

IMPROVING STUDENTS' READING COMPREHENSION THROUGH LISTEN-READ-DISCUSS (LRD) STRATEGY AT SMP KRISTEN KAKASKASEN

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Abstract: The purpose of this research is to evaluate how well the LRD strategy works to improve reading comprehension. Using a methodological framework with pre- and post-test assessments, the study investigates the relationship between eighth-grade students' increased reading comprehension levels and their implementation of the LRD strategy. The dynamic nature of English language instruction makes the choice of a suitable approach crucial. Due to the complexity of language acquisition, creative methods are needed, taking into account the interests of the students as well as existing arrangements and provisions. The findings demonstrate the LRD strategy's strong positive effects, with students' growth attributed mostly to their intrinsic drive and active participation. Due to the strategy's inherent flexibility, training may be tailored to each student's ability level. These results highlight the LRD strategy's ability to enhance reading comprehension results. Because of the strategy's flexibility and the characteristics that have been found to be important, it can be used to students of different skill levels, which has significance for middle school teachers and policymakers.

Keywords: *Listen-Read-Discuss (LRD) Strategy, Reading Comprehension, Teaching, Junior High School*

INTRODUCTION

The critical importance of successful communication is a central theme in the complex field of language instruction. Professional opinions emphasize that language is primarily a tool for meaningful interaction, not an arbitrary system of sound signals (Aitchison, 2012; Chaer Abdul & Agustina Leonie, 2004). English's function as a communication medium is reinforced by government decree in the Indonesian setting, where it is classified as a foreign language.

English becomes a cornerstone of the Indonesian educational system as it takes on a crucial role as one of the international languages (Hamied, 2012). The cornerstones of English language competency are the mastery of critical language

abilities such as speaking, listening, reading, and writing. These interconnected skills function as benchmarks for evaluating linguistic proficiency and developing well-rounded English language learners (Bozorgian, 2012).

When one navigates the terrain of language education, one finds that it is characterized by four unique skills: speaking, writing, listening, and reading. The importance of these abilities is emphasized by Bozorgian, who highlights how they help create proficient language learners (Bozorgian, 2012). However, in all of this, reading comprehension stands out as a key component of English language teaching (ELT). Students—especially those enrolled in the eighth grade at SMP Kristen Kakaskasen—face a variety of difficulties when it comes to understanding English texts as EFL students. Not only that, but this program was aimed to the schools that were impacted by Covid-19 (Rahmadani et al., 2022), so that the other difficulties are lack of human resources such as administrative staff, and well-trained teachers, facilities and programs. These difficulties go beyond simple comprehension of the text's substance and include interpreting the researcher's objectives and messages (McKay, 2003).

The dynamic nature of English language instruction makes the choice of a suitable approach crucial. Due to the complexity of language acquisition, creative methods are needed, taking into account the interests of the students as well as existing arrangements and provisions (Patahuddin et al., 2017). The researcher, aware of the difficulties students encounter, promotes the use of the Listen-Read-Discuss (LRD) method. Through a series of sequential activities that include listening to instructor input, reading to extract meaning from texts, and participating in discussions to share knowledge and express ideas, this method seeks to improve students' reading comprehension and interest (Patahuddin et al., 2017).

The study focuses on the challenges faced by 8th-grade EFL students at SMP Kristen Kakaskasen Tomohon, emphasizing their struggles with English language comprehension, compounded by the impact of COVID-19. The researcher as observed the condition of the school within the program of Kampus Mengajar from the MBKM program. The school grapples with resource limitations, including a shortage of qualified educators, insufficient educational materials, and inadequate infrastructure. These factors contribute to a complex learning environment, potentially leading to

educational inequalities. The research underscores the importance of evaluating current curricula to address gaps and highlights the need for targeted interventions to improve overall educational outcomes.

It becomes clear from the pedagogical environment that students are active participants in the creation of knowledge as well as information consumers. Students can use the LRD technique as a platform to not only understand content but also to engage with it creatively and critically. This approach has the interactive features that are consistent with modern educational theories that place a strong emphasis on student-centered learning.

