IMPROVING STUDENTS' READING COMPREHENSION OF NARRATIVE TEXTS THROUGH LISTEN-READ-DISCUSS (LRD) STRATEGY

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Abstract: This study aims to determine whether or not students' reading comprehension of narrative texts may be improved by using the Listen-Read-Discuss strategy. A comprehension technique called the Listen-Read-Discuss (LRD) Strategy helps pupils increase their background knowledge before reading a material. The subject for this research is the class XI MIA 1 students of SMA Swadharma Werdhi Agung, which consists of 30 students. The researcher employed quantitative research using pre-experimental design with one group pre-test and post-test designs. A multiple-choice exam was the research tool employed in this study. The mean score method was used to statistically analyze the research's data. The results of the students' pre-test and post-test were 53 and 80, respectively, when the data were computed. Between the Pre-test and Post-test, the students' scores varied by 27, on average. According to the study's findings, the post-mean test's score was greater than the pre-test's. As a consequence, teaching reading comprehension for narrative texts using the Listen-Read-Discuss (LRD) Strategy was very successful in raising the students' mean score for reading comprehension for narrative texts.

Keywords: *Improving, Reading Comprehension, Narrative Text, LRD Strategy*

INTRODUCTION

An international language is English. In the age of globalization and worldwide communication, English is crucial (Liando & Tatipang, 2022). In Indonesia, English has been officially decided as the first foreign language to be taught at elementary school until university. (Liando, 2009:146) stated, "English, despite it's status as a second language, has become more and more popular among scholars, bureaucrafts, and the elites in Indonesia as the use of

information technology is increasing". In English, there are four skills that should be developed in the students, namely: speaking, listening, reading, and writing (Tatipang et al, 2021). In this study, the discussion is focused on reading. Reading is one of the most important language skills. By reading people can get information widely (Karisi et al, 2021).

According to (Rombepajung, 2019:4) "Reading is an important thing from existing skills, because by having reading skills, one can know, search for or explore various kinds of knowledge contained in books or real sources".

One of the techniques of teaching is LRD strategy. A comprehension technique called the LRD Strategy helps pupils increase their background knowledge before reading a material. In the first phase, students pay attention as you teach about the material they read, sometimes accompanied by a visual organizer. Then, after reading the book, the students compare their comprehension to what they learnt during the lecture. In either a big or small group setting, students discuss what they have learned from the book, according to (Manzo & Casale,1985).

In order to broaden students' perspectives on the environment, society, culture, fiction, and non-fiction tales through reading texts, the English subject in the 2013 curriculum expects students to be engaged in interpreting reading texts (Lengkoan et al, 2022). Narrative text is one of the text types taught in senior high school. A narrative text attempts to discover answers to difficulties by telling a story with complicated or problematic circumstances.

Based on the writer's experience when PPL 2 (Praktik Pengalaman Lapangan) at SMA Swadharma Werdhi Agung, the writer's found that there were still many students whose reading comprehension was very low. Students have difficulty in understanding English reading texts (Lengkoan et al, 2019), the strategy used by the teacher is the old strategy (Rorimpandey, 2019), namely by using the lecture method, question and answer, and giving assignments without analyzing the text, so that many students do not understand the reading text. So, it made students feel confused and less motivation in reading texts. Refers

on several problem students in understanding reading texts especially in legend story, this research is considered very important to be carried out by applying the strategy.

The research question based on the background above is, Can LRD strategy improve students' reading comprehension in narrative text.

RESEARCH METHODOLOGY

In this study, the author employed quantitative research using a one-group pre- and post-test pre-experimental design. Before starting therapy, students will take a pre-test to gauge their comprehension of the literature. The pupils will take a post-test following therapy. Post-test that given to students after treatment. The design can be drawn as in the following:

Pre-test	Treatment	Post-test
T1	X	T2

The subject of this research was used one class of XI grade in SMA Swadharma Werdhi Agung consists of 30 students.

In collecting data the writer follows the steps below:

- Paying a visit to the university where the study was done.
- Speak with the English instructor and the headmaster to explain the research and get their permission to do it.
- Decide on the class as the topic of your investigation.
- Creating teaching and learning lesson plans based on the curriculum.
- To determine the pupils' proficiency in reading comprehension, provide a pre-test in the form of a multiple-choice exam.
- Using the Listen Read Discuss (LRD) strategy when instructing the sample class.

