Tujuan dari penelitian ini adalah untuk mengetahui apakah menggunakan strategi LRD dapat meningkatkan pemahaman membaca siswa kelas X-1 SMA Negeri 1 Musuk Boyolali pada tahun ajaran 2014/2015 dan untuk mendiskripsikan kondisi kelas selama implementasi strategi LRD pada peningkatan pemahaman membaca siswa kelas X-1 SMA Negeri 1 Musuk Boyolali pada tahun ajaran 2014/2015.


Berdasarkan hasil penelitian, strategi Listen Read Discuss (LRD) dapat meningkatkan pemahaman membaca siswa. Siswa dapat (1) mengidentifikasi ide pokok; (2) menemukan detail informasi; (3) menemukan reference; dan (4) menemukan sinonim kata. Peningkatan pemahaman membaca siswa juga dapat dilihat dari nilai. Hasil dari pre-test adalah 69.95, dan post-test I meningkat menjadi 70.00 dan meningkat menjadi 78.76 pada post-test II. Disamping itu, kondisi kelas juga menjadi lebih aktif dan percaya diri, ketika mereka ingin bertanya dan menjawab pertanyaan; (2) siswa menjadi tidak bosan selama kelas membaca; (3) siswa menikmati dan memberikan perhatian mereka saat proses pembelajaran dan kelas membaca menjadi lebih efektif; (4) siswa menjadi lebih antusias pada kelas membaca. Kesimpulan dari penelitian ini adalah strategi Listen Read Discuss (LRD) dapat meningkatkan pemahaman membaca siswa kelas X-1 SMA Negeri 1 Musuk Boyolali tahun ajaran 2014/2015.

Kata kunci: Strategi Listen Read Discuss (LRD), Pemahaman Membaca, Penelitian Tindakan kelas.
IMPROVING STUDENTS’ READING COMPREHENSION THROUGH LISTEN-READ-DISCUS (LRD) STRATEGY
(A Classroom Action Research at Class X-1 of SMA Negeri 1 Musuk Boyolali in 2014/2015 Academic Year)

By:
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ABSTRACT

The aims of this research are to find out whether the use of LRD strategy can improve the students’ reading comprehension at class X-1 of SMA Negeri 1 Musuk Boyolali in 2014/2015 Academic year and to describe the class condition during the implementation of LRD strategy in improving the students’ reading comprehension for the class X-1 of SMA Negeri 1 Musuk Boyolali in 2014/2015 Academic year.

This research was a classroom action research. It was conducted at SMA Negeri 1 Musuk Boyolali. The subject of this research was the tenth grade X-1 students of SMA Negeri 1 Musuk Boyolali. In this research, the researcher conducted two cycles. Which consisted of planning, implementing the action, observing, reflecting, and revising the plan, and ended by post-test. To collect the data, the researcher used test, observation, interview, questionnaire and document. In analyzing the data, the researcher used qualitative and quantitative data analysis.

Based on the result of the research, Listen Read Discuss (LRD) strategy can improve the students’ reading comprehension. The students can: (1) identify main idea; (2) find detail information; (3) find reference; and (4) find synonym of word. The improvement of the students’ reading comprehension can also be shown by the score. The result of the pre-test was 62.95, in post-test I increased to 70.00 and increased to 78.76 in post-test II. Besides that, the class condition also improves as follows: (1) the students were more active and confident, when they were eager to ask and to answer the questions; (2) the students were not bored during reading class; (3) the students enjoyed, and they paid attention in teaching learning process and the reading class was more effective; (4) the students were more enthusiast in reading class. The conclusion of this research is Listen Read Discuss (LRD) strategy can improve the students’ reading comprehension at class X-1 students of SMA Negeri 1 Musuk Boyolali in 2014/2015 academic year.

Key words : Listen Read Discuss (LRD) Strategy, Reading Comprehension, Classroom Action Research.
INTRODUCTION

English is one of important subjects because it is an international language. Most of the people in the world use English not only to communicate but also to transfer knowledge. In Indonesia, English is a foreign language especially in school. Foreign language is important to be taught and learned for Indonesian students that are formally from elementary school up to senior high school. In learning English, four skills have to be learned by students. They are listening, speaking, reading and writing. Those skills are integrated each other.

