

Increasing Students' Reading Comprehension by Using Listen – Read – Discuss (LRD) Strategy in Descriptive Text

Meningkatkan Pemahaman Membaca Siswa dengan Menggunakan Strategi Listen – Read – Discuss (LRD) pada Teks Deskriptif di Kelas X Smk Muhammadiyah 04 Medan

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ABSTRACT

This research aimed to improve the reading comprehension of the X grade students of SMK Muhammadiyah 04 Medan by using the LRD reading strategy. The population of this study was 30 students. The method used in the study is classroom action research (CAR). Data collection techniques in this research were observation, interview, test and documentation. The results showed that there was an improvement in students reading comprehension by using the LRD strategy with a pre-test score 50.83 in cycle I with a score of 69.16 and cycle II 83.33 . It meant that there was an increase about 46% from the test results given by students with LRD strategy. From this results, there was an improvement that could be seen from the pre-test results in cycles I and cycle II. It was proven that LRD strategy had given more an improvement to increase students' reading comprehension to read a text, especially descriptive text.

Keywords : Reading Comprehension, LRD Strategy, Descriptive text

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1. INTRODUCTION

English is an international language used to communicate between people around the world. English is spoken in many places and it is considered as a universal language, the language that is spoken nowadays, and although it is not an official language in many countries, it is the language of commonly used now. In Indonesia, English is a foreign language. Therefore, English is a difficult subject for students to learn in Indonesia. Reading is the activity of looking at the reading text and the process of understanding the contents of the text aloud or silently reading is also an expression of the imagination of a reader who is liked by the general public. Reading is a type of language skill through receptive writing because by reading a person will gain information, knowledge and new experiences that have never been known before. Reading is a process carried out and used by readers to obtain messages conveyed by the researcher through the medium of words or written language.

After making observation during the introduction to The School Field (PLP) many students had problems and found it difficult to understand some reading texts because the contents of the reading were initially covered orally, especially the lack of vocabulary, structure and process of understanding the ideas in the text so students were unable to read the entire text thoroughly and after conducting observation and interviews withn English teachers, rsearcher have obtained a minimum completeness criterion (KKM) of 75% in reading comprehension ability. Thus,this research conducted for this reason problems that can also caused by several factors such as background knowledge, interest, attitude, and teachers. It is known that suitable techniques and strategies can help teachers and students in the teaching process. Therefore, in this case the researcher uses the LRD (Listen Read Discuss) strategy to teach reading comprehension to solve the problem.

LRD is as mean an appropriate strategy to improve students' comprehension in reading. Besides that, LRD (Listen-Read-Discuss) strategy is a powerful strategy for engaging struggling readers in classroom discussion. Moreover, there are three stages in reading process: before reading, while reading and after reading. The first stage is before reading (listen). It means the students listen to short explanation delivered by the teacher. The second stage is while reading (read). It means the students read the whole text after listening to the brief explanation from the teacher and comprehend the text. The last stage is after reading (discuss). It means the teacher asks the students to discuss the text they have heard and read in a small or large group discussion. Nevertheless, they can gain at least a basic level of understanding about reading.

There are several types of text in English such as narrative, recount, descriptive text, procedures and reports. The type of text that will be taught is descriptive text. Descriptive text is a text in English which has a function to explain, describe, or describe something can be in any form, you know, like objects, locations, animals, other people, food. A descriptive paragraph describes a thing, a person, or a place. Detailed information allows the reader to form an image in his or her imagination. The sense of sight is the one that most writers consider first, but try to work on that one last. Based on the generic structure, descriptive is divided into three parts. The first part is identification or participation which begins to identify the phenomenon to be described. The next part is the descriptions of particular person, place or things. It is also focused on specific participants including parts, qualities and characteristics of person or something that is described.

2. LITERATURE REVIEW

A. *Definition of Reading*

In conducting a research, theories are needed to explain some concept in the research concerned. The concept which are used must be clarified in order to have the same perspective of the implementation in the field. In this chapter, the writer tries to give the clear description of theoretical framework which covers the general concept of reading, reading comprehension and listen, read, discuss (LRD).

Most people see reading as a simple process with the reader processing with each letter in turn, producing the appropriated sounds in forming words. Some people considered reading as thinking process through which meaning is obtained from printed symbols. De boer and Dallmann state that "Reading is a much more complex process. Reading involves recall, reasoning, evaluation, imagining, organizing, applying and problem solving".

