
Improving Student's Reading Comprehension Through Listen-Read-Discuss (LRD) Strategy

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Abstrak

Pemahaman membaca adalah sebuah kemampuan yang fundamental dalam mempelajari Bahasa Inggris sebagai salah satu bahasa asing. Akan tetapi siswa seringkali mengalami kesulitan dalam mempelajari teks dikarenakan terbatasnya kosakata dan minimnya strategi keterlibatan. Penelitian *classroom action research* ini memiliki tujuan untuk meningkatkan pemahaman membaca siswa dengan mengimplementasikan strategi Membaca-Mendengar-Diskusi. Penelitian ini dilakukan di SMA Muhammadiyah 02 Wuluhan Jember dengan 22 siswa dari kelas XI A. Penelitian ini dilakukan di dua siklus yang terdiri dari perencanaan, pelaksanaan, Pengamatan dan refleksi. Pengumpulan data ini melalui dengan tes pemahaman membaca siswa dan observasi kelas. Dan hasil dari penelitian ini memperlihatkan peningkatan yang cukup signifikan dalam kinerja membaca siswa. Nilai rata rata siswa meningkat dari 65,15% menjadi 76% dengan 75% siswa telah mencapai nilai standart minimal 70 pada siklus akhir kedua. Hal ini menunjukkan bahwa strategi LRD terbukti bahwa strategi ini efektif dapat meningkatkan pemahaman membaca siswa dalam kegiatan pembelajaran.

Kata kunci: Pemahaman membaca, Strategi Mendengar-Membaca-Diskusi (LRD), Penelitian Tindakan Kelas

Abstract

Reading comprehension is a fundamental skill in learning English as a foreign language, but students often experience difficulties in learning texts due to limited vocabulary and lack of engagement strategies. This classroom action research study aims to improve students' reading comprehension by implementing the Read-Listen-Discuss strategy. The research was conducted at SMA Muhammadiyah 02 Wuluhan Jember with 22 students from class XI A. The research was conducted in two cycles consisting of planning, implementation, observation and reflection. The data was collected through student reading comprehension test and class observation. And the results of this study showed a significant improvement in students' reading performance. The average score increased from 65.15% to 76% with 75% of students achieving the minimum standard score of 70 by the end of the second cycle. This shows that the LRD strategy is proven to be effective in improving students' reading comprehension in learning activities.

Keywords: Reading Comprehension, Strategy Listen-Read-Discuss (LRD), Classroom action Research

INTRODUCTION

Reading is one of the cognitive processes shown to understand and know the meaning conveyed through written text. It is based on the reading ability to understand the words and engage in thoughtful analyzing and interpretation (Dharmayanti & Joni, 2014). Through reading, students learn to find information from the text, identify main ideas, and express them explicitly from the text or are expected to identify implicitly, understand the targeted content text. Through reading, students acquire a wealth of knowledge information about what is happening around them and become interested in various aspects of life, such as science, technology, industry, politics, socio-culture, and education. Reading helps students learn specific language skills such as listening, speaking, and writing. In addition, reading can entertain students by reading novels, stories, and other interesting things. (Fu et al., 2014)

According to (Chen et al., 2018) reading ability is classified as a receptive language skill, and its development depends on consistent practice. Without practicing reading regularly, a person's reading ability may not be able to develop optimally and could potentially decline. To

become a good reader, students must practice reading more, because reading skills allow students to gain an understanding of ideas conveyed by people in various locations and regions, giving them the opportunity to broaden their horizons and increase their knowledge. In reading, students need to have several skills, for example, learning to read through various ways, understanding the relationship between sentences, inferring meaning, predicting meaning, and others. Students must also be able to interpret a text in order to understand the meaning conveyed.

The main goal in this reading process is comprehension. Some teachers have difficulties in the process of teaching reading to students. To help students read for better comprehension, it is necessary to find out what weaknesses contribute to reading difficulties. According to Brassell and Rasinski (2008:15) reading refers to the ability to gain understanding or make meaning from written text. (Suryaningsih, 2016), (Permana et al., 2019) and (Wahyuningsih, 2021) says that reading comprehension is the most important skill expertise to be required to achieve reading comprehension success.

(Ummah, 2019)) says that reading comprehension is based on prior knowledge. This prior knowledge is conveyed through words, and when readers engage with a text, they mentally process the meaning of the words they encounter. If readers have difficulty reading to understand the meaning of a word, this indicates a gap in their knowledge (Nengah et al., 2023). When reading, vocabulary is a very important factor in understanding the text or paragraph (Yasmini et al., 2022) Henceforth, teachers must design and design to make the learning process effective for students. From this explanation, the author concludes that reading comprehension is a process of understanding a reading text to get information from the text. This means that when we read, we must know the information or topic of the problem that has been written in the text.

