

IMPROVING THE STUDENT'S READING COMPREHENSION THROUGH *LISTEN-READ-DISCUSS (LRD)* STRATEGY AT MA ZAINUL HASAN 04 PROBOLINGGO

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Abstract: Reading comprehension is one of four language skills that must be mastered by the students. In order to be able to interpret and absorb information from reading material, the students should have good ability in comprehending the reading. It is required in any subject, because each lesson is inseparable from the act of reading. In the fact, there are still many problems found in the teaching learning process of reading comprehension. Based on the preliminary study in the grade X of MA Zainul Hasan Probolinggo, there are some students' problems in reading comprehension as follows: Firstly, they just read a text without understanding the meaning of the content. Secondly, they do not watch when the teacher explains the material in front of the class. Thirdly, they still have poor vocabularies, so it is very hard for them to understand the text. Fourthly, they make a noise in the class and they do not make notes when the teacher writes down on the whiteboard. Fifthly, they are less active in teaching learning process. Therefore, their mean score of achievement is less than 75 that is minimum mastery criterion (KKM/Kriteria Ketuntasan Minimum). To overcome the problems, Classroom Action Research (CAR) was conducted by using Listen-Read-Discuss (LRD) strategy to improve students' reading comprehension. After cycle I was done, there were 18 of 20 students (90%) who achieved above KKM and their mean score was 79.45, so that, the next cycle was not needed. Besides that, the class condition also improves such as: (1) the students were more active indicated by giving more questions, opinions and answering the teacher's questions, (2) the students were more enjoyable and paid attention in teaching learning process, (3) the students were more more enthusiastic in reading comprehension learning process. Thus, the LRD strategy can improve students' reading comprehension of the grade X in MA Zainul Hasan Probolinggo in academic year of 2018/2019.

Keywords: Reading Comprehension, Listen-Read-Discuss (LRD) Strategy, MA Zainul Hasan.

INTRODUCTION

In learning English, there are four important skills that should be mastered by the students such as speaking, writing, listening, and reading. Reading which is essential to be mastered by the students is one of four English skills. In acquiring knowledge and new information for students, reading skills are necessary. Accordingly, reading is the most fundamental expertise in the instructive setting as it very well may be the evaluations for understudies' overall language capacity (Brown, H. D:2007-185).

Being master in reading comprehension is one aspect of four language skills. The students should have good ability in understanding and comprehending reading in order to be able to interpret and absorb information from reading material. Because each lesson is inseparable from the act of reading, so that, it is required in any subject

Otherwise, there are as yet numerous issues in the learning cycle of reading comprehension. It is difficult for students to develop their thinking process because they are just be inactive and similarly as an article not as a subject of learning. Understudies are now and again simply needed to peruse the content in the heart, and afterward they answer addresses identified with the substance of the content. The scholars are not involved in active reading development because they ensure not involve the process of thinking students.

Even in terms of learning reading comprehension, it is vital to utilize reasonable procedures that will be one of the determinants in instructing learning. The technique or procedure applied ought to have the option to improve understudies' reading comprehension. It becomes the bottlenecks achievement of learning goals, if there is the deficiency with of technique or learning approaches. The character of the students should be considered in the assortment of approaches for apiece learning the teacher essential consideration to. The methods or strategies which is varied make understudies don't feel drained or exhausted in learning measure. The learning process becomes conducive and pleasant if understudies are propelled to learn well and it will encourage in giving guidance to understudies so that, the primary objective of learning will be attained.

Based on the preliminary study in MA Zainul Hasan 04 Probolinggo, there are a few issues in reading comprehension came from the understudies, teacher, and school.

The students' problems are as follows: The first, they just read a content without understanding the significance of the substance. The second, the understudies don't watch when the educator clarifies the material before the class. Thirdly, understudies actually have helpless vocabularies, so it is incredibly hard for them to understand the substance. Fourthly, the understudies cause a clamor in the class and they too don't make a memo when the instructor records on the white board. Additionally, the understudies are not posed the inquiry with the instructor besides they are not dynamic while in showing learning measure. At last, issues influenced their accomplishment on minimum mastery criterion (KKM) of the understudies can't get 75 as minimum mastery criterion (KKM). This implies that the understudies couldn't accomplish the objective score or average score of the school.

The school's problems are as followings: (1) less of English book at library; (2) the facility of the class is not good such as fan in the class is broken; (3) there is no media in every classroom.

The teacher's problems are as followings: (1) the teacher dominates the classroom activities (teacher centered learning) so the students tend to be passive learners; (2) the teacher's strategy is not interesting for the students, it makes they feel bored; (3) the teacher only gives the students instruction to do a task without focusing if the understudies comprehend about the content.

Considering those problems, LRD (Listen–Read–Discuss) approach is used in this study. LRD methodology is a perception system that forms understudies' earlier information before they read a content (Manzo and Casale:1985). LRD is additionally an incredible asset for connecting with battling readers in study hall conversation. The understudies unfit to peruse the whole content all alone can acquire at any rate a surface degree of comprehension about the perusing since the substance is at first covered orally. Those understudies who are missing earlier information about the substance acquire it during the listening stage, permitting them to all the more effectively grasp the content during the perusing.