- *The Importances of Reading*

Reading is an important skill in many different settings especially in educational setting. Grabe (2009 : 5) argues that students, nowadays, encounter the great demands of reading activity since all knowledge is in the written form. The students should have a good reading ability to discover the content of the text. In addition, Harrison (2004 : 3) argues that the importances of reading is not only related to the development of knowledge but also it is related to the people thinking capability.

This capability will be the basic development of emotional, moral and verbal intelligence. Moreover, these developments determine what kind of person people would be. In summary, reading is important for students both to develop their knowledge and to develop the way think related to the development of their moral, emotional as well as verbal intelligence.

- *Reading Comprehension*

Reading is one of the most important skills in language learning. Reading activities are the only way to absorb and interpret written information. Reading as a means of language acquisition of communication and sharing information on ideas and knowledge. According to Jennifer defined reading as the process of thinking, understanding and making meaning from written texts. It means that the readers need to interact with texts as they try to extract meaning in that text. So, it is needed significant skills that have received the special focus on students reading proficiency. It is also supported by the opinion of Pourhosein Gilakjani and Ahmadi in

Abbas stated that the main goal of reading is to gain the correct message from a text that the writer intended for the reader to receive informations. Therefore reading is an interactive process between the reader and the text which results in smooth reading. From all of the opinion about reading, it can be concluded that reading is a process of interaction between reader and the written material in transferring, understanding and comprehending about the reading text.

In reading a text, the reader needs the understanding to be able to obtain information correctly. Comprehension is the ability to understand completely and be familiar with a situation and fact. According to Scanlon, et.al stated that comprehension is an active process of acquiring meaning in the text by involving the knowledge and experience of the reader which is related to the contents of the reading.

It means that reading comprehension is to understand what has been read, it is an active process that depends on comprehension skill, student's experiences and also prior knowledge to organize the idea, the author's purpose, evaluate the written text.

- *The Purpose of Reading*

Basically reading activity aims to find and obtain the message or meaning to understand the meaning through reading. According to Anderson, there are seven kinds of goals of reading activities, namely:

1. Reading for details or fact. Reading aims to find or know the discoveries made by the character, to solve the problems made by the character.
2. Reading for main ideas. Read to know topics or issues in reading. To find the main idea of reading by reading page after page.
3. Reading for sequence or organization. Reading aims to know the parts of the story and relationships between parts of the story.
4. Reading for inference. Readers are expected to feel something that writers feel.
5. Reading to classify. Reading this type aims to find things that are not fair about something.
6. Reading to evaluate. So the reading aims to find something success based on certain measures. Reading this type requires comparability by comparing and re-testing.
7. Reading to compare or contrast. The purpose of reading is to discover how, the difference or equality of two or more things.

- *Kinds of Reading*

Rustan (2010 : 10) identifies there are three reading technique that are come only known. They are skimming, scanning, and semantic mapping or clustering:

- a. Skimming Perhaps the two most valuable reading strategies for learners as well as native speaker are skimming and scanning. Skimming consists of quickly running one's eyes across a whole text can essay, article, or chapter, for example: to get the gist, skimming give readers the advantage of being able to predict the purpose of the passage, the main topic or message and possibly some of the developing or supporting ideas.
- b. Scanning The second in the "most valuable" category is scanning, or quickly search for some particular or pieces of information in text. Scanning may ask students to look for names or dates, to find a definition of a key concept, or to list certain number of supporting details. The purpose of scanning to extract certain specific information without reading through the whole text. For academic English, scanning is absolutely. In vocational or general English, scanning is important in dealing whit genres like schedule, manuals, form.
- c. Semantic Mapping or Clustering Readers can easily be overwhelmed by along string of ideas or events. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the readers to provide some order to the chaos. Making such semantic maps can be done individually, but they make for productive group work technique as students collectively induce order and hierarchy to passage.

- *Models of Reading Process*

Abbas Pourhosein Gilakjani (2016 : 231) identifies there are three models for the second-language reading processes: the bottom-up model, the top-down model, and the interactive model

1. The Bottom-Up Model

This model starts with decoding the smallest linguistic units, particularly phonemes, graphemes, and words and then makes meaning from the smallest to the largest units.

2. The Top-down Model

With a text and a context these connect to new information found in the text in order to understand it. The readers do not read every word of a text but they focus on identifying the text words.