Based on the author's experience when conducting research in April 2025, the researcher chose to study at SMA Muhammadiyah 02 Wuluhan Jember. The author still found many students whose reading comprehension was still very low and students also felt that English was a very difficult lesson. The students also feel confused, easily bored and lack enthusiasm in reading the text. Most students cannot understand the content of the text they have read, this results in students finding it difficult to find out important information in the text. Students have a tendency to focus on the words in the text rather than the overall content of the text. In addition, not all students have good reading habits, especially reading texts, so many students are passive in class when the teacher is teaching.

From the above problems must be solved. Teachers need to consider learning strategies that can help students to solve their problems in order to have good reading comprehension. Seeing these conditions, the author chose the Listen-Read-Discuss (LRD) strategy to solve the problem. According to Mariani, LRD is a reading comprehension strategy to build students' initial abilities before they read from a text.

According to strategies that have been used by researchers and English teachers, the Listen-Read-Discuss (LRD) strategy is an effective strategy for engaging struggling readers in classroom discussions. McKenna 2002 states that the LRD strategy has been shown to improve students' science learning and overall text comprehension compared to a control class that implemented a separate science and literacy curriculum and strategy instruction on reading. According to Manzo 1995 the Listen Read Discuss (LRD) strategy is a comprehension strategy that develops students' prior knowledge before they read a text, during the reading stage, the Listen Read Discuss strategy is relatively easy to create because it can increase students' understanding of many lessons. According to Manzo 1995, the steps of the LRD strategy are as follows:

1. Listening: The teacher provides material on the content of the reading passage, including graphic organizers of the information discussed.
2. Reading: Students read the selected material, understanding that the reading passage can provide alternative interpretations or interpretations of the text content.

3. Discussion: Discussing the material. Encourage students to think about the differences between their readings in terms of content and presentation.
4. Ask for volunteers to read the material aloud.

Finally, based on the above explanation, the application of the Listen-Read-Discussion (LRD) strategy strengthens students' ability to read texts, because the whole process of teaching reading using the Listen-Read-Discussion strategy allows students to read actively. They will interact with each other to discuss the language choices they are focusing on. As part of this strategy, students will be encouraged to understand the text they are reading.

Some researchers' findings have proven good results in applying LRD strategies for reading comprehension learning. In addition to these two studies, (Chen et al., 2018) conducted a study using reflective movement techniques in the classroom. The data analysis technique used in this study was a combination of quantitative and qualitative data. The research findings showed a positive improvement in students' grades, while also revealing various perspectives, both positive and negative. One of the studies conducted by (Doni Sudibyo, Agus Setiawan, 2020) entitled "Improving Students' Reading Comprehension Through Listen Read Discuss (LRD) Strategy". The findings of the study showed that students' reading comprehension improved after the LRD strategy pattern was applied.

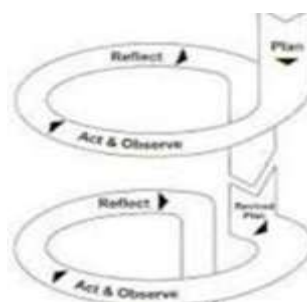
Based on this background, the author has decided to conduct a research entitled "Improving Students' Reading Comprehension Through Listen-Read-Discuss (LRD) Strategy in class XII students at SMA Muhammadiyah 02 Wuluhan in the academic year 2024/2025. With the application of LRD strategy, it can improve students' reading comprehension learning.

RESEARCH METHOD

The sample of this study was taken from students of class XI A SMA Muhammadiyah 02 Wuluhan. And the number of students consisted of 23 students. This study uses classroom action research, or CAR, is a methodical research for efforts carried out by an educator to teach by improving and implementing learning techniques by observing and reflecting on activities that will be carried out during the learning process. In addition, CAR can also be understood as a form of effective study conducted by parties to carry out research actions. According (Ummah, 2019) states that classroom action research is a study that has a reflective nature of an effort from an educator to improve the way they carry out learning by taking action actions related to learning.

Classroom action research in the classroom involves four sets of activities carried out in repeated cycles, namely planning, implementing, observing and reflecting. The classroom action research (CAR) model is used in this study. this research model uses the (McTaggart, 2007) model which consists of four components namely planning, action, observation, and reflection. This research is implemented in two cycles and each cycle will take place in two meetings. Simply put, the principles of classroom action research improvement according to the Kemmis model and the model are implemented as a cyclic evaluation process consisting of four stages. The steps are explained as follows:

Picture 1. model by Kemmis and Mc Taggart



Simply put, the principles of classroom action research improvement according to the Kemmis and McTaggart model are implemented in the form of a four-cycle evaluation process. To analyze the data, “Improving Students' Reading Comprehension through the Listen Read Discuss (LRD) Strategy”, the researcher took quantitative data, the quantitative approach was carried out to analyze the data obtained from the test statistically to find the students' pretest and post test scores. Instrumental data collection is very important to measure the effectiveness of the strategy in improving students' reading comprehension, this study uses quantitative to measure changes in students' reading comprehension scores through tests given for the application of the LRD strategy. The analysis of this technique involves calculating the average and percentage of improvement. How to calculate the average student score for the test using the formula :

$$M = \frac{\sum X}{N}$$

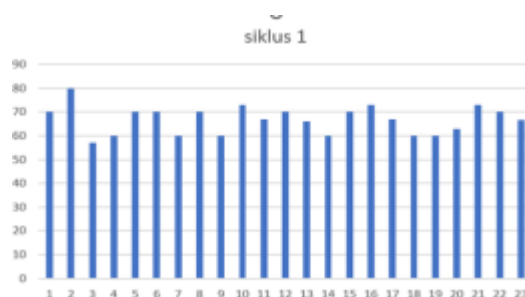
M : Mean

$\sum X$: Total score all of students

RESULTS AND DISCUSSION

Based on the data analysis the first reading comprehension test was conducted on April 24, 2025 and April 30, 2025. This test was given to see the extent of reading comprehension ability of students of class XII A SMA Muhammadiyah Wuluhan. This test was conducted after the students followed the learning by using Listen, Read, Discuss (LRD) strategy.

The results of the reading comprehension test in cycle 1 are as follows :



Picture 2. Student's Score of cycle 1

The results of the graphic above, the implementation of cycle 1 has not been successful because in cycle 1 the lowest score of 57 was still a few who got a score of 70, but the highest score obtained in cycle 1 was 80, and the total average result in cycle 1 was 66.8. By using the LRD strategy, many students have actively participated during the learning process. However, there were still some students who needed an explanation to answer because they had to pay more attention to the explanation during learning. In addition, group discussion sessions together can help students to think more critically.

In this study, in the first cycle, the lowest score of 57 and students still did not get the target score of 70 in cycle 1, so the researchers continued in cycle 2 at the 3rd week meeting to achieve higher success criteria. The score of cycle 2 was 97. This shows that learning with the LRD strategy can improve students' reading comprehension, and students are more active in reading in conducting learning activities.

The results of the reading comprehension test in cycle 2 are as follows :



Picture 3. Student's Score of cycle 2

The following is a graph of the reading comprehension test results from cycle 2. From the graphic, most students got a score above 70, the highest score in cycle 2 got a score of 97, the lowest score was 70, from the overall results the total average score in cycle 2 reached 75.7. This shows that the implementation of the Listen-Read-Discuss strategy in cycle 2 has successfully met the success criteria expected by the researcher.

The Discussion objective of this research was to improve students' reading comprehension using the LRD strategy. The findings revealed a significant improvement in students' comprehension abilities, as demonstrated by the increase in their post-test scores compared to pre-test results. Students showed better performance in identifying main ideas, understanding specific details, and drawing inferences from reading texts. This improvement aligns with the theory proposed (Antony v manzo, 1995) who argue that the LRD strategy reinforces students' prior knowledge, making them more prepared to comprehend new texts. The "Listen" phase, where the teacher provides background information, helps activate relevant schema and sets a clear purpose for reading. The "Read" phase allows students to individually process the text, while the "Discuss" phase encourages collaborative clarification and deeper understanding. Tierney (1990) supports this by stating that LRD not only provides essential background information but also stimulates students to ask critical questions, promoting higher-order thinking. The findings are also consistent (Mariani, 2020), who found that the LRD strategy increased both teacher and student activity, as well as student achievement and participation in reading lessons.

However, the study also identified some challenges. Teachers reported difficulties in organizing time for each stage of LRD as it is important to plan each session clearly and provide proper guidance for students to understand the material presented. Despite these challenges, the overall results confirmed that LRD is an effective strategy for improving reading comprehension.

The results suggest that the LRD strategy is highly effective in promoting active learning, critical thinking, and collaboration in reading classes. Teachers are encouraged to adopt this approach but should be mindful of time management and provide additional support during the listening phase, especially for students who need more time to process information.

CONCLUSION

Based on the conclusion of the above research, it can be concluded that learning with the Listen-Read-Discuss (LRD) strategy can help improve students' reading fluency, especially English learning, so that it makes learning in the classroom feel more fun and more interesting than before. This research was conducted at SMA 2 Muhammadiyah Wuluhan in the 2024/2025 school year, from the results of cycle 1 obtained showed that the criteria for achieving success had not been achieved, the average score of students' reading comprehension in cycle 1 was 66.8. Therefore, the researcher continued cycle 2 by renewing the action that caused the

problem, namely by making students more active in carrying out learning in the classroom, the researcher explained the material by playing videos so that students were more active and understood. And the results of this cycle 2 show an average score of 75.7. which means that student scores have increased and have met the success criteria.

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