IMPROVING STUDENTS' READING COMPREHENSION THROUGH LISTEN-READ-DISCUSS (L-R-D) STRATEGY AT SMA NEGERI 1 TONDANO

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Abstract: This researcher focused on improving the students' reading comprehension through Listen-Read-Discuss (L-R-D) strategy. The research sample consisted of 26 students at class XI IPA 3. A quantitative research method was used, employing a Pre-Experimental Design form of one group pre-test and post-test design. To collect data, the instrument used in this research was a multiple-choice test consisting of 25 items. Data were analyzed using mean score formula to see significant differences between the pre-test and post-test scores. The results showed that there was a significant difference between pretest and posttest scores. The result of students' pre-test was 66,76 and the post-test was 71,15. The different score between pre-test and post-test was 30,13. The result of this research is indicated that mean score of post-test was higher 4,39% more than pre-test. This shows that the use of the LRD method is effective in improving students' reading comprehension at SMA Negeri 1 Tondano. In addition, student said that LRD strategy really helped them to be active in the learning process so that they could understand the reading well. In conclusion, this research recommends that the LRD method be used as an alternative learning in teaching reading especially reading comprehension in schools.

Keywords: *LRD strategy, Reading, Comprehension, Improving*

INTRODUCTION

Reading is important because it's a method for obtaining messages or information. Reading is helpful for more than just gathering information; it's also good for comprehending all of the text's material so that it can provide science for the

reader's future, help one relax, and broaden one's thinking. The reading text must be understood in its entirety by students in order for them to fully absorb the material.

Based on Klingner et al., (2007) state that reading comprehension is the process of building meaning by coordinating a number of complexes, including reading, word knowledge, and fluency. Reading comprehension requires an individual's conscious and cognitive effort. In addition, it can build words, understand their meaning, and understand the relationship between ideas in a text.

Based on PPL 2 / PLP 2 at SMA Negeri 1 Tondano, there are several problems faced by students; namely the lack of interest in reading in students so that it affects the ability to understand texts, therefore they feel bored in learning especially English. There are many possible reasons that may occur. One of the reasons could be that teachers teach monotonously and ineffectively. The teacher does not use various strategies and materials in the teaching of reading, so students become bored and lose attention to learning. As a result, students will feel bored to read the text and unable to understand the content of the text.

To solve these problems, it would be nice to use the right learning strategy as a solution, using the Listen Read Discuss (LRD) strategy. There are three stages in the reading process; before reading, while reading, and after reading. The LRD strategy has been found to be a powerful way to improve reading comprehension, as this strategy has advantages, Manzo & Cassae (1995:p.10) explain the benefits of the LRD strategy which is to help students understand the material orally addressed, build students' initial knowledge before they read the text and also involve readers who are struggling in discussion classes, so that students can easily understand the text.

Listen-Read-Discuss (L-R-D)

Listen-Read-Discuss is a powerful tool for engaging struggling readers in classroom discussions. Since the content is initially covered orally, students unable to read the entire text on their own are able to gain at least a surface level of understanding about the reading. Those students lacking prior knowledge about the content gain it during the listening stage, allowing them to more easily comprehend the text during the reading stage and discuss.

Reading Comprehension

Reading comprehension is the process of building meaning by coordinating a number of complex processes that include word reading, knowledge of words and words and fluency. This means that reading comprehension is the activity of the reader when they read to understand and to get the total meaning of the passage.

RESEARCH METHOD

In this study, the researcher will use quantitative research through Pre-Experimental Design form. Researcher will use this design because in this study did not use a control group. Pre-Experimental Design used is a form of one group pre-test and post-test design. In this design, a pre-test will be given before being given treatment, so that the results of the treatment can be known more accurately because it can compare with the situation before being treated. The subject of the research is class X IPA 3 consist of 30 students.

Data Analysis

In analyzing the data, the researcher will use Mean Score formula as follows:

$$\bar{x} = \frac{\sum x}{n}$$

Where:

$\bar{x}$ = The mean score

$\sum x$ = The total of students score

n = The total number of students

Hatch and Farhady, (1982:30)

FINDINGS AND DISCUSSION

The data from the research that had been carried out were taken from one class, consisted of 30 students in class XI IPA 3 at SMA Negeri 1 Tondano. This research used quantitative research through Pre-Experimental design with one group pre-test and post-test design. The data taken was collected based on a test given with a number of 25 numbered multiple choice questions.

Table 4.1 The computation of the pre-test mean score

Number of Students	T1
1	68
2	68
3	24
4	24
5	64
6	68
7	56
8	84
9	84
10	56
11	76
12	56
13	60
14	84
15	84
16	56
17	84
18	60
19	84
20	88
21	64
22	60
23	64
24	76
25	80
26	64
Total	**1.736**

$$\overline{x} = \frac{\sum x}{n}$$

$$\overline{x} = \frac{1.736}{26}$$

$$\overline{x} = 66{,}76$$

The mean score of pre-test was 66,76. The achievement in the pre-test showed that from 26 students who took part in the pre-test (T1), the highest score was 88 and the lowest score was 24 It showed students' achievement in pre-test was lower.

