

Improving Students Reading Comprehension Using Listen-Read-Discuss Strategy

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Abstract

The aim of this research is to determine whether the Listen-Read-Discuss (LRD) strategy can improve the reading comprehension of seventh-grade students at SMP Negeri 10 Palu. A quantitative approach was employed, using a pre-experimental design involving a single class—the experimental group. The population consisted of 65 seventh-grade students, from which a purposive sample of 32 students from class VII Ketapang was selected. Data were collected through a test comprising a pre-test and a post-test. The results show that the LRD strategy effectively enhanced students' reading comprehension, as evidenced by an increase in the average score from 56.33 (pre-test) to 87.44 (post-test), reflecting a 31.11-point improvement. These findings suggest that the LRD strategy can serve as an effective instructional approach for teaching descriptive texts and improving students' reading comprehension skills.

Key Words: *Improving, Reading Comprehension, LRD strategy*

INTRODUCTION

Reading comprehension is a fundamental skill that students must master in language learning. This ability involves complex cognitive processes, where students are not only required to understand the text's literal meaning but also to interpret, analyze, and evaluate the information read. Good reading comprehension can help students improve their academic performance and prepare for future life challenges. The development of reading comprehension skills is a primary focus in the English language curriculum. Students are expected to understand various types of texts, both fiction and non-fiction, and use effective reading strategies to construct meaning from the texts they read. Based on the experience from an internship at junior high school, most students have difficulty comprehending text. In short, they have some reading problems and find difficulties understanding what they are reading. The students cannot identify the main idea and conclude. Besides that, they cannot interpret the text. Then, the students should be able to comprehend the text and access knowledge from what they have read. Therefore, the use of effective strategies is highly essential when learning to improve reading comprehension.

Based on the problems above, the researcher offers one of the strategies to improve the reading comprehension of students is the Listen-Read-Discuss strategy. This strategy can overcome the students' problem in comprehending a text because they not only read but

also learn how to comprehend and interpret it. Also, it helps students to comprehend text before reading and build their knowledge. Therefore, LRD is an appropriate strategy to improve students' reading comprehension and prior knowledge. This research aims to find out if using the Listen-Read Discuss strategy effectively improves reading comprehension of descriptive text in the seventh grade at SMP Negeri 10 Palu. For teachers, this research can serve as a learning system guideline for improving students' reading skills, especially in teaching descriptive text. Through this LRD system, students can also develop critical thinking and analytical skills by participating in the three-step process of listening, reading, and discussing.

Research on the effectiveness of the LRD system in improving students' reading comprehension, especially on descriptive texts, has previously been researched by others. First, the research conducted by Melinda Julianti (2018), *Improving Students' Reading Comprehension Through Listen, Read, Discuss strategy in eighth grade of Mts Tpi Sawit Seberang in the Academic Year Of 2017/2018*. The results of this study proved that the use of the LRD strategy is effective in improving students reading interest. There is a significant difference between the students' post-tests in the experimental and control classes. Second, the research conducted by Tawali Yosi (2021) titled *Improving Students' Reading Comprehension Through LRD Strategy*. This research used Through LRD Strategy. The data was collected through quantitative and qualitative approaches. Quantitative data was gained from the pre-test and post-test results from the reading test.

Meanwhile, qualitative data was gained from student and teacher activity observation sheets. The last is the research conducted by Revi Pertamasari (2023), *Improving Students' Reading Comprehension Through LRD (A Classroom Action Research to the Tenth Grade Students of SMA Negeri 2 Sungai Raya in the Academic Year of 2021/2022)*. The results of this study proved that the use of the LRD strategy is effective in improving students reading interest. Based on the result of qualitative data, this research found that during the teaching and learning process by LRD, the students improved, and reading activity in were classrooms was improved. The field note showed that the student's performance was improved from the first cycle to the second cycle.

Furthermore, the result of quantitative data showed that the students' mean score of reading comprehension in the first and second cycles improved reading comprehension. However, this study differs from the above studies in several ways. First, the subjects of this study were junior high school students in grade VII at SMP Negeri 10 Palu, while the previous studies were at Mts Tpi Sawit Seberang and SMA Negeri 2 Sungai Raya. Second, there are differences in methods; some previous researchers used mixed methods (quantitative and qualitative). Third, researchers focus on attracting students' interest in reading English vocabulary. For this reason, researchers believe that using the Listen-Read-Discuss strategy will be successful in this treatment.

