

IMPROVING THE ELEVENTH GRADE STUDENTS' READING ACHIEVEMENT THROUGH LISTEN, READ AND DISCUSS (LRD) STRATEGY AT SMAN 1 GERUNG

M. Asrul Hasby

English Lecturer Education Department, FBMB, Mandalika University of Education.
Indonesia

Corresponding Author Email: Muhammadasrulhasby@undikma.ac.id

ABSTRACTS	ARTICLE INFO
This study aims to find out Improving the eleventh grade students' reading achievement through listen, read and discuss (LRD) strategy at SMAN 1 Gerung. This research is carried out using random sampling techniques, where all individuals in the population, either individually or together are given the same opportunity to be selected as sample members. This sampling and research is based on the considerations and recommendations of the English subject teacher, based on these considerations and recommendations, the class to be researched is class 11 F as many as 38 students as an experimental class. From the results of the study, the average pre-test score of students was 61.05 with a standard deviation of 10.46. Meanwhile, the post-test students obtained with an average score of 68.10 with a standard deviation of 9.18. Based on the calculations carried out with the T-test, the t-test was obtained which is 7.26 with a t-table of 1.68 for the actual level using 5% or 0.05. This shows that the t-test is greater than the t-table, which is $7.26 > 1.68$, so H_0 is rejected and H_a is accepted. From the results of the assessment, it can be concluded that there is a significant effect in increasing student reading achievement in using the LRD strategy.	Article History: Received: May 14th 2025 Revised: May 23th 2025 Published: May 2025 Keywords: Reading Achievement, Listen Read and Discuss Strategy

INTRODUCTION

Reading is a crucial receptive skill in English, helping students expand their vocabulary and understanding of written material. Despite the availability of various reading resources, many students struggle to comprehend English texts, including those in their school materials. This difficulty may stem from monotonous and ineffective teaching methods that fail to engage students, leading to boredom and a lack of understanding. This is supported by Burner, that effective learning, including learning how to be an effective teacher, requires something to start it, something to sustain it, and something to keep it from becoming random or misdirected (Manzo & Casale, 2011). To fulfill what Burner said about what is needed for effective learning, teachers can use one of the strategies introduced by Manzo & Casale-Manzo, namely Listen-Read-Discuss. To enhance reading achievement, teachers need to adopt effective strategies that stimulate student interest and comprehension. One such strategy is Listen-Read-Discuss (LRD), which has been shown to positively impact reading achievement. Research indicates that LRD is particularly beneficial for students with limited vocabulary. LRD has been proven by Rusyida (2012) in her thesis that teaching

reading through the Listen-Read-Discuss strategy has a positive effect on students' reading achievement.

Preliminary research at SMAN 1 Gerung revealed that students' reading achievement was low, with many scoring below the minimum completeness criteria (KKM) of 75. Apart from that, through interviews with students, it was found that the majority of class XI students at the school still had difficulty understanding the text. Sometimes they also don't focus on learning because they lose sight of learning goals for their achievers and find it difficult to learn. However, areas of improvement are still available. English teachers there might be able to find other ways to make this strategy work better. Therefore, the researcher decided to describe the process of implementing Listen-Read-Discuss in reading classes and found more obstacles faced by teachers and students, especially with achieving goals.

RESEARCH METHODS

This research employed a pre-experimental design, specifically a one-group pretest-posttest study. This design involves administering a pretest (O1), applying a treatment (X), and then conducting a posttest (O2).

O1	X	O2
----	---	----

Where:

O1 = Pre-test

X = Treatment

O2 = Post-test

The population consisted of 383 eleventh-grade students at SMAN 1 Gerung for the 2024/2025 academic year. The sampling technique in this study is random sampling. Based on this data, the researcher conducted research on several class XI from all department. Then the researcher used the lottery method to determine the sample. After the draw, the results of class XI F came out and became a sample in this study. The sample taken was 38 students in grade XI Science 5 consisting of 19 female students and 19 male students. Most of the samples were 16 – 17 years old. Arikunto (2010, p. 265) "the data collection instrument is tools selected and used by researchers in their activities collect data so that the activity becomes systematic and made easier by it". In collecting the data, the researcher gave pretest before giving treatment, and the last is posttest.

1. Pre-test

According to Arikunto (2013, p. 85), One Group Pretest – Posttest Design is a research design that in its research activities is directly to one group of subjects, with observation conditions that are carried out without a comparison group, so that each subject is a control class for itself. Before doing the treatment, the researcher gave a pretest to measure the students' prior knowledge of reading achievement. The pre-test consisted of five questions which talk about report text, and the form of the test was multiple choice test. The researcher distributed the instrument to the students, and the researcher asked the students to answer the questions based on the text.