- After using the Listen Read Discuss (LRD) Strategy, provide a post-test in the form of a multiple-choice quiz to collect data.
- Compares the pre- and post-test results to get at the research's conclusive findings.
- Making conclusion

When analyzing the data, the researchers used statistical techniques. When grading tests, a student's score is calculated using the following formula:

a. The formula for scoring the pre-test and post-test is as follows:

$$S = \frac{r}{n} \times 100$$

S = the score of test

r = the total of right answer

n = the total items

b. Mean Score Formula

Mean is a formula that tells you the average of your students' scores. The formula is:

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

M = Mean of the student's score

ΣX = The sum of student's score

N = the total number of students

(Sukardi, 2003 p.88)

FINDING AND DISCUSSION

The subject of this study consists of 30 students. In this research used quantitative research through pre-experimental design with one group pre-test

and post-test design. Pre-test is the test that given to the students understanding of the text before treatment while post-test that is going to be given to the students after treatment. Before analyzing the data, the researcher conducted a study at SMA Swadharma Werdhi Agung. At the first meeting the researcher gave a pre-test with narrative text material, namely legend story, the time given to do the pre-test was 25 minutes with a total of 25 questions. In working on the pre-test questions, the researcher saw that students had difficulty working on these questions.

Then at the second meeting the researchers began to apply the LRD strategy by forming students into 6 groups where each group consisted of 5 people. In forming groups, the researcher chose randomly and did not leave the group selection to the students. This is done so that students have the opportunity to work with many different students. The first step is **Listen**, here the researcher explains the outlines of the story and the essence of the text entitled Tangkuban Perahu and Timun Mas. Then the second step is **Read**, here the researcher asks students to read the text, where all students must be ready because students who read will be called randomly. The last step is **Discuss**, in this step students are asked to discuss the text that has been read previously by analyzing the intrinsic elements in the text. In this session, students are given 10 minutes. After finishing the discussion, all group was present the results of their discussions and other groups was respond and compare the results of their discussions with other groups.

At the end of the activity after all groups presented the results of the discussion, the researcher conducted a post-test with the same questions, the same duration 25 minutes for 25 questions. In this test, students quickly understood the questions of a given test. After conducting research at SMA Swadharma Werdhi Agung, researchers collected pre-test and post-test data provided to students. The reference data is below.

Table 1. The scores of the students in Pre-test and Post-test

Students Name	Pre-test (T1)	Post-test (T2)	Gained Score
Ni Putu Sawitri	68	88	20
Ni Wayan Septiasih	64	80	16
Ni Wayan Novia Adnyani	72	92	20
Ni Wayan Susmitasari	44	80	36
I Gusti Ayu Ari Damayanti	56	84	28
Ni Wayan Sulasti	48	84	36
Ni Wayan Diah Parmini	60	88	28
Camellia Airin Karow	52	84	32
Ni Kadek Novitriani	44	76	32
Ni Wayan Ayu Lestari	40	72	32
Ni Nyoman Murniasih	48	80	32
Karina Bayowo	48	80	32
Ni Komang Fersidiyanti	72	92	20
I Gede Fajar A. Paramita	48	80	32
Revaldo Arya D. Pratama	60	88	28
I Kadek Arya Hadinata	40	68	28
I Wayan Edi Astawa	36	68	32

I Wayan Widi Adnyana	44	72	28
I Kadek Setyarsa Putra	64	92	28
I Gede Yogi S. Putra	40	68	28
I Made Rio Ferdyana	48	72	24
Steven M. Paendong	48	76	28
Raditia Umar	52	76	24
Suandi Mokodongan	52	72	20
Dicky S. Datalamon	60	80	20
Herman Kasim	52	72	20
Hardianto Mokodompit	64	80	16
Rifaldi A. Luli	56	80	24
Heri Delon Lengkong	64	84	20
Clara Sefanya Paulus	52	88	36
SUM	1.596	2.402	800
MEAN	53	80	27
Maximum Score	72	92	
Minimum Score	36	68	

According to the experimental class score data in Table 4.1, out of the 30 students in the class, the mean pre-test score was 53 and the mean post-test score was 80, meaning that there was an average gain of roughly 27 points in student scores. In the pre-test, the lowest score was 36 and the best was 72. The highest post-test score was 92, while the lowest was 64. After using the

LRD) Strategy as a teaching method for teaching reading of narrative texts, particularly in legend stories, the score was achieved. The pupils' performance on the pre-test and post-test differs significantly.