The LRD strategy, developed by Manzo and Manzo (1990), is a teaching method designed to help students understand texts more deeply. This strategy consists of three main stages. This strategy is relevant to teaching descriptive texts, which aim to describe people, places, or objects in detail. In this study, the LRD strategy is used to improve the reading comprehension of seventh-grade students at SMP Negeri 10 Palu. Students will listen to the teacher reading the text, then read it independently, and finally discuss the content in small

groups. This process aims to help students enhance their literal understanding of the text, such as identifying the main ideas and details. Based on the problem and theory that have been mentioned, the hypothesis will be stated as follows: Ha (LRD strategy can improve reading comprehension at the Tenth grade of SMA Negeri 4 Palu) and Ho (LRD strategy can't improve reading comprehension at the Tenth grade of SMA Negeri 4 Palu).

METHODS

This research uses a quantitative research approach. According to Muhammad Teguh (2014), quantitative methods can make and state the definitions of assumptions more clearly and definitively, summarize observations to be simpler and help make it easier for us to develop scientific analysis so that it becomes logical.

Research Design

The researcher uses a quantitative approach and apply a pre-experimental research design in this study. This type of research has only one class. The class is called the experimental group. It means only one group of students is given a pretest, treatment, and posttest.

This research design, as proposed by Arikunto (2010), is as follows:

$$O^1 \quad X \quad O^2$$

Where:

O^1 : Pre-test for experimental group

O^2 : Post-test for experimental group

X : Treatment

Research participants and Sampling Procedures

Population is the whole object of research, in which Sugiyono (2015) explains that the population is a generalization area made up of objects or subjects with specific quantities and characteristics chosen by the researcher to be studied and conclusions drawn from them. The population of this research focuses on grade VII students of SMP Negeri 10. The total population is 65 students, as seen in the table below:

The Distribution of Population		
No	Class	Number of Students
1.	VII Ketapang VII Pontavu	32
2.	VII Bakau	24
3.		19

Total	65
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The sample is defined as part of the number and characteristics possessed by the population (Sugiyono, 2015). It means that the sample is part of the population that can represent the population. In this study, the researcher will use the sampling technique by using purposive sampling, which aims to obtain a sample that is not random or selected for some reason. The sample of this research is class VII Ketapang. Based on the recommendation of the English teacher at SMP 10, the researcher will choose the class because the class has difficulties in reading comprehension.

Data Collection

In collecting data, the researcher used a reading comprehension test. The test is used to determine students' achievement in reading comprehension of descriptive text using the listen-read-discuss strategy before and after the treatment. To collect the data, the researcher will give pretests and post-tests to the students. The researcher will use the paper-and-pencil method as the technique of data collection. The clear explanation about both of those tests are:

1. Pretest

A pretest is a preliminary test to determine a student's baseline knowledge. The Pretest is given before treatments to the students. Arikunto (2006) points out that the purpose of a test is to measure group or individual knowledge, intelligence, ability, or attitude. There are three kinds of tests. They are essay tests, multiple choice, and fill-in-the-blank.

2. Post-test

Post-test is given after the treatment. The items and scores of post-tests are similar to the Pretest. The students' score in the post-test is used as data, and averages with their results in the Pretest. So, the researcher can measure the student's improvement in comprehending the text. After treating the students through the LRD strategy, the students get it. In the post-test, the students are asked to answer Reading Comprehension Question test, multiple choice, and Short Answer Completion questions related to the text. It is conducted in the last meeting. There are the details of the score can be seen in the following table:

The Scoring System of Test

No	Kind of Test	Number of Items	Score of Each Item	Maximum Score
1.	Multiple Choice	10	1	10
2.	Reading Comprehension Question	5	5	25
3.	Short Answer Completion	5	1	5
Total		20		40

Scoring Rubric of the Test

No	Types of Tests	Description	Score
1.	Multiple Choice	Correct answer	1
		Incorrect/no answer	0
2.	Reading	Correct answer and grammatical sentence	3
			2
	Comprehension Question	Incorrect answer	1
		No answer	0
3.	Short Answer	Correct answer	1
	Completion	Incorrect answer/no answer	0

RESULTS & FINDINGS

The data were collected by using the test. The test was divided into pretest and posttest. The researcher gave the pretest before conducting the treatment to measure how far the students' comprehensibility in reading. Meanwhile, the posttest was given after conducting the treatment. The result of each test was compared to know whether or not the use of the LRD strategy can improve the students' reading comprehension.