This methodology is expected to help the understudies' challenges in understanding cognizance and improving their understanding capacities. Also, they need another technique to improve their inspiration in understanding expertise. Based on the previous explanation, LRD strategy is used in teaching reading comprehension of the tenth-grade understudies of MA Zainul Hasan 04 Probolinggo in academic year 2017/2018.

Based on discussion above, the research problem of this study is: how can LRD (*Listen-Read-Discuss*) approach enhance understudies' reading comprehension in the tenth-grade of MA Zainul Hasan 04 Probolinggo?

METHOD

The Classroom Action Research (CAR) is chosen as design for this study to improve the students' reading comprehension of the tenth-grade students of MA Zainul Hasan 04 Probolinggo in academic year 2017/2018 through LRD strategy. Class Action research is a type of enquiry which makes the scientist empowers to examine and assess their work. Activity examination could be an amazing and beating type of expert request since it implied that professionals themselves explore their own training as they discovered a few holes and they need to address the holes toward their instructive (McNiff and Whitehead, 2006:5). Classroom action research is tied in with making dependent on examination and investigating the activity taken to take care of its issues. Activity research has been utilized in an assortment of settings, including schools, medical clinics, well-being facilities, local area organizations, government units, and different conditions (Ary, et al, 2010:512). It very well may be utilized to improve regular work rehearses, to determine explicit issues, and to create undertakings and projects.

Based on above definitions, CAR can be defined as reflective investigations by an actor. The action conducted to improve rational stability of their actions when doing their daily jobs, to deepen their understanding about conducted actions, and also to repair conditions where learning practices situated. To gain those goals, CAR conducted cyclical, consist of four stages: planning, action, observation, and reflection.

Classroom in CAR mean as a group of students on study time with teacher as facilitator of learning process, so the problems of CAR is so wide, can be described as below:

1. Students learning problem in school, like learning problems in classrooms, faults in learning processes, misconceptions, lack of learning strategy and so on.
2. Teacher professionalism development by enhancing quality of planning, acting, and program evaluation, also learning attainment.
3. Managing and controlling, like to introduce behaviour modification techniques, motivation techniques, and self-potencies development techniques.
4. Learning design and strategy in the classroom, as managerial problems and procedures of learning, implementation and innovation of learning methods (for example, change conventional teaching method with the new one), classroom interactions (for example, using instruction method based on certain approach).
5. Arising and developing behaviors and values as developing scientific way of thinking of students.
6. Learning tools, media and learning resources as library media application for learning and learning resources inside/outside the classrooms.
7. Assessment system or evaluation processes and learning outcome as initial evaluation process and learning outcome, tool application, or using certain evaluation methods.
8. Curriculum concern as implementation of new national curriculum system, chronology of presentation of subject matters, students teacher interactions, students interaction with subject matters or students interactions with learning environment CAR different with formal research, if formal research aimed to evaluate hypothesis and to construct general theory, CAR specifically aimed to improve the performance, contextual, and can not be generalized. However CAR result can be implemented by others who have similar backgrounds with the researcher.

This classroom action research is done in one cycle if all the targeted criteria of success have been achieved. The revision of the strategy still needs to be done and another following cycle is still needed if the targeted criteria of success have not all been achieved yet.

One cycle consists of four activities such as Planning, Action, Observation, and Reflection which has connection in every activity.

FINDINGS AND DISCUSSIONS

The information is attained from teaching learning progression and the appraisal is analyzed to measure the students' reading comprehension improvements by applying *Listen-Read-Discuss (LRD) strategy*.

This section centers around dissecting the gathered information indicating that the finding of gathered information from the earliest starting point until the finish of the investigation. This examination comprising of field and the outcome assessing is actualizing in cycle. The discoveries comprise of the consequences of the cycle. This cycle show the improvement of the understudies' capacity in reading comprehension at the 10th grade understudies of MA Zainul Hasan Probolinggo in academic year 2018/2019.

- . The Result of Cycle I Test

The Students' Reading Score of Cycle I Test as follows:

Students' Number	Cycle I Test
1	74
2	75
3	85
4	65
5	80
6	85

7	80
8	85
9	80
10	80
11	75
12	85
13	75
14	75
15	85
16	75
17	85
18	85
19	80
20	80
$\bar{X} = \frac{\sum x}{n}$	$\bar{X} = \frac{1589}{20} = 79.45$

*: the students who passed MAC (75)

Some steps are used to calculate the understudies' mean score of the assessment, the class proportion, and the understudies' enhancement score from this cycle (cycle I) assessment into percentage.

The initial phase was scheming the mean score of cycle I assessment I as follows:

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

$$\bar{X} = \frac{1589}{20}$$

$$= 79.45$$

The estimation above show that understudies' mean score of cycle I test is 79.45.