One of the skills is reading. According to Metra (2012: 2) reading is a basic skill that should be mastered because the reader can get detail information scientifically and it will get to improve the knowledge. Moreover, Simanjuntak (1998:4) states that Reading comprehension is not just reading with a loud voice, but it is established to understand the meaning of word, sentences, and paragraph sense relationship among ideas as it is through concepts. From those statements, reading comprehension is very crucial for the students. It was very important to master reading comprehension by implementing the experience of learning the language in real life.

One of strategies to teach reading is Listen Read Discuss. McKenna (2002:94) states that Listen Read Discuss is a strategy especially designed for struggling readers. Its three stages represents before, during, and after stages of all reading lesson format. Listen, Read, Discuss allows the students to hear from the teacher first before even reading. In doing this it builds the students prior knowledge before reading the text. This then draws the struggling readers into the
discussion because the text is discussed before read. This activity is used for
before and during the reading. LRD does not work individually so it must be done
in either small groups or the whole class. Listen Read Discuss (LRD) strategy is
the strategy that build students’ background knowledge in comprehend the text. It
might be active teaching in learning for the students and the teacher in teaching
reading comprehension.

In this study from the result of preliminary research conducted at SMA
Negeri 1 Musuk Boyolali in the 2014/2015 academic year, the mean score in
reading comprehension was 67 so the students’ achievement in reading
comprehension was still low. The students were difficult to find main idea, detail
information, reference, and meaning of words in the text. The problems also come
from the class condition. The students were passive, felt bored and did not enjoy
the lesson, besides that they were less interested in reading subject.

There were various causes of the problems above, coming from the
English teacher, the students themselves, and the facilities. From the English
teacher, the teachers’ way in explaining the materials was clear enough but they
taught the students monotonously, less variety, and less attractive so the students
became bored, not interested in reading activities. That was seen from the teacher’s
strategy in teaching learning process. They just read the text without
comprehending the text. Then, the teacher just asked the students to do an
assignment without paying attention whether the students understand or not about
the text. From the students themselves, they were difficult in comprehending
about the text because the students had poor vocabulary. The students had lack
of motivation and attention in learning reading because they thought that reading was a difficult subject and they did not understand what they read, because they had no concepts in reading material. The last from the facilities, there was no support from the environment aspect like LCD, adequate books in the class so teaching learning process was less effective.

Then, the standard minimum score (KKM = Kriteria Ketuntasan Minimum) of this school is 72, but the researcher finds the mean score of the students is still 67. The students could not achieve this grade because of the problems mentioned above.

To solve the problems above, Listen Read Discuss (LRD) Strategy is employed. The improvement of reading comprehension target depends on the reading strategies completion. It means the completion refers to successful reading indicators. In other word, the strategy of teaching reading is very important to influence the students’ success in reading. Manzo & Casale (1985: 732) state LRD is a reading literacy strategy which helps students comprehending text. LRD is a powerful tool for engaging struggling readers in classroom discussion. So, the researcher has big expectation that LRD strategy can improve the students’ reading comprehension when teaching learning process of class X-1.

The aims of this research are: (1) To find out whether the use of LRD strategy can improve the students’ reading comprehension at class X-1 of SMA Negeri 1 Musuk Boyolali in 2014/2015 Academic year; (2) To describe the class condition during the implementation of LRD strategy in improving the students’
reading comprehension for the class X-1 of SMA Negeri 1 Musuk Boyolali in 2014/2015 Academic year.

RESEARCH METHODOLOGY

This research was conducted at SMA Negeri 1 Musuk Boyolali. The school is located at Manggung Sukorejo, Kecamatan Musuk Kabupaten Boyolali (0276) 323600. From April until June 2015 in the 2014/2015 Academic Year.