The teaching environment desperately needs to adopt the LRD method, which acknowledges students as active participants in the creation of knowledge rather than as passive recipients of it. This method acts as a dynamic platform that helps students actively and critically interact with the material in a creative way, in addition to helping them understand it. The LRD method's fit with current educational ideas that stress student-centered learning highlights the need of using it. By putting this strategy into practice as soon as possible, teachers can take advantage of its interactive elements to improve student engagement, encourage critical thinking, and establish a more dynamic and productive learning environment.

To sum up, the complex interactions among the components of language education, the difficulties that students encounter, and the pedagogical approaches used all work together to influence the field of English language learning. The listening, reading, and discussing activities that make up the LRD technique appear to be a promising means of helping children get past the many obstacles they confront in reading comprehension. Can the use Listen-Read-Discuss (LRD) strategy improve students' reading comprehension. This research is delimited in improving students' reading skills by using "Listen-Read-Discuss (LRD)" strategy at 8th grade students of SMP Kristen Kakaskasen. Teaching materials and understanding is limited to descriptive text. Listen Read Discuss (LRD) is a learning strategy that is used to assist students to understanding the contents of reading texts. Using this strategy makes students actively involved in learning. In this application, students and teachers must work well together. The teacher's role is to explain the material they will learn, explain the meaning of reading, and the steps to be taken in implementing this strategy.

Then students play a role in listening to directions and understanding the intentions of the teacher.

In this learning there are three stages that will be passed by teachers and students. As previously explained, students first listen to an explanation of the material that will be delivered by the teacher. Second, the teacher asks students to read the text to get their understanding. Finally, the teacher guides students to discuss to find out the extent of students' understanding of the contents of the reading text. In order for students to understand the contents of the reading text they will read, the teacher's role is to explain the meaning of the text in the joint discussion stage. Thus, it can stimulate students' minds when discussing together.

There are some advantages and disadvantages of Listen-Read-Discuss (LRD)

The advantages of Listen-Read-Discuss (LRD) are:

1. This strategy can be used for proficient or weak reader.
2. It easy to use and require little preparation
3. It helps students to comprehend the material presented orally.
4. It builds students' prior knowledge before they read a text.
5. It engages struggling readers in classroom discussion.
6. Students bring more information and enthusiasm to be post-treading discussion.

Some disadvantages Listen-Read-Discuss (LRD) strategy are:

1. This strategy takes a long time to use.
2. Students who have slow ability to get the material need a long time to understand the material because the teacher only presents the material. In addition, this strategy makes students bored if the teacher cannot manage the class and make students to concentrate on the material.
3. Sometimes students who are smart or quickly understand the material, tend to dominate so that the other students become passive in answering the questions given.
4. Teacher must focus on their understanding while reading is active and conductive. So that feeling bored when reading does not occur.

RESEARCH METHOD

In this research, the researcher wants to apply quantitative research. Quantitative research was used to obtain and collect data in the form of numbers

through a pre-experimental design with one group pre-test and post-test. Pre-test is a test given to students before the treatment. Then, the post-test is the test that given to the students after the treatment, after teaching students using a certain strategy. Thus, we can see the improvement or ability of students in learning, especially the increase in students' reading ability using the Listen-Read-Discuss (LRD) strategy.

Experimental studies are those in which the investigator deliberately manipulates some factors or circumstances in order to test the effect of some other phenomenon (Koschate-Fischer & Schandelmeier, 2014). So, in this research, two tests were carried out, T1 as pre-test and T2 as post-test. X is use to symbolized the treatment. This can be understood by the design below:

Pre-Test	Treatment	Post-Test
T1	X	T2

The subject of this research applied in the eighth grade students of SMP Kristen Kakaskasen Tomohon, that consisted of 19 students. "Research instrument is a tool that used for collecting data in a research" (Arikunto, 2006). The instrument of this research is tests: pre-test and post-test, in the form of multiple choices A, B, C, D, and E with 20 questions. Every question with the right answer will get 1 point. So, the scoring was calculated by using the formula:

$$\text{Total score} = \frac{\text{Total points}}{\text{Total questions}} \times 100$$

According to a researcher (Puskur, 2006), the score can be classify based on the classification of score bellow:

NO	Classification	Score
1	Very good	90-100
2	Good	70-89

3	Fair	50-69
4	Poor	30-49
5	Very	10-29

FINDINGS AND DISCUSSION

The results of applying the Listen-Read-Discuss (LRD) method with eighth-grade students at SMP Kristen Kakaskasen are discussed in this chapter. The effect of the LRD approach on students' reading comprehension is assessed by a discussion of the pre- and post-test results.