From that estimation, the class rate is 90%. It implies that in this cycle there were 18 understudies passed the MAC besides 2 understudies were underneath the MAC.

Because the results of this cycle have reached the criteria of succes, the researcher does not need to do further research. So. This reseach was only done in cycle I.

The research intended at unfolding how the teaching and learning development by using LRD approach and how LRD (*Listen-Read-Discuss*) strategy can improve students' reading comprehension in the tenth grade of MA Zainul Hasan 04 Probolinggo

The result of this classroom action research consisting of cycle I was the students' motivation rises and they could easily answer the questions without spending too much time. The encountered data proved that there are improvements in the students' score.

In view of the ascertaining the understudies mean score and the class rate, the understanding of information result among the cycle I assessment.

Prior to executing CAR, the understudy's mean score of the cycle I test in the wake of actualizing LRD system via CAR, that is 79.45. In the interim the class rate that permits the MAC is 90%. it implies that, there are 18 understudies whose score permit the MAC and there are 2 understudies are as yet under MAC. In this manner, the CAR is achievement and the following cycle is superfluous.

Analyzing both the quantitative and qualitative information was done to sustenance the research discovery. The qualitative information was coordinated from perception sheet. All information was shown that the understudies given their great mentality and reaction during showing learning measure.

In view of information examination, it indicated that the improvement of the understudies' score improve were better and were fulfilled. Most understudies were not bashful to ask to the educator and more dynamic to give their thought in madding a forecast and they more genuine in learning and listening when the instructor clarified the guidance as result it made they more intrigued to getting the hang of

reading comprehension and read the content and made their reading comprehension improved.

The implementation of Listen-Read-Discuss (LRD) strategy can improve students reading comprehension and helps the students to comprehend the text. As the result, they were paying attention when the teacher gives the explanation about the subject. The situation was similar with the 'listening' part of the teacher's presentation. The students were more active in asking and responding the question when they discuss with their groups. LRD procedure makes the understudies more intrigued in learning reading comprehension also, they can share thoughts each other and it makes them agreeable in study hall. This translation is upheld by the scores of the understudies which is investigated by utilizing perception sheet understudies.

The majority of the understudies partake in the learning cycle during the time spent applying the method, the specialist reasons that understudies more intrigued with the Listen-Read-Discuss (LRD) procedure. They are confidence to speak English and enjoy it in learning process. In view of the clarification over, the Listen-Read-Discuss (LRD) technique in English learning can improve reading comprehension. It supports the theory of Manzo and Casela (2008: 378) Listen-Read-Discuss (LRD) strategy is a comprehension strategy that builds students' prior knowledge before they read a text. In other word, the improvement in first grade of MA Zainul Hasan 04 are successful

Thus, in light of the clarification above it very well may be expressed that LRD technique had huge impact on learning English. Particularly it is in improving understudies' accomplishment in perusing appreciation understudies at MA Zainul Hasan 04 Probolinggo.

In addition, related to the relevant study in this research, there were some differences and the similarities found those are; based on the research conducted by Ismatun Ni'mah (2018) and Putri Khoirunnisa (2019). It has the same strategy to use in improving students reading comprehension through listen-red-discuss strategy. This research had same in the use of research design, this research was used the classroom action research. these research showed that the use of Listen-Read-Discuss strategy improving the reading comprehension of the students.

Between my research and previous researches there are many comparisons, however, there are still those that use several cycles and the term used pre and posttest in previous researches, whereas in my research this only use one cycle and not used pre and post test. Therefore, my research gives new enlightenment to the next research, that we can use the LRD strategy with a CAR design research with one cycle.

CONCLUSIONS AND SUGGESTIONS

In the cycle I test, there were 18 (90%) understudies who conceded the KKM with score 79,45, in view of teaching and learning reading comprehension by utilizing LRD system. From this level of progress investment in showing learning measure, it demonstrated that the understudies turned out to be more energetic and dynamic in contemplating understanding appreciation. The understudies could investigate the fundamental thought and the schematic construction of the content and got numerous vocabularies in the wake of utilizing LRD technique. The last end is that the understudy's reading comprehension has enhanced, and the instructor cherished through the exertion that has been actualized.

So, LRD strategy ws improved the students' reading comprehension at MA Zainul Hasan Probolinggo.

Some suggestions for solutions in teaching reading process as follow:

1. For English Teachers

The teacher should make students more enjoyable in the activities in teaching learning process. The interest can raise students' capability in reading comprehension. By utilizing Listen-Read-Discuss (LRD) procedure, understudies' earlier information can be worked before they read a content; it causes the understudies to improve their reading comprehension.

2. For the students

High motivation in improving reading comprehension become goal of this study and the students must study hard, make a note a new word, not to be lazy to open dictionary, memorize the new vocabularies on or after the phrasebook, and rehearsal it supplementary by day. They should share or discuss with their friends

and they should have good self-confidence to express their idea.

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