



# SCHOOL EDUCATION JOURNAL PGSD FIP UNIMED

Volume 13 No. 4 Desember 2023

The journal contains the result of education research, learning research, and service of the public at primary school, elementary school, senior high school and the university

<https://jurnal.unimed.ac.id/2012/index.php/school>



## APPLYING LISTEN, READ, DISCUSS (LRD) STRATEGY TO PORTRAY STUDENT'S READING COMPREHENSION

Resty Wahyuni<sup>1</sup>, Alfitriani Siregar<sup>2</sup>, Adelia Faradila<sup>3</sup>

Pendidikan Bahasa Inggris, FKIP, Universitas Muhammadiyah Sumatera Utara<sup>1,2,3</sup>

E-mail: [restywahyuni@umsu.ac.id](mailto:restywahyuni@umsu.ac.id)

### ABSTRACT

The purpose of this study is to know the portrayal of student's in mastering reading comprehension after taught by LRD strategy. To improve students' reading skills, researchers used the Listen Reading Discuss (LRD) method as a teaching method to assist students in improving their reading skills. The type of Applied Research is class action research consisting of two cycles, each cycle consists of planning, action, observation and reflection. Based on the results of this study, there is an increase in reading ability. This can be seen from the average pre-test score of 56.28, post-test cycle I of 69.17, and post-test cycle II of 89.05. by increasing the percentage of mastery of classical learning by 20% in the pre-test, 60% in the first cycle and 97.14% in the second cycle. Learning English with the Listen Reading Discuss (LRD) method has succeeded in improving student skill achievement in Class X of SMA Brigjen Katamso II for the 2022/2023 academic year. Finally, the researcher suggested to the teachers to use the LRD method as a method of teaching and learning process in terms of reading skills.

**Keywords:** LRD (Listen Read Discuss), Reading Comprehension

### ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui gambaran siswa dalam menguasai pemahaman membaca setelah diajarkan dengan strategi LRD. Untuk meningkatkan keterampilan membaca siswa, peneliti menggunakan metode Listen Reading Discuss (LRD) sebagai metode pengajaran untuk membantu siswa dalam meningkatkan keterampilan membaca. Jenis Penelitian ini adalah penelitian tindakan kelas yang terdiri dari dua siklus, setiap siklus terdiri dari perencanaan, tindakan, observasi dan refleksi. Berdasarkan hasil penelitian tersebut terdapat peningkatan kemampuan membaca. Hal ini terlihat dari rata-rata nilai pre-test sebesar 56,28, post-test siklus ke-I sebesar 69,17, dan post-test siklus ke-II sebesar 89,05. Dengan meningkatkan persentase ketuntasan belajar klasikal sebesar 20% pada pre-test, 60% pada siklus-I, dan 97,14% pada siklus-II. Pembelajaran Bahasa Inggris dengan metode Listen Reading Discuss (LRD) berhasil meningkatkan prestasi keterampilan siswa Kelas X SMA Brigjen Katamso II tahun ajaran 2022/2023. Terakhir, peneliti menyarankan kepada para guru untuk menggunakan metode LRD sebagai metode proses belajar mengajar dalam hal keterampilan membaca.

**Kata Kunci:** Mendengarkan Membaca Diskusi (LRD), Pemahaman Membaca.

Copyright (c) 2023 Resty Wahyuni<sup>1</sup>, Alfitriani Siregar<sup>2</sup>, Adelia Faradila<sup>3</sup>

✉ Corresponding author :

Email : [restywahyuni@umsu.ac.id](mailto:restywahyuni@umsu.ac.id)

HP : 081370277708

ISSN 2355-1720 (Media Cetak)

ISSN 2407-4926 (Media Online)

Received 11 Dec 2023, Accepted 13 Dec 2023, Published 14 Dec 2023

<https://doi.org/10.24114/sejpsgd.v13i4.53513>

## INTRODUCTION

English is a foreign language in Indonesia and is taught as a required subject from the junior to the university levels. Despite the fact that English is a foreign language and that many students find it challenging to master, many people are interested in learning the language. Kurikulum 2013 (K13), a new curriculum recently developed in Indonesia, states that junior high schools are now offering English for the first time.<sup>2</sup> English is now utilized in Indonesia as a tool for academic or foreign language communication. It has been taught as a foreign language in schools from junior high to university. As a result, everyone in the world, especially in Indonesia, should learn English.

One of the four language skills, reading, requires a significant amount of time in the teaching and learning process at the school. Reading is the skill of deriving meaning from printed words and applying that knowledge appropriately. It implies that the reading is pointless if the meaning of the text is not understood and properly interpreted. Reading can assist students in expanding their vocabulary and improving their comprehension of written material. Students can also learn new things by reading. Even today, reading and understanding what is written in English is a need for using books, magazines, journals, and the internet as effective learning resources. However, the teacher's efforts are also crucial in assisting the students in reading and comprehending the text.

Because children can have a hazy knowledge of reading, teachers must be able to assist the students in reading and comprehending the text when teaching reading skills. For the students to understand

the text's content, the teacher must help them understand the text's goal and how its phrases are connected. When teaching reading skills, most teachers require their students to read the text, respond to the questions in the text, and then correct their answers. The class is bored as a result of this teaching strategy. So that the students are more engaged in understanding the text and do not get bored in class, the teacher should come up with a fresh technique for teaching reading. To improve students' capacity to master reading comprehension, the researcher will employ the LRD (Listen Read Discuss) technique. An effective reading teaching strategy is the LRD (Listen Read Discuss) method. With this method, students receive an explanation of the text from the teacher before reading, and they can further their understanding of the book by participating in discussions. As a result, the kids can more easily understand the text.