Table 4.2 The computation of post test mean score

Number of Students	T2
1	70
2	72
3	76
4	60
5	84
6	74
7	76
8	92
9	92
10	70
11	84
12	64
13	72
14	88
15	84
16	76
17	90
18	72
19	76
20	84
21	92
22	64
23	64
24	72
25	76
26	82
Total	**2.006**

$$\bar{x} = \frac{\sum x}{n}$$

$$\bar{x} = \frac{2.006}{26}$$

$$\bar{x} = 71,15$$

The mean score of post-test was 71,15. The highest score was 92 and the lowest score was 60. It showed that students achievement was improved.

Table 4.3 Matrix of Pre-Test and Post-Test

Number of Students	Pre-Test	Post-Test
1	68	70
2	68	72
3	24	76
4	24	60
5	64	84
6	68	74
7	56	76
8	84	92
9	84	92
10	56	70
11	76	84
12	56	64
13	60	72
14	84	88
15	84	84
16	56	76
17	84	90
18	60	72
19	84	76
20	88	84
21	64	92
22	60	64
23	64	64
24	76	72
25	80	76
26	64	82
Total	**1.736**	**2.006**

The results of this research show that the use of LRD strategy is effective to improve students' reading comprehension. The value of the post-test is higher than the value of the pre-test. In other words, the use of LRD strategy can improve students' reading comprehension.

Table 4.4 Students Gaining Score

Number of Students	Pre-Test	Post-Test	Gained Scores
1	68	70	2
2	68	72	4
3	24	76	53
4	24	60	36
5	64	84	20
6	68	74	6
7	56	76	20
8	84	92	8
9	84	92	8
10	56	70	14
11	76	84	8
12	56	64	8
13	60	72	12
14	84	88	4
15	84	84	0
16	56	76	20
17	84	90	8
18	60	72	12
19	84	76	8
20	88	84	4
21	64	92	28
22	60	64	4
23	64	64	0
24	76	72	4
25	80	76	4
26	64	82	18
Total	**1.736**	**2.006**	**313**

Based on the Table 4.4 showed that there were 26students take part in the test, with the total score of pre-test is 1.736 the total score of post-test is 2.006 and the total score of gained score is 313. Then, the lowest score from the pre-test was 24 and the highest score from pre-test was 88. Meanwhile, the lowest score in the post-test was 60 and the highest score in the post-test was 92. Whereas the mean of pre-test 66,76 and post-test 71,15. These scores were obtained based on the used LRD strategy in treatment in improving students reading comprehension. Therefore,

we can be seen that there is a significant difference between the achievement and results of the pre-test and post-test.

Table 4.5 Frequency distribution matrix of pre-test

Scores	Frequency	%	Cumulative Proportion	Cumulative Presentation
88	1	4%	26	100%
84	6	23%	25	96%
80	1	4%	19	73%
76	1	4%	18	69%
74	1	4%	17	65%
68	1	4%	16	61%
64	3	11%	15	57%
60	4	15%	12	46%
56	2	7%	8	31%
54	1	4%	6	24%
52	1	4%	5	20%
28	1	4%	4	16%
24	2	8%	3	12%
20	1	4%	1	4%

Table 4.5 showed that, there were 1 students got 88 or 4%, 6 students got 84 or 23%, 4 students got 80 or 4%, 1 students got 76 or 4%, 1 students got 74 or 4%, 1 students got 68 or 4%, 3 students got 64 or 11%, 4 students got 60 or 15%, 2 students got 56 or 7%, 1 students got 54 or 4%, 1 students got 52 or 4%, 1 students got 28 or 4%, 2 students got 24 or 8%, 1 students got 20 or 4%.
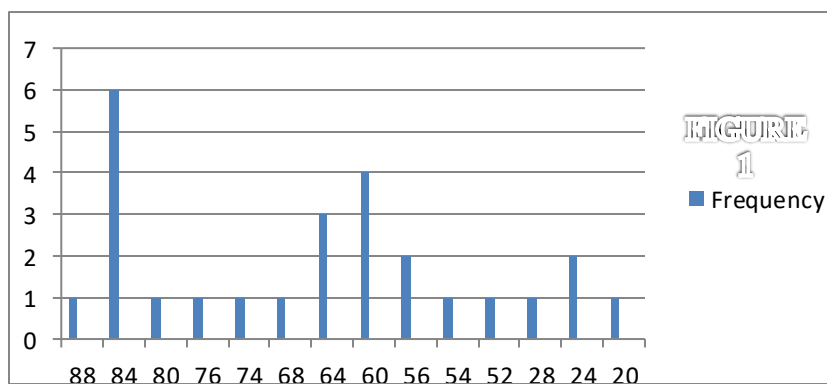

Figure 1. Result of Student's Pre-Test Score Frequency

From the histogram above we can see that students score from 26 students was lower in pre-test (T1). The histogram showed that, 1 students got 88, 6 students got 84, 1 students got 80, 1 students got 76, 1 students got 74, 1 students got 68, 3 students got 64, 4 students got 60, 2 students got 56, 1 students got 54, 1 students got 52, 1 students got 28, 2 students got 24, 1 students got 20.

