

# Boosting Reading Comprehension in Narrative Texts: Employing the Listen-Read-Discuss Strategy for Eighth Grade Students at SMP Panti Budaya

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## Abstract

This research was primary conducted to prove that the application of Listen-Read-Discuss Strategy could improve their reading comprehension the eighth-grade students of SMP Panti Budaya and to describe their responses towards the application of Listen-Read-Discuss Strategy in the processes of learning speaking skill. This research is Classroom Action Research which was performed in two cycles. Each cycle consisted of three meetings. The quantitative data analysis showed that the students mean score increase continuously from 14 in Pre-Test, 59,44 in Formative Test and 76,77 in Post Test. The qualitative data analysis showed that the students gave good responses towards the application of Listen-Read-Discuss Strategy. They felt more enthusiastic and motivated to learn reading after Listen-Read-Discuss Strategy was applied. To sum up, the application of Listen-Read-Discuss Strategy could improve students' reading comprehension. It is advisable that English teachers should try applying Listen-Read-Discuss Strategy in teaching reading.

## Keywords

Reading Comprehension, Listen-Read-Discuss Strategy, Narrative Texts

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## Introduction

Reading is communication between the reader and the writer where the reader tackles what the writer means. The teacher has to be able to create a teaching technique in reading comprehension in order to make the students active in class. It can give someone amusements,

knowledge and insight. By reading, one is enriched with knowledge, something new which he does not know so far. At least, some of the language sticks in their minds as part of the process of language acquisition by reading one can also acquire language.

The reader encodes the reading passage and tries to understand what the writer wants to deliver. Reading comprehension is important because it can help the students to find information about the general knowledge or the subject of school. Today there were so many books written in English. Since the student's study at the elementary school, junior high school, they have been taught English. Klingner (2007: 8) says that reading comprehension involves much more than readers' responses to text. Reading comprehension is a multi-component, highly complex process that involves many interactions between readers and writers. Reading comprehension is centered on the ability to derive meaning from the text. Without comprehension, students do not really comprehend the text and get nothing as knowledge or experience. It is the teachers' responsibility to help the students to comprehend the text.

Based on the background of the study, the problems of this study were formulated as follows:

1. Do the students' reading comprehension achievement improved after having been taught with Listen- Read- Discuss Strategy in Narrative Text?
2. How many students achieve beyond the passing grade (KKM)?

The objectives of this study were formulated as follows:

1. To find out if the students reading comprehension improves after being taught with LRD Strategy.
2. To find out how many students achieve beyond the KKM.

The findings of the study are theoretically expected to strengthen and support the theories about applying Listen-Read-Discuss strategy in teaching reading comprehension.

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## Literature Review

### Reading

Reading is one of the aspects of language skills that affects student success in understanding various learning materials. According to Khand (2004:1), reading is one of language component that should be mastered smoothly in any languages, everyone generally knows that reading is a skill that comes from experience and needs to be constantly improved through different types of reading material. Reading is an ability that we can quite easily take for granted. Lucantoni (2005:29) says, there must also be an interaction between the text and the receiver, Reading is form of communication between the reader and the writer. In the reading process, a reader must understand and catch the main idea of the text.

### Reading Techniques

There are many techniques that we can use to make our reading easy. According to Mikulecky and Jeffries in Rahmad (2008), state the reading can help much more if we can read well. The

techniques are: Scanning is a technique you often use when looking up a word in the telephone book or dictionary; Skimming is technique used to quickly the main ideas of the text.

### **Reading Comprehension**

The main purpose of reading is comprehension. Reading comprehension is an attempt to understand, evaluate, and recognize the author's idea of reading text. A reader needs comprehension to catch the content of message or information from the text. Snow (2002:11) states, reading comprehension is defined as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. The processes of constructing meaning is the process in which the reader combines their prior knowledge with the additional information from a text, draws the meaning of words, and connect it to reach the clear understanding of the written text.

Martin (1991:7) states, reading comprehension requires motivation, mental framework for holding ideas, concentration and good study technique. It means that in order to be successful in reading comprehension, the reader needs to motivate him/herself to concentrate on reading, try to form the mental frameworks for holding ideas, and the reader must have a good technique in reading. The process of comprehending involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message.

### **Listen Read Discuss (LRD)**

According to Monzo & Manzo (1995), Listen-Read-Discuss (LRD) strategy is a comprehension strategy that builds students prior knowledge before they read a text. This is a powerful tool for engaging readers with difficulty in class discussions. Because the content is initially discussed orally, students cannot read the entire text on their own to gain at least a surface-level understanding of the reading. The students had less prior knowledge of the content acquired during the listening stage, allowing them to understand the text more easily.

During the reading stage, The Listen-Read-Discuss strategy is relatively easy to create because it can improve students' understanding of many lessons. there are procedures of LRD as follows:

1. Listen: Teacher presents a lecture on the content of the reading that includes a graphic organizer of the information you discuss.
2. Read: Students read the selection, guided by idea that the reading may provide another understanding or interpretation of the content.
3. Discuss: Students discussion of material. Encourage students to reflect the differences between their reading of the content and presentation.