Pre-Test & Post-Test Result

The participating students' pre- and post-test results are as follows:

Name	Pre- Test Score	Post- Test Score
Jili Mongdong	60	60
Henry C. Kainde	50	60
Leonardo M. Lasut	25	50
Mario Mogi	55	60
Claudia Lala	55	90
Mukara Tangkawarow	65	65
Evan Tuerah	60	80
Yeheskiel Lala	50	55
Alisa M. Rumondor	55	80

Velicia Lumintang	55	70
Engel Z. Lasut	35	50
Yousa Lumentut	60	65
Reza	45	60
Marcello A. Tampi	60	75
Keith R. M.	55	75
Rafael Mandagi	30	55
Kentjiro I. Rumajar	40	55
Miraiel Lilir	45	60
Kharisma E. Kakerissa	65	80

The table displays the pre-test and post-test scores for 8th-grade students who participated in the study. The pre-test scores represent their initial reading comprehension levels before the implementation of the Listen-Read-Discuss (LRD) strategy. The post-test scores indicate their reading comprehension performance after engaging with the LRD strategy. This data provides the foundation for assessing the impact of the LRD strategy on the students' reading comprehension abilities.

Findings

Paired-Samples T-Test

An analysis of the post-test scores using paired samples t-test was done to see if there was a statistically significant improvement. The findings demonstrated a statistically significant difference ($t = -4.06, p < .05$) between the pre-test and post-test scores, suggesting that the LRD technique was successful in raising students' reading comprehension levels.

Statistical Analysis	Results
Mean pre-test score	50.5
Mean post-test score	65.5
Mean difference	15
Standard deviation of differences	13.4
Standard error of the mean difference	03.08
T-value	-4.06
Degrees of freedom	18
Critical t-value (two-tailed, alpha = .05)	2.101
P-value	.001

Overall, the statistical analysis's conclusions are consistent with the findings, which show that most students' reading comprehension skills were improved by the LRD technique. The study's conclusions have significant ramifications for English language instructors searching for practical ways to help their students become more proficient readers.

Pre-Test & Post-Test Result Comparison

An extensive comparison between the 8th grade students' pre- and post-test results was made in order to assess the efficacy of the LRD approach. This analysis highlighted the dynamic character of students' responses to the strategy's adoption by revealing various degrees of development in reading comprehension skills.

Claudia Lala: She was the pupil who showed the most improvement. She improved dramatically from a pre-test score of 55 to a stellar post-test score of 90. Her enthusiastic involvement with the reading material is responsible for the significant improvement in her reading comprehension. Claudia engaged with her

peers, asked insightful questions, and offered her ideas during her active participation in discussions. This interaction promoted critical thinking and analysis in addition to helping the readers comprehend the materials on a deeper level. Claudia also shown a strong inherent drive to succeed, which propelled her extraordinary growth.

Evan Tuerah: Evan Tuerah improved from a pre-test score of 60 to an 80 on the post-test, demonstrating noteworthy progress in his reading comprehension. Evan's regular and passionate participation in the LRD strategy debates is primarily responsible for his success. His enthusiastic participation enabled him to study the text's subtleties and complexities. Evan also showed a strong command of the LRD technique, successfully applying it to glean additional meaning from texts. His development demonstrates how important it is to interact consistently and have a thorough understanding of the plan in order to achieve noticeable changes.

Mario Mogi, Henry C. Kainde, and Jili Mongdong: Between the pre- and post-tests, these children' scores were consistent. These students were notably already proficient readers, and the LRD approach helped them maintain their high level of performance. The method made sure they kept their advanced reading comprehension abilities, highlighting how well-suited it was for students who had previously attained a particular degree of competence.