3. The Interactive Model

While readers are reading decoding processes support each other, if they do not understand, they should apply their previous knowledge to help them. Readers who are dependent on top-down model use textual signs and infer the meaning but they should make up for deficiencies like weaknesses in word identification and lack of effective bottom-up processing. This model results in the most effective processing of texts.

- *The Reading Stages*

In reading learning, the teacher should encourage students to be able to understand various reading materials. According to Alyousef, H.S (2005) emphasizes the importance of learning reading by dividing it into three big parts of the process of tasking.

1. Pre-reading activities

Pre-reading activities are teaching activities carried out before students carry out reading activities. The focus of learning activities at the pre-reading stage is to raise students' schemes about the topic or material so that students can use their knowledge and experience. Schemata is the background of the knowledge and experience students have about information or concepts about something. Schemata describes a group of concepts that are arranged in a person that is related to objects, places, actions, or events.

2. Whilst-reading

After doing pre-reading activities, the next stage is the stage at reading (during reading). The strategy that can be used at this stage is to use a metacognitive strategy. The use of metacognitive strategies effectively has a positive effect on understanding. In this stage, the purpose of reading activities is to develop the students' ability in breaking down the text through developing their linguistic and schematic knowledge.

3. Post-reading

After completing the pre-reading and reading activities, the next step is the reading level. Completion programs are used to help students integrate the new information they read into their strategies to achieve a higher level of understanding. Reading tasks can be created in several ways, that is (1) students are given the opportunity to find more information about the topic, (2) students are given several questions about the content of the reading, (3) students have many questions. the opportunity to organize what will be shown, and (4) students have the opportunity to work to improve reading comprehension.

- *Learning Strategies in General*

Understanding the learning process, in general, is the plan and the teaching process that the teacher will do by setting the main foundation of the lesson according to the objective of the lesson to be achieved and defined. A learning process can be defined as a structured program of activities that includes different learning processes and resources or capabilities.

It can be concluded that listen-read-discuss (LRD) strategy is the right strategy for teaching and learning to improve students' reading comprehension because this plan requires students to work harder in reading. For students who do not have basic knowledge in a given subject, the teacher can provide some explanation before reading, this is a good way to develop their knowledge of the subject.

The procedures of using listen-read-discuss strategy according to Michael McKenna's are as follows:

1. Listening stage: The teacher provides students with comprehensive information or reading content about the text they will read and this can be in the form of lectures, audio recordings, presentations or any other method that guarantees effectiveness. Here, the teacher tries to inform the students ahead of time.
2. Reading stage: The teacher asks the students to read a text, for one purpose, which read the text to understand the text. Similar content what was brought out during the "listening" of the lesson
3. Discussing stage: The teacher led a class discussion about what was read, based on which A goal setting program is provided to the teacher.
4. Ask for volunteers present the results of their discussion aloud to the class, and ask students to compare the results of their group discussion with the teacher's response.

Listen-Read-Discuss may not sound like the most exciting teaching method ever. But its potential builds students' background knowledge more than other methods or teacher-led intellectual thinking. This plan can be done help students improve their knowledge in reading texts. Listen Read the Conversation (LRD) is a program designed for student learning. LRD plan is adjusted to the population's understanding because of the LRD's policies a new method that helps students understand the purpose of reading.

- *Listen-Read-Discuss (LRD) Strategy*

According to Manzo & Manzo (1995), the Listen-Read-Discuss (LRD) strategy is a strategy. comprehension strategies that reinforce students' pre-reading knowledge text. This is a powerful tool for engaging struggling readers in the classroom conversation. As mentioned earlier in the content, students can not read the whole text by itself to get at least a high level reading comprehension. Students have little knowledge about it content received during listening, allowing them to understand text in a simple way. During reading, the Listen-Read-Discussion strategy is is easy to create as it can improve students' understanding many lessons. According to Manzo & Manzo (1995), there is an LRD process as follows:

1. Listen : This scholarship is awarded Lessons for reading content that includes a graphic organizer of information you are discussing.
2. Read : Students read it choice, guiding the thought of reading can bring more understanding or description of content.
3. Discuss : Discussion about something. Encourage students to point out the differences between their readings content and presentation.
4. Ask for volunteers to read their words are loud. Finally, based on the above definition, use The Listening-Reading-Discussion (LRD) strategy helps students read texts because they all Teaching reading using the Listen-Read Conversation strategy let students read. They will interact with others to discuss goals language choice. In this plan, students will be motivated to achieve it what the text means.