(LRD) strategy helps students read texts because the whole process of teaching reading using the Listen-Read-Discussion strategy will enable students to read. They will interact with others to discuss the target language options. In this strategy, students will be motivated to get the meaning of the text.

### **Narrative Text**

Narrative text is a text which contains about a story in the past, and it may be a fiction or nonfiction story. The purpose of this text is actually to entertain the reader. Narrative text is

one kind of text taught in grade eight in junior high school. Siahaan and Shinoda (2008:73) state that narration is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways. Narrative uses conflicts among the participants, either natural conflict, social conflict or psychological conflict. In some ways, a narrative text combines all these conflicts.

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## Methodology

### Research Design

This research was Classroom Action Research (CAR). Goodnough (2011:3) stated that Classroom Action Research was a type of classroom research carried out by the teacher in order to solve problems or find answer toward context - specific issues. It means that to begin the Classroom Action Research (CAR), the writer or teacher would need to identify and investigate problems within a specific situation.

### The Source of Data

Data collection was the systematic approach to gathering and measuring information from a variety of sources to get a complete and accurate picture of an area of interest. Arikunto (2002:126) states, that There are many methods that can be used to collect data. They are test, observation, questionnaire, and field notes.

### The Technique of Collecting Data

Here were some techniques in collecting the data of this research:

1. The writer gave Pre-test was intended to assess the pre-existing reading comprehension of the subjects which was administered in the first meeting before the writer gave treatment by applying Listen-Read-Discuss (LRD) Strategy in the classroom while post-test was given to the students in the last meeting. Pre-test and post-test were in the form of multiple-choice items consisting of 25 questions of pre-test and post-test.
2. The writer used observation sheet to find out the progress of the implementation of Listen-Read-Discuss strategy.
3. The writer gave the questionnaire to the students
4. Field notes used to help the writer to find out the progress of the students

### The Technique of Analyzing Data

The writer applied the following formula to calculate the students' score in order to measure the success of teaching learning process. The writer collected and analysed the quantitative data by computing their score of reading comprehension. To know the mean of the students' score, the writer will apply the following formula which was formulized by Best & Kahn (2002) as follows:

$$M = \frac{\sum x}{n}$$

Where:

M : The mean of students' score

$\Sigma x$  : The total score

N : The total number of students who do the test

To find the class percentage of students' score who pass the criterion minimum of completeness or Kriteria Ketuntasan Minimal (KKM), the writer applied the following formula which is also formulized by Best & Khan (2002) as follows:

$$P = \frac{R}{T} \times 100\%$$

Where:

P : The percentage of students who get the point  $\geq 70$

R : The number of students who get point above  $\geq 70$

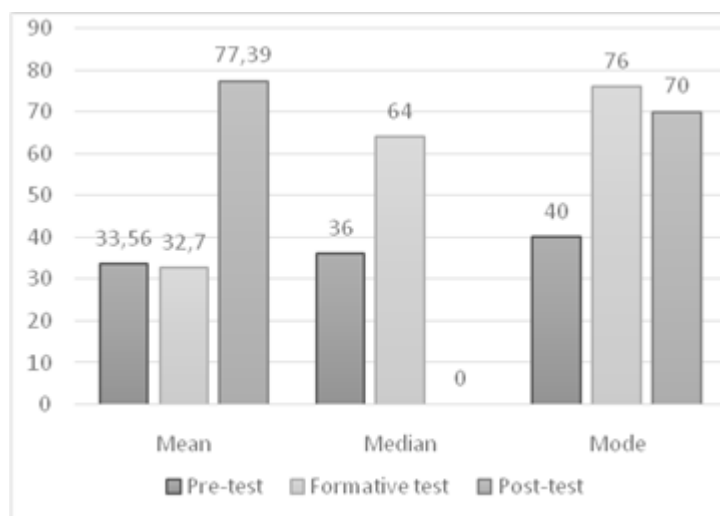
T : The total number of students who take the test.

## Findings

### Data Analysis

There are two types of data which were analyzed to find out the research findings, they are quantitative and qualitative data. the writer presents the quantitative data in the following chart.

