Analyzing the use of Listen-Read-Discuss (LRD) strategy to improve students reading comprehension at grade X of MA Al-Hidayah

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Abstract

This study aims to evaluate the continuity of students' reading comprehension as well as their answers after the use of the LRD strategy. The LRD strategi is a powerful tool for successfully improving reading comprehension. The research focuses on classroom action research conducted at MA Al-Hidayah. It has a qualitative design. The subjects for this study were MA Al-Hidayah grade X students. The data came from instructor and student surveys, interviews, and field observations during instruction. To analyze the data for this study, the researcher used several techniques, including familiarizing, organizing, reducing, interpreting, and describing. The observation results show that students are eager to apply the LRD technique to improve their reading comprehension. The LRD technique helps in maintaining attention to the subject matter, while the listening technique can help students understand concepts that are not yet clear. LRD is also a useful technique to improve students' reading comprehension abilities. The findings indicate that the LRD approach can improve students' reading comprehension and instill the spirit of teaching and learning in them. LRD techniques are also successfully claimed to be applied in reading classes.
Keywords: *Descriptive Qualitative, Teaching, Reading Comprehension, LRD strategy*

Introduction

Reading is a basic skill of the English. Reading is also a very important skill for students to be mastering so that students are able to read properly and correctly. By reading students can know and mastering of various things, such as students can understand what they have read. Reading also effective to achievement for students at school and outside of school, because the more ability in reading, the higher understanding what they read (Azmi, 2020). Reading also helps students become more creative, sharpens their thinking, learn new concepts, and increases their capacity to understand language. Reading is also an important activity in daily life because it allows students to increase their knowledge on various topics by expanding their daily lives

beyond information, as well as allowing them to increase their knowledge on various topics (Nazara et al., 2023). It means that reading also helps students learn more about a variety subjects by extending their daily experiences beyond just facts, that is why reading is so important.

In general, reading is one of the four skills, the other three being speaking, writing, listening, and reading. It plays an important role in helping students acquire a foreign language because it allows them to extract information from the texts they read. There are four different forms of reading comprehension: silent reading, reading aloud, extensive reading, and intensive reading. Students will find it simpler to understand reading material if they follow these four categories, which are based on their ability level. One component of teaching reading to students is their ability level. It teaches them how to read texts appropriately and accurately based on their skills (Syamsir et al., 2021). The ability of the students is one aspects of training them to read. Based on their abilities, it teaches them how to read texts correctly and appropriately.

According to (Khalilova, 2023) Reading is the most important academic skill as it requires reading comprehension and analysis of written content in order for students to increase their vocabulary, develop critical thinking skills, and absorb new topics. The cornerstone of education and intellectual development is reading ability. In addition to being necessary for both academic and extracurricular success, comprehension is an essential skill for academic success in a wide range of subjects. It encompasses the ability to read, analyse, and understand writing, which helps students engage with difficult material in an efficient manner. According to the definitions provided, reading skills are the abilities that a person uses to understand written material or information from a piece of writing.

In the PLP II experience in 2022-2023 with the MA Al-Hidayah students, the researchers found that the problems faced by the students included very low reading proficiency and challenges in various reading comprehension skills. Learning English can be confusing and boring for many students, and there are still problems that students face because their vocabulary is very poor, and they have to understand the concepts in the text. It is clear that students are not motivated to read, and their reading comprehension does not improve. Similarly, the English teacher communicated using unimaginative methods. In the end, the teacher used the LRD approach as a new method to improve students' reading comprehension. Reading aloud or silently without critical thinking was a method that teachers previously used to help students learn to read. This approach did not improve students' learning and instead made students less engaged and interested in learning English. Many students continue to receive poor grades due to their perception that learning English is challenging. There are a number of reasons that can contribute to this problem. Firstly, students' level of intrinsic motivation is a concern, as motivation plays a role in their ability to acquire and comprehend reading. Secondly, it is caused by external variables, with the external variables being the impact of a less supportive school climate and the absence of a reading culture in classrooms, as well as the absence of a special place to read other than the library. Additionally, the use of LRD techniques for reading comprehension is important

and impactful for students (Sudibyo et al., 2020). That is why it is crucial and beneficial for the students to apply LRD strategy for reading comprehension.

Thus, the researcher's goal is to analyze the reading skill problems faced by students. Various techniques can be applied to teach students to read. One of them is vocabulary mastery with the Listen - Read - Discuss method to determine its effect on students' reading proficiency. Researchers anticipate it to be simple for students when using the LRD technique and vocabulary acquisition (Aprilianto et al., 2022). The LRD strategy comprises three essential skills: Listening, Reading, and Discussion. LRD is the method used to teach reading comprehension to students. Guidelines from the listening stage are given to students before they read to make it easier for them to accept ideas and facts. Students then read the information obtained from the listening stage. Finally, students are invited to compare their performance in the discussion forum with that of other students.