Based on the score of students on the table above, can be made histogram like in in figure 1. Below:

Figure 1. Histogram Result of Study
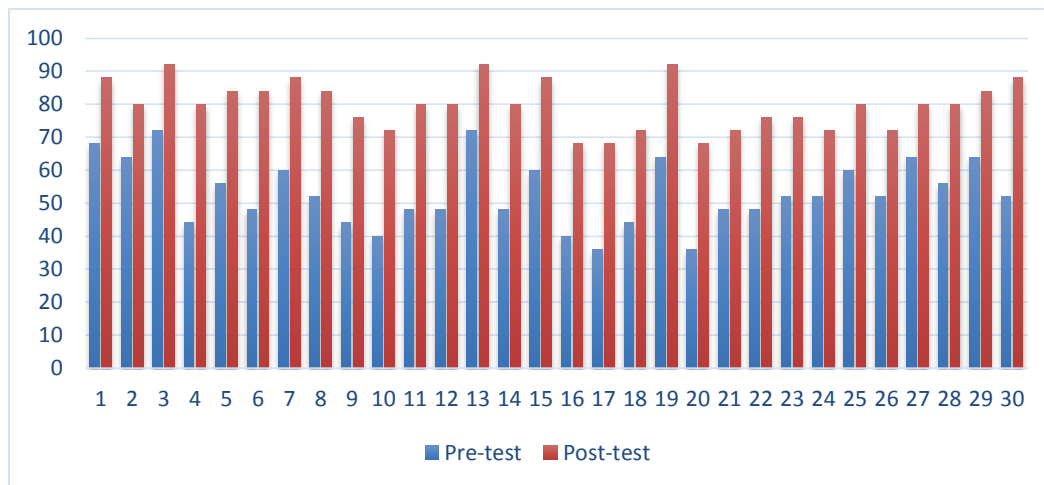
The mean score of computation above:

n = 30

Σ× = 1.596

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

$$= \frac{1.596}{30}$$

= 53

The mean score of Pre-test is 53.

The mean score of computation above:

n = 30

$\sum\times$ = 2.402

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

$= \frac{2.402}{30}$

$= 80$

The mean score of Post-test is 80.

Table 2. The Mean score of Pre-Test and Post-Test

	Pre-Test (T$_1$)	Post-Test (T$_2$)
Mean Score (M)	53	80

Table 3. Frequency distribution matrix of Pre-test (T$_1$)

Score Pre-test	Tally	Frequency	Freq%	Cumulative proportion	Cumulative presentation
72	II	2	6,66%	30	100%
68	I	1	3,33%	28	93,34%
64	IV	4	13,33%	27	90,01%
60	III	3	10%	23	76,68%
56	II	2	6,66%	20	66,68%
52	V	5	16,66%	18	60,02%
48	VI	6	20%	13	43,36%
44	III	3	10%	7	23,36%
40	III	3	10%	4	13,36%
36	I	1	3,33%	1	3,36%