Table 4.6 Frequency distribution matrix of Post-Test

Scores	Tally	Frequency	%	Cumulative Proportion	Cumulative Presentation
92	III	3	11%	26	100%
90	I	1	4%	23	89%
88	I	1	4%	22	85%
86	I	1	4%	21	81%
84	III	3	11%	22	77%
82	I	1	4%	19	66%
80	I	1	4%	18	62%
78	I	1	4%	17	58%
76	IV	4	15%	13	54%
74	I	1	4%	12	39%
72	III	3	11%	9	35%
70	II	2	8%	6	24%
64	II	2	8%	4	16%
60	II	2	8%	2	8%

Table 4.6 showed that, there were 3 students got 92 or 11%, 1 students got 90 or 4%, 1 students got 88 or 4%, 1 students got 86 or 4%, 3 students got 84 or 11%, 1 students got 82 or 4%, 1 students got 80 or 4%, 1 students got 78 or 4%, 4 students got 76 or 15%, 1 students got 74 or 4%, 3 students got 72 or 11%, 2 students got 70 or 8%, 2 students got 64 or 8%, 2 students got 60 or 8%.
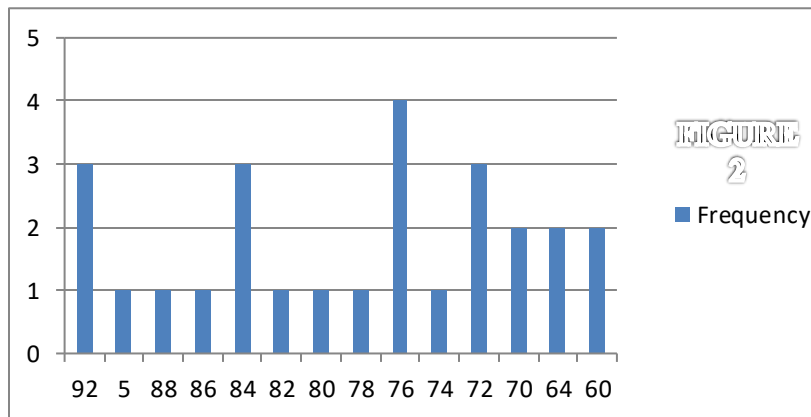
Figure 2. Result of Student;s Post-Test Score Frequency

From the histogram above we can see that students score from 26 students was improved in pre-test (T2). The histogram showed that, 3 students got 92 or 11%, 1 students got 90, 1 students got 88, 1 students got 86, 3 students got 84, 1 students got 82, 1 students got 80, 1 students got 78, 4 students got 76, 1 students got 74, 3 students got 72, 2 students got 70, 1 students got 64, 1 students got 60.

Table 4.7 Recapitulation of Mean Score of Pre-Test and Post-Test

Test	Score
T1	66,76
T2	71,15

The information presented that, there were 26 students who took part of the test. From twenty six (26) students in pre-test, one students got 88 or 4%, six students got 84 or 23%, four students got 80 or 4%, one students got 76 or 4%, one students got 74 or 4%, one students got 68 or 4%, three students got 64 or 11%, four students got 60 or 15%, two students got 56 or 7%, one students got 54 or 4%, one students got 52 or 4%, one students got 28 or 4%, two students got 24 or 8%, one students got 20 or 4%. The result of Pre-test indicates that the students' reading comprehension was lower.

From 26 students who took part in post-test, three students got 92 or 11%, one students got 90 or 4%, one students got 88 or 4%, one students got 86 or 4%, three

students got 84 or 11%, one students got 82 or 4%, one students got 80 or 4%, one students got 78 or 4%, four students got 76 or 15%, one students got 74 or 4%, three students got 72 or 11%, two students got 70 or 8%, two students got 64 or 8%, two students got 60 0r 8%. The result showed that the students' reading comprehension was improved. The mean score of pre-test is 66,76 and in the post-test 71,15. It can be said that the result of the post-test is better than pre-test.

CONCLUSION

Based on the presentation and analysis data, the result of this research shows that using of Listen-Read-Discuss (LRD) is effective to improve students' reading comprehension at SMA Negeri 1 Tondano. The writer also sees that by using the LRD strategy students more easily understand reading texts. The results of this research indicate that the scores of the students in the post-test are higher than the scores of the students in pre-test. The mean score of the pre-test is 66,76 and the mean score of the post-test is 71,15. It is very clearly that the result of the post-test is better than the pre-test.

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