Research Method
Research design

Researchers used qualitative research methods in this study. Qualitative research is research that provides a detailed explanation of a phenomenon or problem. Rather than obtaining numerical data, information is collected through words or images. Qualitative research results in descriptive data in the form of verbatim or written statements from the subjects and the behaviors studied. The background information is comprehensive, and the research objectives are specific. Qualitative research can be used to investigate and understand key phenomena. Students were asked broad, general questions about the phenomenon, collect data in the form of words or visuals, and then analyze the data for themes and descriptions. Qualitative research aims to produce descriptive data from the individuals observed, in the form of written or oral words (Dwiono, 2017). The goal of qualitative research is to gather descriptive information, either verbally or in writing.

Source of data

The source of data were the English instructor of MA Al-Hidayah's X class and two classes with seventy students. Data was collected from 35 students of class X A who became the research sample that the researcher used, and the English teacher of class X A was the research subject that the researcher used.

Data Collection

To collect data for this study, the researcher used questionnaire, interview, and observation methods. On the qualitative data analysis model, the researcher conducted descriptive and qualitative data analysis.

Data Analysis

In analyzing the data, the researcher used the result of the interview from the teacher and also from the students based on the questions given. After that, the researcher made an analysis based on the answer given by them referring to the research questions that should be answered.

Data Verification

For the data verification, the researcher triangulate data also used rigorous analysis method, and report the findings clearly and correctly.

Result and Discussion

The researcher presents the results of student observations and interviews in this section. The researcher divided the data into two categories: students' reactions to the instructor's use of the LRD technique in reading instruction and the use of the strategy itself. To determine how the LRD method was applied, the researcher used checklist observations. In addition, on January 22, 2024, the researcher interviewed students to find out their feelings towards the application of LRD.

In the two meetings the researcher witnessed the teacher conducting the teaching and learning of the LRD technique to teach reading comprehension, the classroom environment was one where students looked more engaged and excited about what they were learning. From the data obtained by the researcher through observation, the researcher argues that learning to read comprehension using LRD is maximally effective students are more encouraged to actively participate in teaching and learning. This shows that students are eager to master the LRD approach to reading comprehension.

Starting on January 22-23, 2024, researchers began to collect data which began with observation by observing reading learning in the classroom. on January 23, 2024, researchers began interviews with respondents by explaining the flow of interviews that would be conducted so that respondents could answer several questions from researcher. The following are the results of the interview:

Table 1 Dialog on The Use of LRD Strategy as a Medium That Helps
to Understand Reading Texts

Researcher:	Did the LRD strategy help you understand the text? Why?
Student:	Yes, it really helps me understand the text because by discussing we can exchange opinions with each other.
Student:	Yes, with this LRD strategy it helps me quickly understand the content of the reading text easily and accurately. Besides I really like the LRD strategy because I think this strategy besides being able to understand the text quickly and can also motivate me to continue learning.
Student:	It really helps me to understand the text I read and I am more interested in reading again by using the LRD strategy.

Based on the students' answers above, it can be concluded that the application of the LRD technique can make it easier for students to understand reading texts easily and quickly, as well as increase their motivation and interest to be fully involved in the teaching and learning process.

Table 2 Dialog of Student Experience When Using LRD Strategy

Researcher:	Did you experience any obstacles when learning reading comprehension using the LRD strategy?
Student:	I experienced several obstacles, one of which was the lack of vocabulary which made it a little difficult for me to understand the reading.
Student:	No, because I use the LRD strategy very clearly and precisely for text reading comprehension and the LRD strategy is very interesting for me to continue learning well.
Student:	The obstacle that I experienced when applying the LRD strategy in reading comprehension was the lack of mastery of vocabulary which could make it difficult for me to understand the reading, but with the discussion I could ask other friends about things that I did not understand.

Based on the students' responses above, it can be concluded that there are no obstacles related to the use of the LRD strategy, but there are some students who have obstacles related to their lack of vocabulary mastery, making it difficult for students to make conclusions from a text.

Table 3 Dialog on The Use of LRD Strategy as an Interesting Media for Students

Researcher:	Do the texts that given by the teacher interest you? Why?
Student:	yes, the text given by the teacher really interests me because the text given by the teacher is a narrative story text.
Student:	yes, it is very interesting because narrative stories make me want to have fun more in my opinion.
Student:	yes ma'am, very interesting, because the story is easy to understand and I like reading narrative stories.