- *Descriptive Text*

Descriptive A text is a text that says how a person or thing is like, its purpose is describe and honor a person, place, or thing. In a broad sense, The explanation, as explained by Kane (2000: 352), is explained as follows sentence: Description is about feeling, feeling like, sounding like, taste. This is primarily a visual experience, but the details are also considered other forms of understanding.

From the above definition, descriptive text is a useful text that describes something experiences associated with the senses, such as shape, sound, taste. Many Descriptive text is about visual experience, but really another experience perspective, we can also use it to write descriptive text. Purpose Expository text is a text that describes something or someone by showing something the identity of this thing/person.

- *Generic Structure of Descriptive Text*

When writing descriptive text, there is a generic method (of course not obligatory) so that our text is correct. The configuration is:

1. Identification: (has the beginning of this person, place, animal or thing)
2. Description: contains a description of things such as animals, things, places or people by describing its features, its shape, its color or anything related to what the author described.

3. METHOD

A. Research Design

The design used in this research is Classroom Action Research (CAR). Classroom Action Research is a systematic study of classroom learning practices with the aim of improving or increasing the quality of the learning process and student learning outcomes by taking certain actions.

According to Arikunto (2009: 104), action research is one of the most characteristic types of research Reflecting, participating, collaborating in an environment that seeks to improve and to increase methods, procedures, methods, materials, skills and situation.

Classroom Action Research (CAR) was an action research conducted by teachers in the classroom. The essence of classroom Action research is research and action which carried out the cycle in order to solve the problem, to be solved. There are several types of action research, two of them are individual action research and collaborative action research (CAR). Thus CAR can mean two things, namely classroom action research and collaborative action research. In this study, the researcher will conduct six meetings in each cycle.

B. Research Procedures

In this school room action research (car), the researcher used vehicle design from Kurt Lewins. Lewins become the primary who delivered movement studies. The researcher illustrated motion research as a denial of steps that shape spiral so that it could be easily understood to be in comparison to other design or models.

The researcher used the classroom action research procedures based on Kurt Lewin's design. It consisted of two cycles in which each cycle contains four phases namely; planning, acting, observing, and reflecting.

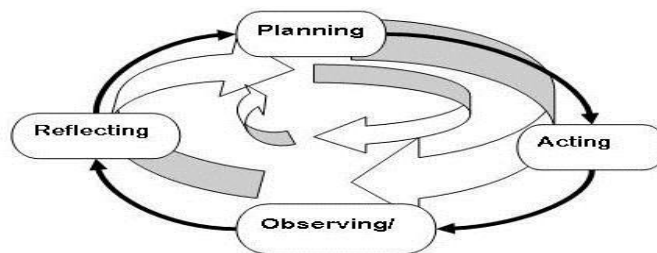


Figure 3.1 Kurt Lewin's Action Research Design

The study room action research of Lewin's layout consisted of four levels; making plans, performing, watching, and reflecting inside one cycle. If the first cycle finished but still determined any problem, it is necessary to keep to the second one cycle with the equal concept of the primary cycle. the ones are making plans, appearing looking at and Reflecting. in addition, before entering the cycle of school room motion research, the researcher conducted the preliminary have a look at. according to turbines (2003: 26) preliminary facts can be executed to mirror on your very own ideals and to apprehend the nature and context of your fashionable concept. It supposed that to benefit records about problems faced through the lecturers and the students in coaching-gaining knowledge of activities are needed to be solved.

4. RESULT AND DISCUSSION

B. The Quantitative Data

The quantitative data were taken from the result which carried out into two cycle. In cycle II, the researcher conducted 6 meetings. The researcher gave test at the end of each cycle. The students' score had improved from the first reading test to the last reading test. It could be seen at table below:

Table 4.1 The Students scores in Reading Test

No.	The Name Of Students	Score			Category
		Pre – Test	Post – Test I	Post Test II	
1.	MS	45	60	80	Excellent
2.	MRS	40	75	75	Good
3.	MAP	30	65	85	Excellent
4.	MZ	45	75	75	Good
5.	RR	50	65	80	Good
6.	RS	50	65	80	Good
7.	YI	40	60	80	Good
8.	FP	50	60	80	Good
9.	MR	50	75	85	Excellent
10.	EV	45	60	80	Good
11.	NMB	45	60	80	Good
12.	WY	40	65	85	Excellent
13.	MA	50	75	95	Excellent
14.	AD	35	65	75	Good
15.	IR	60	75	90	Excellent
16.	RR	65	70	75	Good
17.	MAK	65	75	80	Good
18.	MAB	75	75	80	Good
19.	IB	50	60	90	Excellent
20.	RH	65	75	90	Excellent
21.	SS	55	70	90	Excellent
22.	NA	45	70	80	Good
23.	HS	60	75	85	Excellent
24.	MFW	75	75	90	Excellent

25.	RP	60	75	85	Excellent
26.	JS	55	65	80	Good
27.	NY	50	70	80	Good
28.	SAF	50	75	80	Good
29.	ZI	40	65	80	Good
30.	AN	40	75	95	Excellent
TOTAL		$\sum X = 1525$	$\sum X = 2075$	$\sum X = 2500$	
		$X = 50,83$	$X = 69,16$	$X = 83,33$	

The researcher gave the students a multiple choice test at the end of each ride a bike. It was found that the students' grade point average continued to improve. from pre-examination to after the second round examination

Figure 4.2 The Graphic of the of Students' Score

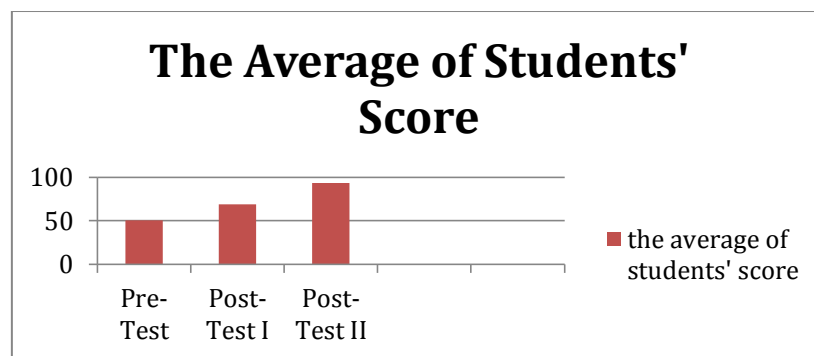


Table 4.3 The Percentage of the students' improvement on Reading Comprehension in Descriptive Text

Test	Students who got up to 75	Percentage
Pre – test	2	6,66%
Post – Test Cycle I	13	43,33%
Post – Test Cycle II	28	93,33%

The table above showed the improvement of the students score in pre-test and the second post-test. In the pre-test, there was 66,6% from 2 students who got points up to 75. The first post-test was 43,33% from 13 students who got points 60 up to 75. The second post-test was 93,33% from 28 students. The improvement was about 46%. It meant during the test, there was an improvement on reading comprehension in descriptive text.

1. Qualitative Data

a. Interview

The interview was done before conducting the first cycle. It was found out that the teacher's problem in teaching reading were lack of strategy in teaching reading comprehension.

The teacher said *"I asked them to read aloud, and the other students listened to the students was reading and sometimes i guided them to translate the text, after that i asked them to answer the question based on the text."* It's mean the strategy the teacher used uninterested for the students.

The interview also found the students' difficulties at reading comprehension of descriptive text. Some of students said *"I like miss, but sometimes I don't know the meaning of the word"* This means that not all students are interested in the English language, but they do not have words, and they do not understand how to understand the text because it is difficult for them to understand the text.

Interviews also conducted after the implementation of the plan showed that the teacher agreed to use the plan because he said the plan was good to use, the students also gave a good input, he said to use Techniques can help them understand the meaning of the text they read. During our conversation, he said *"Yes, of course, it's very motivated. Because this strategy can help the students to comprehend the text easier. As we know that reading is one of skill in english, so it's vey important. With this strategy, can help them to understand the reading text, and the strategy that use is not monotonous."*

The student also said *" Yes miss, because this is the first time learn use this strategy , and i enjoy miss, and help me to understand reading text easir use this strategy.(iya miss,karena saya baru kali ini belajar menggunakan strategi ini dan menyenangkan miss, dan saya lebih mudah memahami materi reading dengan cara miss mengajar yang seperti ini.)"* It means the students felt interested in learning reading used LRD strategy and help them to understand the reading comprehension easier.

b. Observation Sheet

The researcher saw the students, situations, situations and problems encountered during the teaching and learning process in each meeting. Then ask the students about the observation period to determine that student activities during the teaching and learning process using LRD strategies which has been applied to improve students' reading comprehension in descriptive terms text. It is also about finding out how the relationship between the researcher and students. From the observation, the researcher said that the students active and enthusiastic in learning descriptive text using LRD strategy.

