reading comprehension strategy. In other words, the study's findings are balanced as the quality of the teaching and learning process has increased consistently.

REFERENCES

- Bruggink, M., Swart, N., van der Lee, A., Segers, E. (2022). Theories of reading comprehension. In: Putting PIRLS to use in classrooms across the globe. *IEA Research for Educators, vol 1*. Springer, Cham. https://doi.org/10.1007/978-3-030-95266-2_1.
- Burns, Anne. (2010). *Doing action research in english language teaching: A guide for practitioners*. New York: Routledge
- Dwiningtiyas, Gendis Nadira, Dedi Sofyan, and Hilda Puspita. (2020). Teachers' strategies in teaching reading comprehension. *JALL (Journal of Applied Linguistics and Literacy)* 4(2):285–89. doi: 10.25157/jall.v4i2.3682.
- O'Leary, Matt. (2020). Ofsted Inspectors' Observation Checklist. Pp. 191–92 in *Classroom Observation*. Routledge
- Purohman, Syae Purnama. (2018). Classroom Action Research Alternative Research Activity for Teachers. *Research Gate, (June), 1–9*. Retrieved from <https://www.researchgate.net/publication/326083037%0AClassroom>
- Sudibyo D, Setiawan A, Rahmawati A. (2020). The Influence of Using Listen-Read-Discuss (LRD) Strategy towards Students' Reading Comprehension on Narrative Text. *INTERACTION: Jurnal Pendidikan Bahasa*, 7(1), 8–14. <https://doi.org/10.36232/jurnalpendidikanbahasa.v7i1.43>
- Tawali, T. (2021). Improving Students' Reading Comprehension Through Listen-Read-Discuss (LRD) Strategy. *IkanJurnal Paedagogy: Jurnal Penelitian Dan Pengembangan Pendidid* 7(4):281–88.
- Terasne, Nanang Sugianto, Abdul Wahab, and Maria Ulfa. (2018). Improving Students' Reading Comprehension Through Listen–Read–Discuss (Lrd) Strategy At Ma Nurussabah Praya Tengah. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP* 5(2):113. doi: 10.33394/jo-elt.v5i2.2310.

- Yang, Xiaoling. (2017). Cultural Background on Reading Comprehension in Junior High School. *Journal of Language Teaching and Research* 8(2):370–74. doi: 10.17507/jltr.0802.21
- Yurko, N., and U. Protsenko. (2020). Reading Comprehension: The Significance, Features and Strategies. *Репрезентація Освітніх Досягнень, Мас-Медіа Та Роль Філології У Сучасній Системі Наук (1St. Ed)* 106–14. doi: 10.36074/rodmrfsn.ed-1.10