Based on the students' answers above, it can be concluded that the students are interested in the text provided by the teacher and that the students prefer narrative stories because they are very easy to understand.

Table 4 Dialogue Using the LRD Strategy as a MediumThat Makes Students Active in The Classroom

Researcher:	Do you believe the teacher used the LRD method to get you involved in the reading process?
Student:	Yes, learning reading comprehension using the LRD strategy makes me more active in the classroom. In my opinion, LRD strategies are fun and not boring, because the process in LRD strategies is in the form of discussions that make reading comprehension lessons easier to understand.
Student:	In my opinion, using the LRD strategy as a medium for reading comprehension makes me more active in the classroom because I can exchange opinions with each other so that it can make it easier to understand the material that the teacher has given.
Student:	I think that using the LRD strategy as a tool for reading comprehension makes me a little more active in class than before using the LRD strategy because the LRD strategy attracts me to be more enthusiastic about understanding the material provided by the teacher.

Based on the students' comments above, it can be concluded that the teacher used the LRD technique to increase students' participation in teaching students to read and inspire them to participate in future classroom activities.

Table 5 Students Dialog About the Duration in Understanding the Text

Researcher:	Does it take you along time to read and understand a text using the LRD strategy?
Student:	In my opinion, using the LRD strategy in reading lessons can help me to understand the text more easily and automatically takes more time to understand the reading text.
Student:	My experience since the implementation of LRD strategies in the teaching and learning process, especially in reading comprehension lessons, I understand the text more easily and take more time to read the reading text.
Student:	What I feel since the application of LRD strategies in the teaching and learning process, I am a little easier to understand the reading text and the time I need is quite long because I master the English vocabulary, so my obstacle in understanding the text is the lack of vocabulary so that I need quite a long time to understand the contents of the reading text.

Based on the data provided by the students, it can be concluded that most students understand the content of the reading text quickly because the teacher uses the LRD technique to help them learn and teach reading comprehension in particular. Additionally, when using the LRD strategy, students understand the reading text faster than before.

Table 6 Students Dialog About Interest in Reading English Text Outside the Classroom

Researcher:	Other than in English class, are you interested in reading and understanding English texts?
Student:	Of course, I like to read text When watching movies or listening to music I often read and analyse song lyrics or movie dialogues in English. This helps me not only understand the content, but also the context and nuances of the language.
Student:	I am interested in reading English texts when interacting on social media. I often communicate in English on social media platforms. This helps me to understand how people use language in informal and contemporary contexts.
Student:	I'm not interested in reading English texts, the reason I don't like English is because I think English is a difficult language to understand,

starting from the different pronunciation and spelling.

It is also important to take into account in looking at other related publications deal with the use of LRD strategy in teaching Reading. These two researches were conducted by Dwiono (2017) and Sudibyo et.al, (2020). The first study was experimental research was used in this work. In SMK Muhammad Aimas, study was carried out, and 22 pupils were used as samples. There were two courses with 11 students in each: the experimental class and the control class. The researcher created a journal analysis report with the following themes: The Challenges Students Face in Reading Comprehension Vocabulary can grow through reading as well. Reading is the process of learning a language so that one can communicate and share ideas. Students will become confused and unable to comprehend what they are reading if they do not comprehend it. Initial observations made at school indicate that children' reading levels are low. Students struggle to comprehend what they read. Many pupils fall short of meeting the KKM requirements. The Role of LRD in Enhancing Reading Understanding, the study's findings indicate that employing the LRD technique greatly enhanced pupils' reading comprehension. After using the LRD approach, students who were placed in the experimental group achieved high test results. This is so that students may better utilize their prior knowledge thanks to the LRD technique. Students who learn about the reading book beforehand will be better able to identify the lesson, which piques their interest and gets them eager to read. The students were paying attention during the "listening" process after the researcher used the Listen-Read-Discuss (LRD) technique to teach them. This further demonstrated the value of LRD.

Students were thrilled when the researcher asked them to read a piece. The students then engaged in lively group discussions on the reader during "discuss." The author came to the conclusion that there is a noteworthy impact of the LRD technique on students' reading comprehension of narrative texts in the eleventh grade at SMK Muhammadiyah Aimas, Sorong, based on the analysis of the data. It is established that the mean score of the post-tests is greater than the mean score of the pretest based on the means of the pre- and post-tests in the control and experimental classes. It indicated that following treatment, the student's reading comprehension had improved.