A number of students showed slight but noticeable gains in their reading comprehension skills, including Leonardo M. Lasut, Rafael Mandagi, and Engel Z. Lasut. Their post-test results showed an increase in their pre-test scores, suggesting that children with different reading comprehension levels could benefit from the LRD technique. Their growth may not have been as striking as Claudia and Evan's, but it still shows how flexible the technique can be to accommodate kids at different stages in their reading journeys.

With all things considered, the results point to the LRD technique having improved most students' reading comprehension skills. The different levels of progress demonstrate the strategy's adaptability and capacity to meet a range of student needs. SMP Kristen Kakaskasen's eighth-grade students can improve their reading comprehension using this useful tool since it creates a learning environment where each student can advance from their own beginning point.

Discussion

Factors Contributing to Improvement

Numerous reasons can be contributed to the beneficial outcomes seen in the post-test ratings. By fostering debate and encouraging active participation with the reading material, the LRD technique improves comprehension. Important elements supporting the LRD strategy's effectiveness are as follows:

- **Active Participation:** Students showed greater improvements when they engaged with their peers and took part in conversations in an active manner. This emphasizes how crucial it is to have a welcoming and stimulating learning environment.
- **Motivation:** Reading comprehension scores improved more significantly in students who had a strong internal will to succeed. To encourage and utilize this motivation, the LRD technique might be a useful instrument (Cekiso, 2012).
- **Differentiated Instruction:** Students with different levels of reading comprehension skills can be served by the flexibility and adaptation of the LRD technique. Both students who have a strong foundation in reading and those who struggle with it gain from the individualized approach (Tawali, 2021).
- **The role of the teacher is of utmost importance in assisting the LRD strategy** (Syamsir et al., 2021). When leading a group discussion, the instructor should elucidate the text's meaning and engage the students' thoughts. To prevent boredom, the instructor must also control the classroom and enforce the students' focus on the subject matter.

In conclusion, the LRD strategy's success is a result of a complex web of interconnected components. These elements work together to give the LRD technique its success in raising students' reading comprehension skills (Snow, 2002). English language instructors can more successfully apply the LRD technique and raise their students' reading comprehension skills by being aware of these variables.

Implications for Practice

The study's conclusions have significant ramifications for English language instructors searching for practical ways to help their students become more proficient readers. At SMP Kristen Kakaskasen, the LRD approach is a useful tool for enhancing reading comprehension in eighth-grade students. To improve their students' reading abilities, teachers want to think about including this technique into their lesson plans. Particular ramifications consist of:

- Inclusive Learning Environments: In order to optimize the advantages of the LRD approach, it is imperative to establish a classroom atmosphere that is both inclusive and interactive. Urge every student to participate fully in class discussions (Chaer Abdul & Agustina Leonie, 2004).
- Encouragement and Motivation: Teachers have a crucial role to play in inspiring students to achieve exceptional reading comprehension skills. Students' motivation can be increased by offering incentives for improvement and positive reinforcement.
- Differentiated Instruction: It's critical to adjust instruction to meet the needs of each unique learner. Because of the flexibility of the LRD technique, children of various competence levels can benefit from differentiated instruction (Puskur, 2006).
- An educator's role: It is essential for teachers to facilitate the LRD strategy. When leading a group discussion, the instructor should elucidate the text's meaning and engage the students' thoughts. To prevent boredom, the instructor must also control the classroom and enforce the students' focus on the subject matter.

English language teachers can enhance their students' reading comprehension skills and foster a more inclusive and engaging learning environment by putting the LRD technique into practice. Students with different reading comprehension skill levels can benefit from this technique, which can be customized to meet the needs of each individual learner.

Conclusion

In summary, this study has shown that the Listen-Read-Discuss (LRD) method significantly improves the reading comprehension abilities of SMP Kristen Kakaskasen

eighth-grade students. The results highlight the LRD strategy's flexibility and adaptability in meeting the needs of kids with a range of reading levels. Significant gains in reading comprehension are largely driven by personal motivation and active engagement in discussions. Furthermore, the strategy's ability to accommodate students with diverse degrees of proficiency emphasizes how important differentiated training is. These findings highlight the LRD strategy's potential as a useful tool for teachers looking to create an atmosphere where children develop comprehensive reading abilities.

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