The Result of the Pre-Test

Before conducting the treatment, the researcher conducted the pretest. The pretest aimed to measure the basic skills of the seventh-grade students of SMP NEGERI 10 Palu in reading comprehension. It was started on January 19th - 22nd, 2025. The researcher gave a pretest was 40 minutes to class VII Ketapang, VII Pontavu, VII Bakau SMP 10 Palu. The result of the pretest of each class can be seen in the following table:

Table1: The Result of Students Pre-Test

No	Initials	Multiple Choice	Essay	fill the blank	Total Score	Maximum Score	standard score
1	ANZ	6	15	2	23	40	58
2	AZ	4	10	2	16	40	40
3	AF	4	15	2	21	40	53
4	G	3	15	1	19	40	48
5	MFPS	2	20	1	23	40	58
6	ZA	5	15	2	22	40	55
7	ZA	4	15	1	20	40	50

8	ED	6	15	3	24	40	60
9	HD	4	20	1	25	40	63
10	NSP	6	15	2	23	40	58
11	ARM	4	20	1	25	40	63
12	NZ	5	20	2	27	40	68
13	M	4	15	1	20	40	50
14	RS	6	20	2	28	40	70
15	AQ	5	10	1	16	40	40
16	R	6	10	1	17	40	43
17	MAP	6	15	1	22	40	55
18	AZ	5	15	1	21	40	53
19	HS	4	15	1	20	40	50
20	M	6	15	1	22	40	55
21	NRA	5	20	1	26	40	65
22	A	5	20	2	27	40	68
23	NH	5	15	2	22	40	55
24	F	5	15	2	22	40	55
25	MAA	5	15	1	21	40	53
26	MF	4	20	3	27	40	68
27	N	7	20	2	29	40	73
28	H	3	20	1	24	40	60
29	MFA	4	15	2	21	40	53
30	AS	4	15	2	21	40	53
31	MR	5	15	2	22	40	55
32	KR	4	20	1	25	40	63
TOTAL							1802.50
MEAN							56.33

The Result of the Post-Test

Table 2: The Result of Students Post-Test

No	Initials	Multiple Choice	Essay	fill the blank	Total Score	Maximum Score	standard score
1	ANZ	7	25	3	35	40	88
2	AZ	6	25	3	34	40	85
3	AF	6	25	4	35	40	88
4	G	6	25	3	34	40	85
5	MFPS	6	25	3	34	40	85
6	ZA	8	25	3	36	40	90
7	ZA	6	25	3	34	40	85
8	ED	7	25	3	35	40	88
9	HD	6	25	3	34	40	85
10	NSP	9	25	3	37	40	93
11	ARM	6	25	4	35	40	88

12	NZ	7	25	3	35	40	88
13	M	6	25	2	33	40	83
14	RS	8	25	3	36	40	90
15	AQ	7	25	3	35	40	88
16	R	8	25	2	35	40	88
17	MAP	8	25	2	35	40	88
18	AZ	8	25	2	35	40	88
19	HS	7	25	3	35	40	88
20	M	7	25	3	35	40	88
21	NRA	7	25	3	35	40	88
22	A	7	25	5	37	40	93
23	NH	6	25	3	34	40	85
24	F	7	25	3	35	40	88
25	MAA	7	25	2	34	40	85
26	MF	6	25	5	36	40	90
27	N	6	25	5	36	40	90
28	H	6	25	3	34	40	85
29	MFA	6	25	3	34	40	85
30	AS	6	25	5	36	40	90
31	MR	7	25	5	37	40	93
32	KR	6	25	3	34	40	85
TOTAL							2797.50
MEAN							87.42

The result of computing obviously shows that there is a significant difference between the student's pretest and posttest. The student's posttest mean score is higher than the student's pretest mean score. It proved that the progress of students' achievement in the posttest after giving the treatment was improved greatly.

Deviation

After the researcher found out the mean score of VII Ketapang class in pretest and posttest, the researcher calculated the deviation and square deviation all of student's score. The researcher found the student's deviation by subtracting their score. It was showed in following table below:

Table 3: The Deviation and Square Deviation

No	Initial	Student Score		Deviation	Square Deviation
		Pre-Test	Post-Test		
1	ANZ	58	88	30	900
2	AZ	40	85	45	2025
3	AF	53	88	35	1225
4	G	48	85	37	1369
5	MFPS	58	85	27	729

6	ZA	55	90	35	1225
7	ZA	50	85	35	1225
8	ED	60	88	28	784
9	HD	63	85	22	484
10	NSP	58	93	35	1225
11	ARM	63	88	25	625
12	NZ	68	88	20	400
13	M	50	83	33	1089
14	RS	70	90	20	400
15	AQ	40	88	48	2304
16	R	43	88	45	2025
17	MAP	55	88	33	1089
18	AZ	53	88	35	1225
19	HS	50	88	38	1444
20	M	55	88	33	1089
21	NRA	65	88	23	529
22	A	68	93	25	625
23	NH	55	85	30	900
24	F	55	88	33	1089
25	MAA	53	85	32	1024
26	MF	68	90	22	484
27	N	73	90	17	289
28	H	60	85	25	625
29	MFA	53	85	32	1024
30	AS	53	90	37	1369
31	MR	55	93	38	1444
32	KR	63	85	22	484
TOTAL				995	32767.00
MEAN					31.09

Testing Hypothesis

To prove whether the hypothesis was accepted or rejected, the researcher, needed to test it based on the result of the data analysis. Before testing the researcher state the criteria of testing hypothesis (H_0) that if the t-count is higher than the t-table ($t\text{-count} > t\text{-table}$), it means that the hypothesis is accepted however if the –count lower than t-table ($t\text{-count} > t\text{-table}$), it means that the hypothesis is rejected.