Based on the table 3, Frequency distribution of Pre-test is presented in polygon figure 2 below:
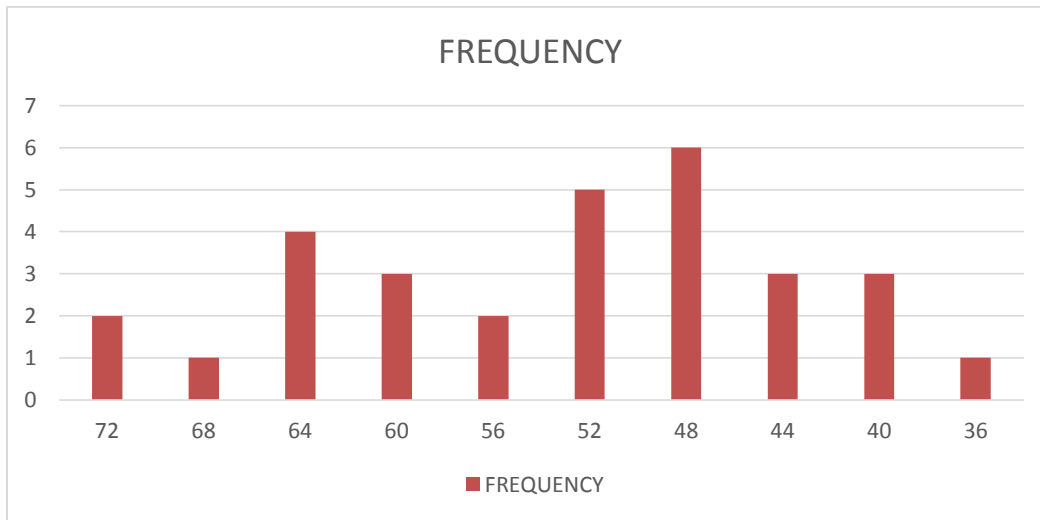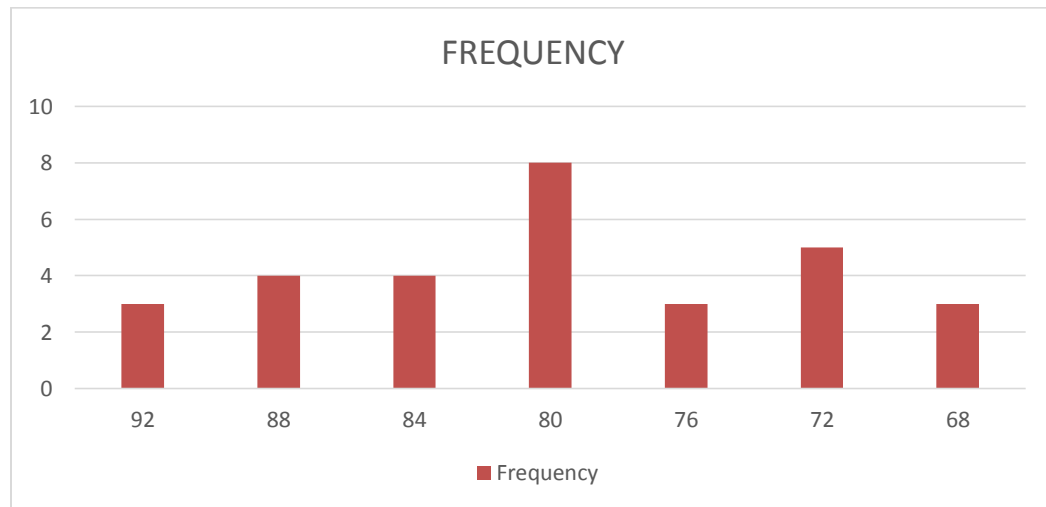

Table 4. Frequency distribution matrix of Post-test (T_2)

Score Post-test	Tally	Frequency	Freq%	Cumulative proportion	Cumulative presentation
92	III	3	10%	30	100%
88	IV	4	13,33%	27	90%
84	IV	4	13,33%	23	76,67%
80	VIII	8	26,66%	19	63,32%
76	III	3	10%	11	36,66%

72	*V*	5	16,66%	8	26,66%
68	*III*	3	10%	3	10%

Based on the table 4, Frequency distribution of Post-test is presented in polygon figure 3 below:

According to the data analysis, which the researcher presents, the students' combined pre-test score was 1.596, with a mean of 53. However, after teaching narrative text to the 30 study samples utilizing the Listen-Read-Discuss (LRD) Strategy, the overall post-test score was 2.402, with an average score of 80. The result shows that the pupils performed better on the post-test than the pre-test. The difference between the two mean scores is 80 - 53, or 27. It indicates that the pre-test and post-test results are different following the application of therapies. After the pre-test and post-test in this study, there are two treatments. The researcher used the Listen-Read-Discuss method to teach about narrative literature in general and legend stories in particular. Students' test results have improved between the pre- and post-treatment periods. From 53 (poor), it rises to 80 (good). This indicates that the Listen-Read-Discuss (LRD) strategy was effective in helping students to understand narrative material, particularly in the context of legend stories.

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