2. Findings

Based on the analysis, it was found that LRD strategy was able to improve students' reading comprehension. Students' comprehension was improved significantly as shown in the pre-test 50,83, in the first cycle 69,16 and in the second cycle 83,33. The high score obtained was based on activities designed to make the teaching and learning process more enthusiastic, active and eager to participate in the teaching and learning process by using LRD strategy in descriptive text.

The researcher also analyzed qualitative data to support research findings in addition to quantitative data. Qualitative data is compiled from observation sheets, interview and reading test. All this data showed that students had improved their attitudes and responses during the teaching and learning process. Observation result for the students can be seen from their activities during the teaching and learning process, even at the beginning meeting they were disinterested and confused about LRD strategy and some of them were embarrassed and afraid to ask the things they didn't know. There were several students who were caught chatting and making noise. But next meeting , they more better than the previous meeting because there had fewer mistakes. From interview, it was found that the students felt interested and enjoyed learning reading process in descriptive text using LRD strategy. Based on the results of quantitative and qualitative data, it could be concluded that LRD strategy had improved students' reading comprehension especially for grade X students of SMK Muhammadiyah 04 Medan.

3. Discussion

Based on the numerical values that were collected from the students' marks, it was found that the students improved during the teaching process. Average score of students in the second exam have a higher average score in the first exam and the third grade is the highest.

The students understood the text and can read text well. They can answer some of the questions asked by the examiner. This means that the students enjoy reading understanding using the LRD strategy.

This research was conducted to determine the improvement of students' reading comprehension and expository text using the LRD strategy. The LRD strategy is a strategy that a teacher can use in teaching English to improve students' abilities. text comprehension of descriptive text. The results of this research show that there is an increase in students' reading comprehension. using the LRD method. This is shown by the data that shows the progress average students.

Depending on qualitative data were collected through interviews and observational documents during cycle I and II, it was found that students also did better when they were studying system. The questionnaire and the results of the interview showed that the students were active during the teaching-learning process. In the beginning, not everyone students are interested in learning. Students were seen arrested during the lesson. On top of that, they are still shy when we give them The opportunity to ask questions and points is not clear, but in future meetings, Students express their interest by asking or answering questions. The interview showed that students strongly believe in using the LRD strategy help them understand the text. All of this qualitative data was supported Research findings are based on quantitative data. Depending on Based on quantitative and qualitative data, the use of LRD was identified This strategy has significantly improved reading ability understanding.

Based on quantitative data, the average score of high school students (83.33) is higher than the average score of undergraduate students. (69.19) and pre-test average (50.83). Percentage of students who scored up to 75 too. During the pre-test, students stood up 75 is only 2 out of 30 students (6.66%). During the examination I of cycle I, which the 75 standing students are 13 out of 30 students (43.33%). In the post-test II, 75 standing students are 28 out of 30 students (93.33%). To be taken In other words, there is progress in the students, they improve from the first meeting. and another meeting.

5. CONCLUSION

Based on the research conducted on the X grade students at SMK Muhammadiyah 04 Medan, it could be concluded that LRD strategy can improve students' reading comprehension. It can be proved from the students' test that collected based on the quantitative data. In the pre-test, there are two students (6.66%) who passed the completed Minimum Criteria of Mastery and the average for pre-test score was 50.83. In the Cycle 1, there were 13 students (43.33%) who passed the completed Minimum Criteria of Mastery, considering the average score obtained was 69.16. And for Cycle 2, there are 28 students (93.33%) who completed Minimum Criteria of Mastery, which the average score of the second cycle post-test was 83.33. This data was also supported by qualitative data through observation sheet and interview result. The use of LRD strategy made the students enjoyed the teaching and learning process and the learning materials were more easily to be understood.

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Finally he hopes this scientific papers can give a bit contribution to the language education especially English major and further pedagogical research and also she hopes it can be usual for researcher, readers and the next researchers.

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