LRD is an effective strategy for getting reluctant readers involved in class discussions. This indicates that the LRD technique is the one that increases students' background knowledge for text comprehension. In order to teach reading comprehension, it might be an active learning strategy for both the teacher and the students. The medication that the researcher provided caused the rise to happen gradually. By activating prior information, the LRD technique

enhances pupils' knowledge. Terms or words in the reading text are easier for students to understand. Students benefit from increased prior knowledge and increased engagement in their studies as well. It is also simpler to instruct teachers. Students are taught to readily comprehend the text's contents through the LRD approach.

On the other hand, the second study, was a case study was employed. 36 pupils were selected as samples for this study, which was carried out at Lampung's Private Islamic Senior High School. One of the fundamental English language abilities is reading. Reading can help you comprehend the text's substance better. Vocabulary can also be improved by reading. Students will be perplexed and unable to comprehend what they read if they do not comprehend what they are reading. The method of instruction and the choice of resources are the main issues in reading comprehension instruction. The students' propensity for reading slowly. Teachers are unsure about their ability to select the appropriate reading materials for the text. Instructors mostly use the English textbooks that are available, so they don't need to make any changes. The teacher in this study helped the pupils learn reading comprehension by implementing the LRD technique. Teachers must have a structure in place before they can begin teaching their students reading comprehension. At this point, the teacher leads the pre-activities. For example, the teacher welcomes the student, gives the student, brainstorms with the student to pique their curiosity, and helps the student complete the job. The instructor then leads exercises and delivers the text's content in the customary lecture format. The teacher allows the students to read the same content in the textbook during activities. The instructor divides the class into groups and gives each group enough time to study a subject in more detail. After doing some preliminary study at a private senior high school in Lampung, the teacher checks and helps with comprehension by providing the score, reflecting, and closing the meeting. Despite using the Listen-Read-Discuss method of instruction, the teacher's reading comprehension skills were still lacking in the student population. The study's findings indicate that employing the LRD technique greatly enhances pupils' reading comprehension. When teaching reading comprehension with LRD, the classroom environment was one in which the pupils were engaged and eager to follow directions. However, some appeared less receptive, bored, distracted, or even made noise and talked. The researcher hypothesized that teaching reading comprehension by LRD was still less effective and maximal based on the evidence gathered from observation.

Even though the instructor followed protocol meticulously, there were certain issues that the instructor was unable to resolve throughout the lesson. The teacher's poor time management was the problem. The teacher hurried through some of the LRD sequence steps. There was not enough time for the

teacher to reflect or provide feedback to the kids. She didn't address the kids' struggles with learning reading comprehension through LRD; she only talked about the content.

Based on the students' answers above, it can be concluded that students' interest in reading English texts outside of class has started to increase. there are some students who like to read English texts because they often see English text or English videos on social media. there are also some students who are not interested in reading English texts because they think English is very difficult to understand, so they feel bored when reading English texts.

While studies have investigated the effectiveness of the LRD strategy from the students perspective, there is less research on the experiences and perspectives of teacher who implement LRD in their classroom. What becomes this study different from the previous ones is on the focus itself. While others' focus is on the effectiveness in enhancing reading comprehension and critical thinking skills among students, this study indicates that implementing the LRD strategy leads to improve reading comprehension across subject areas. By engaging in active and collaborative discussions, students are better able to understand and interpret texts. However, it is important to note that the specific outcomes may vary depending on factors such as instructional implementation, students demographics, and the nature of the texts being used.

Conclusion

What makes this study intresting is due to the use of LRD strategies to improve students' reading comprehension can provide benefits for them. They may draw several conclusions based on their findings and the debates that have taken place. When using LRD strategies, students are more motivated before teaching reading comprehension and are able to understand texts more quickly and accurately as a result of increased participation in the teaching and learning process. Students are more eager to apply the LRD technique to improve their reading comprehension. LRD strategies assist students in keeping their attention on the ongoing lesson plan being taught. In addition, there are opinions that reading classes can benefit from the application of LRD strategies.

But, it should be also highlighted that the implementation the LRD strategy can be time-consuming, especially in classroom with limited instructional time. The process looking at text, Reading it, and then engaging in group dicscussion may require more time than some other reading comprehension strategies. If the students lack Strong communication or discussion skill, the quality of the discussion phase may suffer too.in group discussion, some students dominated the conversation while others less inclined to participate actively. Students might struggle to apply the

comprehension strategies learned during LRD activities to indpendent reading or assessment tasks. For those wekanesses exist, students can often be mitigated through thoughtful instructional planning, teacher support, and ongoing assessment and refinement of the LRD strategy to better meet their needs of different learners.

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