**Chart 4.4 The Histogram of Quantitative Data**



From the result of the students' scores, it was concluded that the students mean score increases. It could be seen from the mean score in Pre-Test, Formative Test and Post-Test. In Pre-Test, the students' mean score is 15,33 while the students' mean score in the Formative Test is 60,78 and in Post-Test is 76,95. Then the Mode and Median of the students' score in Post-test are higher than Pre-Test. It means that there is an improvement of the students' reading comprehension through Inquiry Chart Strategy. The percentage of the students' achievement in-speaking-test is presented as follows:

**Table 4.5 Percentage of students' achievement who got score  $\geq 70$**

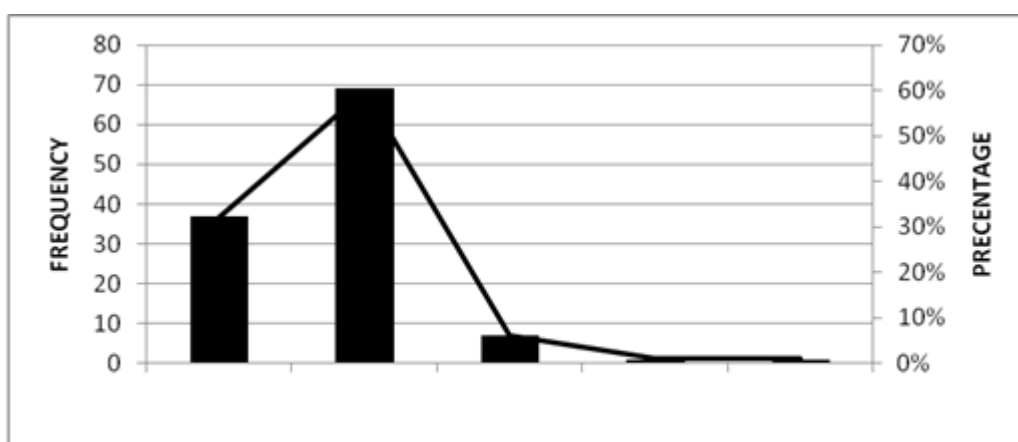
Students who got $\geq 70$	Pre-test	Formative-test	Post-test
	0	4	22
Percentages	0%	17%	95%

Questionnaire are filled in order to know the students' responses to the teaching-learning process through Listen-Read-Discuss strategy. Questionnaire is taken at the end of the research finishing to conduct research both in cycle I and cycle II. The questionnaire consisted of five items which can be seen as follows:

**Table 4.7 The Result Percentage of the Questionnaire**

No	Statements	Answer				
		SA	A	QA	D	SD
1	<i>Saya tertarik dengan listen read discuss yang digunakan dalam proses belajar dan mengajar</i>	5	18	-	-	-
2	<i>Saya mengerti materi pembelajaran yang diajarkan guru dengan menggunakan listen read discuss</i>	8	13	2	0	0
3	<i>Saya termotivasi membaca menggunakan listen read discuss</i>	8	12	2	1	-
4	<i>Saya memiliki kesempatan untuk bertanya selama proses belajar mengajar</i>	7	13	2	-	1
5	<i>Listen read discuss strategy dapat meningkatkan pemahaman membaca khususnya pada teks narrative</i>	9	13	1	-	0

**Chart 4.6 The Histogram of the Responses of Questionnaire**





Based on the result of questionnaire, it is concluded that the student's responses towards learning teaching process of reading comprehension by using Listen-Read-Discuss Strategy are good, and their reading comprehension also improved by using Listen-Read-Discuss Strategy.

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## Discussion

Listen-Read-Discuss Strategy was applied to improve the students' reading comprehension to the eighth-grade students of SMP Swasta Advent Ujung Batu. The collaborator the English teacher and the writer collaboratively discussed the result of the study. They concluded that the use of Listen-Read-Discuss Strategy could be an effective way to help students in Reading. It is shown in histogram and table 4.4. In which the mean score of each test improved. The mean score of Pre-Test is 15,33. Formative Test is 60,78 and the Post-Test is 76,95. Those scores showed that the second cycle is better than the first cycle.

But in applying this technique, the writer faced some problems. Some problems faced by the writer, for example the number of the students, because there are so many students in that class. When the writer tried to approach some students, other students made some noises during teaching learning. Thus, the writer faced difficulty in managing them. The next problem is the background of their knowledge. Although every student has different background of knowledge, but almost all of the students in that class are not so clever. But nevertheless, the writer could apply this technique well because the students have willingness to study, they are also so active in asking some questions, and also because the writer has a collaborator that helped to conduct this CAR. The writer should often motivate them to study English because this language plays an important role in the global world. It is understandable that they have no good motivation in learning since they are still not mature enough.

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## Conclusion

After analyzing and discussing the data, the writer made the conclusions that listen-Read-Discuss Strategy can improve students' reading comprehension. It was found that the students' achievement of reading comprehension improved from Pre-Test to Post-Test after Listen-Read-Discuss Strategy is applied. The students' total mean score in Pre-Test is 15,33, the Formative Test is 60,78, and Post-Test is 76,95. Meanwhile, the students' score percentage who passed Mastery Minimum Criteria (Kriteria Ketuntasan Minimum) from Pre-Test is 0,00% (there is no students who passed the Mastery Minimum Criteria, the Formative Test is 21%, and Post-Test is 95%, the students' score percentage continuously increased in each test.

Therefore, it is concluded that Listen-Read-Discuss Strategy can improve students' reading comprehension successfully.

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