The subject of the research was the students of class X-1 of SMA Negeri 1 Musuk Boyolali. There were 21 students in the class which consisted of 5 boys and 16 girls. The reasons to conduct CAR in this class were because from the result of preliminary, the mean score in reading comprehension was 67 which meant that the students’ achievement in reading comprehension was still low. Moreover, based on the observation the students felt bored and the students did not enjoy the lesson, besides that the students were less interested in reading subject.

The method was classroom action research (CAR). Kemmis-Hopkins (2008: 48) considers action research as a form of self-reflective inquiry undertaken by participants in social (including educational) situation in order to improve the rationality and justice of (a) their own social or educational practices; (b) their understanding of these practices; and (c) the situations in which the practices are carried out.

The model of this classroom action research was based on the model developed by Kemmis and McTaggart (In Burns (1999: 32)). They states that
action research occurs through a dynamic and complementary process, which consists of four essential moments of planning, action, observation and reflection.

The researcher took two cycles. Each cycle used six steps, they are: identifying the problem, planning, implementing the action, observation, reflection, and revising the plan.

In the Classroom Action Research, the techniques of collecting the data were tests and non-tests. In test, there were: pre-test and post-test. In non test, there were observation, interview, and document (lesson plan, classroom material, students’ answer sheets, field notes, photographs). The result of the use of Listen - Read - Discuss strategy can be seen in reading test. The observation was being done by the researcher as the observer.

In analyzing the data, the researcher used qualitative and quantitative data analysis. In Qualitative Data Analysis, the researcher used interactive model by Miles and Huberman (1994 : 10) it could be explained that: (1) Data Collection: the researcher collected the data from the interview with the students and the English teacher, and then observed the teaching and learning process, and class condition. The researcher also gave questionnaire to the students, and pre-test to know the students’ reading ability. At the end of the data collection stage, not only have collected our data, but also established a number of hypothesis, constructs or categories that begin to explain what is happening in the classroom; (2) Data Reduction: the process selecting, focusing, simplifying, abstracting and transforming the data appear in written up field notes. After all the data has been collected through interviews, observation, questionnaire, and documentation, the
researcher focused issue to the problems statement. Thus, the data gives a description clearly; **(3) Data Display**: an organize assembly of information that allows conclusion drawing and action taking. It can help us to understand what is happening and to do further analysis or action based on the understanding; **(4) Conclusion Drawing and Verification**: Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implications for the questions at hand. Verification, integrally link to conclusion drawing entails revisiting the data as necessary to cross-check or verifies these emergent conclusions. This step was very important to be done in order to get the conclusion.

In quantitative data analysis, the researcher analyzed the test score of reading test, a statistical technique was used to find the student’s mean score. The data from the test are analyzing in order to prove whether or not teaching reading using Listen Read Discuss (LRD) can improve students’ reading comprehension. The tests were conducted pre-test and post-test. The mean of pre-test and post-test, then were calculated.

**RESULT OF THE RESEARCH**

This research was conducted by using a classroom action research, it consisted of two cycles. It was conducted in class X-1 of SMA Negeri 1 Musuk Boyolali in 2014/2015 academic year. During the action, the researcher, Dewi Sri Murni (DSM) was helped by Mr. Sunardi, S.Pd (S) as the collaborator. This research was conducted in three months from April until June 2015.
Before conducting the research, the researcher conducted the interview with the English teacher and the students which were held on October 23, 2014. The questions discussed general condition in English class, the problem faced by the students in reading material, and the kinds of strategies that conducted by the teacher in teaching learning process. The results of the interview are the students thought that English was difficult and the problems faced by them were mainly about reading comprehension.

The researcher also conducted the pre-observation which was held on October 24, 2014. It was to observe the process of teaching learning in students and teachers’ reading activities before implementation the action. It was held at SMA Negeri 1 Musuk Boyolali. There are 21 students in the class. In this class, the teacher actually dominated the classroom activity then it made the students passive in the class and less motivation to learn reading material.

After that, the researcher delivered the questionnaire to know the students’ opinion about English subject especially reading. Based on the result of questionnaire before the implementation of CAR, it was found that the students still had low motivation in learning reading English text and they had difficulties in comprehending the English text, and still confused how to identify the main idea, detail information, reference and synonym of words from the text.