The learning theory developed by Vygotsky is applied in this work. Suardipa (2020) claims that Vygotsky theory is one of the social learning theories, making it appropriate for cooperative learning models since these models involve social interaction between students and students with teachers in an effort to learn concepts and solve problems. It implies employing the LRD technique, where the discussion phases will increase student interaction between students and teachers. According to the justification and issue outlined above, the LRD (Listen Read Discuss) technique is crucial for acquiring reading comprehension. Therefore, the researcher is interested in conducting a research entitled "Applying Listen Read Discuss (LRD) Strategy to Portray Students' Reading Comprehension".

## RESEARCH METHODS

This study was carried out at SMA Brigjend Katamso II, located at Rengas Pulau, Kec. Medan Marelan, Jl. Marelan Raya Ps. II No. 19, Kota Medan, North Sumatera. The population of this research is X grade students of SMA Brigjend Katamso II. There are 3 classes, namely X IPS 1, X IPS 2 and X IPS 3 each of class consist of 35 students. The total sample of 3 classes are 105 students. The result of this sampling technique is X IPS 2 as the sample. This experimental research was conducted within 1 month of May until June 2023. This study was conducted in accordance with the schedule Indonesia language and Literature lessons in SMA Brigjend Katamso II there are 4 lessons each Sunday.

## RESEARCH RESULTS AND DISCUSSION

There are two different categories of data in this study: quantitative and qualitative data. Students' performance on reading comprehension exercises provided the quantitative data, and observation sheets of student and instructor activities during the teaching and learning process in class provided the qualitative data. The average level of student knowledge of the lessons that their teacher explained in class is used to get quantitative data.

The pre-test results are shown in the table above, and it is clear that the students' combined scores totaled 1970, with an average of 56.28. Only 7 of the students who passed the pretest achieved a score of 70. The learning results for reading comprehension then improved in post-test cycle I, with a total score of 2,421 and an average score of 69.17. 21 students passed with a score of 70 on Cycle I of the post-test. The overall score in the

second post-test cycle was 3,117, with an average score of 89.05. 34 students received a post-test score of 70 in the second post-test cycle. It was determined that the LRD approach enhances students' reading comprehension learning results. Additionally, teaching reading comprehension has been accomplished with success using the LRD approach.

The research mentioned in the results section is discussed in this sub-chapter. The reading proficiency of the students was still quite low on the pre-test, with an average success of 56.28. The LRD approach is used by the learning method at this point in the first cycle. Students currently have a success rate of 69.17 on average. These findings show that learning achievement is still at a relatively low level. Results of evaluating students' proficiency with the subject matter in cycle II showed an average success rate of 89.05. In the meantime, cycle II's student activities were superior to cycle I's, and this second cycle's students were easier to control. They also grasped the teacher's explanations of the content better. The teacher can help students understand the content, although only half of them are still paying attention. The teacher's actions in cycle I have been good. And during this cycle, the teacher uses teaching techniques to improve the students' ability to concentrate on them. Students benefit from good learning because of this. This indicates that using the LRD approach has a considerable positive impact on students' reading achievement.

## CONCLUSION

The application of the Listen, Read, Discuss (LRD) Method in English classes at Brigjen Katamso II Medan High School has

been studied and discussed, and the following conclusions can be drawn:

The implementation of the LRRD strategy can be carried out in accordance with what has been planned. With the implementation of this learning can improve students' reading skills, it is seen in the enthusiasm of students in following the learning process with the LRD method.

By using the LRD method, it has been able to improve students' skills in reading in English lessons. This is obtained from the observation of researchers on the teaching and learning process as well as student activities during learning activities.

If the results of the computation of students' reading ability were quantified, the average value in the first cycle would have been 69.17, whereas in the second cycle it would have been 89.05.

## REFERENCES

- Aprianti, W. 2018. *The Application of Listen-Read-Discuss (LRD) Strategy to Increase Reading Comprehension of The Second Year Students at SMPN 5 Parepare*. Doctoral Dissertation. Parepare: IAIN Parepare.
- Hyun, C. C., Tukiran, M., Wijayanti, L. M., Asbari, M., Purwanto, A., Santoso, P. B., & Harapan, U. P. 2020. *Piaget Versus Vygotsky*. 1(2), 286–293.
- Ibrahim R. 2017. *The Use of Listen Read Discuss Strategy and Reading Motivation Toward The Students' Reading Comprehension*. *ELT-Lecture: Jurnal Pendidikan* 25-36.
- John S. Hedgcock, Dana R. Ferris. 2018. *Teaching Readers of English: Students, Texts, and Contexts*. New York: Routledge.
- Khairunnisa P. 2018. *The Implementation of LRD (Listen Read Discuss) Strategy on The Students' Ability in Mastering Reading Comprehension at MAS YP Raudhatul Akmal Batang Kuis*. Doctoral Dissertation. Medan: Universitas Islam Negeri Sumatera Utara
- Nurrohmah, Umi Latifah. 2016. *Improving the Students' Reading Comprehension by Using Listen-Read-Discuss (LRD) at Tenth Grade Students of SMK Teuku Umar Semarang*. Semarang: University of PGRI Semarang.
- Reniwati Putri. 2013. *The Effect of Listen-Read-Discuss (LRD) Strategy Toward Reading Comprehension State Junior High School 9 Tapung Kampar Regency*. Riau: UIN SUSKA RIAU.
- Rohman I. A. & Suwandi S. 2013. *The Effectiveness of Listen Read Discuss and Contextual Redefinition Strategies in Teaching Reading Comprehension to EFL Learners with Different Levels of Motivation*. *English Journal Unplished* 541-458.