After analyzing the data of the test, the researcher found the result of the data analysis show that the t-count was (0.37) by applying 0.05 level of significant with the degree of freedom (df) 31. It was determined by adding the total number of VII ketapang. The subtracting the result of adding with ($N - 1$). The calculation is as follow :

Df : $N - 2$

Df : $32 - 1$

Level of significant = 0.05 Df : 31 = 2.042

The researcher received a t-count value of 0.37 while the t-table was 2.042 based on the preceding results. The t-count number is therefore less than the t-table, according to the findings of the hypothesis test. This demonstrates the rejection of the research hypothesis. It can be stated that while other researches have had success using this strategy, SMP Negeri 10 Palu VII grade students still are not benefited from the LRD strategy when it comes to improving their reading comprehension.

DISCUSSION

This study aims to examine the implications of the LRD technique on seventh-grade students at SMP Negeri 10 Palu's reading comprehension. This research was conducted by using a quasi- experimental research design. There was one class involved there was VII Ketapang. The researcher conducted a pretest treatment to determine whether the LRD method can improve students' reading comprehension. The results of this test are compared between the pretest and posttest results. Exist any significant improvements that show improved learning results when applying the LRD method. Before carrying out treatment, researchers conducted a pretest, where the purpose of conducting a pretest is to compare student learning outcomes when they have been given treatment. Then, the researcher gave a posttest to the students, who then compared whether they had improved. This was done in VII Ketapang. According to the pretest results, most students could not answer the questions. Students cannot answer questions well due to a lack of vocabulary mastery. So that students cannot understand the questions given. Without broad knowledge and mastery of vocabulary, students will not get broad meaning from reading either. In this case, a lack of knowledge about certain vocabulary will create gaps in interpreting the meaning of reading. Vocabulary is a collection of words in a language that are formed into a sentence, creating new meaning and purpose. So humans communicate with each other in community and social life. According to Hornby (1974:959), vocabulary is a collection of words that form a language. Language can be used in two forms: spoken and written.

Spoken language is used daily to interact with others, express desires, or convey goals. Similarly, written language is used by writers to express their thoughts and ideas. Olmos (2009), additional research on high school students in Murcia shows that vocabulary knowledge is crucial for reading comprehension. (Hu & Nation, 2000; and Laufer, Schmitt, Jiang, and Grabe, 2011) have concluded that 95% lexical coverage would be the minimum percentage to understand general information in a text, but 98% would be necessary for unassisted reading and detailed comprehension. According to Ditha (2009), the more students know about words, the better they can read. It means that if students can read well and understand what they are reading, they will also do well in reading because they know what they are reading.

After carrying out the treatment, the researcher gave a posttest to determine whether the students had improved. After the comparison was carried out, it turned out that the results had increased, but in calculating the square deviation of the t-table, it was higher than the t-count, so it could be concluded that the LRD method was not suitable for students at SMA Negeri 4 Palu.

Many researchers, including Manzo & Casale (1985) and (1995:10), claim that the LRD technique has successfully changed pupils' reading comprehension. Consequently, other researchers attempted to apply the same technique and saw success.

Therefore, the researcher attempted to apply the same strategy in this study. However, the results of computing the scores from the assignments that the students were given revealed that, despite using the LRD approach, the students' comprehension skills could not improve. This demonstrates that even with the same methodology, the outcomes are

contingent upon the learner's motivation to acquire knowledge, their capacity for receiving instruction, and the teacher's use of the methodology. So, the conclusion is that this method is not accepted because it can still not improve students' ability to understand reading.

CONCLUSION

The aim of this study is to gather empirical data regarding how the Listen-Read-Discuss method affects seventh-grade students at SMP Negeri 10 Palu's reading comprehension of descriptive texts. According to the study's findings, The Listen-Read-Discuss method is useful for improving students' reading comprehension of descriptive texts. The average post-test score of students was 87.40 points higher than the average pre-test score, which was 56.31 points.

Statistical calculations showing Sig. (2-tailed) 31 (df) and a 0.05 significance threshold further support this. However, a score of 0.37 was obtained by the effect size findings. This demonstrates that even though results increased, the square deviation computation's findings indicated that the t-count was higher than the t-table.

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