Then, the researcher conducted the pre-test which was held on May 7th 2015. There were consisted of 50 questions about description place, person, thing, etc in descriptive text. It was multiple choices, that there were five possible answers. The students consisted of 21 students. The mean score of students’ pre-
test was 62.95. It was still low, because the English Standard Minimum Score of SMA Negeri 1 Musuk Boyolali is 72.

In the first cycle, there were three meetings. Two meetings were for learning process then one meeting was for post-test 1. The first meeting was conducted on Friday, May 8th, 2015. The second meeting was conducted on Wednesday, May 13th, 2015. After observing and reflecting the action, the researcher found several strengths and weaknesses. The strengths were: (1) The score was improved. From the result of post-test 1 there was an improvement of the students’ reading comprehension. Their mean score was improved from 62.95 to 70.00; (2) The students enjoyed working in group. By using Listen Read Discuss strategy they shared their difficulties with the others; (3) Listen Read Discuss strategy could help the students to build their background knowledge before they read; (4) The students’ motivation improved with LRD strategy. The weaknesses were: (1) The students had poor vocabulary, they mostly depended on the dictionary when they did the exercise, so this made so far to answer the question so they could not finish their exercise well; (2) The students could not manage the time well, they did not pay attention to the time given and they were still confused with the strategy so the researcher repeated the explanation how to apply this strategy effectively.

From the reflection of cycle one, the researcher was not satisfying with the result. So, the researcher decided to use a new media of teaching, namely videos and jumble picture in the cycle two. The first meeting held on Wednesday, May 27th, 2015 and the second meeting held on Tuesday, June 09th, 2015. After
observing and reflecting the action, the researcher found that there were some improvements in the cycle two. They were as follow: (1) The students’ reading comprehension were improved. It could be seen from the second cycle, the mean score in pre-test was 62.95 And it was increased up to 70.00 in post-test I. While the mean score of post-test I was 70.00 and it was increased up to 78.76 in the post-test II. All of the students in class X.1 achieved good score, more than standard minimum score (KKM = 72); (2) The students became more active because they were eager to ask and answer the questions; (3) The students’ motivations were improved through Listen Read Discuss (LRD) strategy, such as they were interested and enthusiastic to join in the English class; (4) The Listen Read Discuss strategy could help the students to build their background knowledge before they read.

**DISCUSSION**

This section discussed research finding from the first cycle and the second cycle. The students’ improvement in reading comprehension and class condition when applying Listen Read Discuss (LRD) strategy in teaching learning process are described here.

In teaching learning process using LRD strategy the students were not bored and not lazy to follow the English lesson. There was improvement of students’ motivation. In fact before using this strategy the students did not focus and were passive in the class. To overcome the problems, the students were asked to form group for discussion. As a result, the students in class X.1 were easier comprehending the text, because they had background knowledge before they
read and discussing with their group. It was very important for the English teacher to know the weaknesses of the students in English class, so it could make appropriate strategy in teaching learning process.

The result of improvement of the students could be seen on the result table as follows:

**The table of result of the research**

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-test</td>
</tr>
<tr>
<td>1. Identify the main idea of the text.</td>
<td>45.42</td>
</tr>
<tr>
<td>2. Find detail information from the text.</td>
<td>71.79</td>
</tr>
<tr>
<td>3. Identify reference words from the text.</td>
<td>67.85</td>
</tr>
<tr>
<td>4. Identify the synonym words from the text.</td>
<td>67.46</td>
</tr>
<tr>
<td><strong>Mean of the score</strong></td>
<td>62.95</td>
</tr>
</tbody>
</table>

Based on the table above, the researcher concluded that Listen Read Discuss strategy could improve students’ reading comprehension. The improvement happened in the indicators in every cycle. It could be explained as follows: (1) In the cycle one, some students were difficult in identifying main idea of the text. But in cycle two the students began to understand to identify main idea in paragraph seen from the improvement of students score. In the pre-test, it was 45.42 increased up to 58.34 while post-test I was 58.34 increased up to 69.23 in the post-test II. It means that the students’ score of identifying main idea seemed better than previous; (2) In this phase the researcher taught the students to use scanning in finding detail information. In Listen the students received the material
and Read the students could practice the text in finding detail information. The students began to know how to find detail information from the text. From the table above it could be seen the improvement of students score. In pre-test, it was 71.79 increased up to 78.75 while post-test I, it was 78.75 increased up to 86.61 in the post-test II. It means that the students’ score of finding detail information seemed good progress; (3) In cycle 1, most of the students still did not understand to identify reference from the text, but in cycle 2 they could understand and answer the questions well about finding reference from the text. In pre-test, it was 67.85 increased up to 74.20 while post-test I, it was 74.20 increased up to 86.50 in the post-test II; (4) In cycle 1, the students had difficulty in identify synonym of words from the text, they could not find the synonym words correctly. They also depended from the dictionary, so if they did exercise, they were still confused without the dictionary. But in cycle 2, the students could find the synonym of words and answer the questions correctly. It could be seen from the improvement of the students score about identifying the synonym words from the text. In pre-test, it was 67.46 increased up to 67.76 while post-test I, it was 67.76 increased up to 75.00 in the post-test II.

In addition, it could also be seen of the improvement of the students reading comprehension score. Mean score from pre-test 62.95 increased up to 70.00 (post-test I) and then from the post-test I 70.00 increased up to 78.76 (post-test II). It means that there is through LRD strategy can improve the students’ reading comprehension.
CONCLUSION AND SUGGESTION

Conclusion

Based on the result discussion and analyzing the data which were obtained from the Classroom Action Research, the researcher described the conclusion as follows:

1. Teaching reading using LRD strategy could improve the students’ reading comprehension especially at class X.1 of SMA N 1 Musuk Boyolali. It proved by the result the students’ mean score pre-test and post-test I improved from 62.95 to 70.00 and in cycle 2 between pre-test and post-test II improved from 62.95 to 78.76. These result higher than KKM (72) SMA N 1 Musuk Boyolali, which is a little evidence about LRD strategy was effective and suitable strategy for teaching learning process. Besides that, the students more understand indicators of reading included: (1) the students can identify the main idea in paragraph; (2) the students can find detail information from the text; (3) the students can identify reference words from the text; (4) the students can find the synonym of words from the text. The improvement was clearly seen on their score in every cycle.

2. The application of LRD strategy can improve the students reading comprehension and then it could motivate the students. The class condition when LRD strategy implemented was enjoyable and interested. LRD strategy gives good effect to the students’ reading comprehension.

   The students were more confident when shared their idea with their friends and comprehend the text easily. This strategy is it can build the students’ prior
knowledge before they read a text, it helps the students to comprehend the material presented orally and improve student’s reading comprehension, then the students have critical thinking and creative in learning and understanding the text because they have given opinion and response about what they read, they can integrate their ideas.

**Suggestion**

After conducting the research, the researcher tries to give some suggestions for the English teacher, the students, and the school.

1. **For the English teacher**

   The English teacher should use the right strategy for the teaching learning process to make students active and interested in the class. The teacher should create a good atmosphere for the students in the class so that the students enjoy learning English. The teacher also gave stimulation to the students to make them more confident to try answering the questions when teaching and learning process. Especially for students at class X.1, the teacher should increase the students’ vocabulary, it will help the students to solve their problem in reading comprehension. LRD strategy is an alternative strategy in teaching reading, because the stages will make the students are enjoyable English teaching reading comprehension, and by using LRD strategy the teacher can make various topics in teaching. So, the students not bored and interested to comprehending the text.

2. **For the students**

   The students should be more confident to try and practices answer the questions when teaching and learning process. They should be more active
and creative in learning English. The students must increase their vocabulary mastery in order to comprehend the text easier.

3. For the school

The school can support from the environment aspect like LCD, adequate books in the class so teaching learning process was effective. The school can improve the quality of education in English language teaching.

**BIBLIOGRAPHY**