2. Post-test

After doing the treatment, the researcher gave posttest to know the students' improvement in reading achievement. The procedure was same as a pretest. According to Huges, there are many techniques that can assess the students' comprehension but the writer used one technique called: Multiple choice techniques are a technique. This technique can assess the student's reading.

RESEARCH FINDINGS AND DISCUSSION

This study examines the classification of students' pre-test and post-test results to evaluate reading achievement after the implementation of the Listen, Read, and Discuss (LRD) strategy. The pre-test was conducted before the treatment to measure students' reading achievement, while the post-test was conducted after the treatment to assess the increase in achievement. The results showed that the average score of students increased from 61.05 in the pre-test to 68.10 in the post-test. The percentage of students who achieved the Minimum Completion Criteria (KKM) also increased from 15.78% to 26.31%. Statistical analysis shows that the t-test value (7.26) is greater than the t-table (1.68), indicating a significant difference between the pre-test and post-test results. Thus, the null hypothesis is rejected and the alternative hypothesis is accepted, concluding that the LRD strategy significantly improves the reading achievement of eleventh grade students at SMAN 1 GERUNG.

Based on quantitative data collected from student scores, it was found that students experienced improvement during the learning process. The average student score on the second test was higher than the first test. Students were able to understand and read the text well and answer questions given by the teacher. This study aims to determine the improvement in students' reading achievement in report texts using the Listen, Read, Discuss (LRD) strategy. The results of the study showed an increase in students' reading achievement through the LRD strategy, as evidenced by the increasing average student scores. Quantitative data showed that the average student score on the post-test (68.10) was higher than the pre-test (61.05). The percentage of students who achieved a score of 75 also increased; from 6 students (15.78%) on the pre-test to 10 students (26.31%) on the post-test, with an increase of 10.53%. Qualitative data also supported this finding, indicating that the use of the LRD strategy successfully improved students' reading ability.

CONCLUSION

This research aims to improve the reading achievement of eleventh grade students through the listening, reading, and discuss (LRD) strategy at SMAN 1 Gerung. Using a random sampling technique, this study involved 38 students from class 11 F as an experimental class. The results showed that the average pre-test score of students was 61.05, while the average post-test score increased to 68.10. The results of the t-test showed a t-count of 7.26, greater than the t-table of 1.68, so H_0 was rejected and H_a was accepted. In conclusion, the LRD strategy significantly improves students' reading achievement.

BIBLIOGRAPHY

- Ambruster, Bonnie B., Frahn Lehr, Jean Osborn. (2003). *Put Reading First: The Research Building Blocks of Reading Instruction*. United States: CIERA.
- Arikunto, S. Arikunto, Suharsimi, (2002). *Prosedur Penelitian Suatu Pendekatan Praktek*. Rineka cipta. Jakarta.
- Arikunto, S. (2010). *Metode Peneltian*. Jakarta: Rineka Cipta, 173.
- Dolores in Aulia, Kinds of Reading, (http://slllc.ucalgary.ca/Brian/611/reading_kind.html), accessed on 25 Oktober 2015, p.7.
- Farida Rahim, Types of Reading. (http://slllc.ucalgary.ca/Brian/611/reading_types.html), accessed on 19 April 2005
- Hans, Anjali & Emmanuel Hans. (2015). Different Comprehension Strategies to improve Students' Reading achievement, (Online), Vol. 3 No. 6, (<http://www.eajournals.org/wpcontent/uploas/DifferentComprehensionStrategies-to-Improve-Student-ReadingComprehension.pdf>, retrieved, February 10th 2017)

- Hanapi. (2018). The Listen, Read, Discuss (LRD) Strategy in Improving the Student Reading Skill of Recount Text at SMP N 2 Buru. Thesis Unpublished. Harmer, Jeremy. 2001. How to Teach English. England: Longman.
- John J. De Boer and Martha Dallman, (1964). The Teaching of the Reading (New York : Holt, Rineheart and Wiston, Inc, 1964), Revised Edition. P.17
- Lutfiah. (2008). Improving Reading achievement by Using Authentic Material. Makassar: Thesis. FKIP Unismuh
- Lester, Julie H. (2002). Literacy and Learning: Reading in the Content Areas: Handbook IV for teachers in grades 5-8. Baton Rouge, LA: Louisiana Public Broadcasting.
- Manzo, Anthony V. and Ula Price Casale. (2015). Listen-Read-Discuss: A Content Reading Heuristic. Journal of Reading, Vol. 28, No. 8 (May, 1985), pp. 732- 734, (<http://www.jstor.org/stable/40029595>, retrieved, May 23rd 2017)
- Snow, Griffin, & Burns. (2005). An Understanding of The Principles and Uses of Assessment is Essential for All Teachers, And In Particular for Teachers of Reading, Journal of Reading Assessment, 2005, p. 357.
- Suharsimi, A. (2009). Dasar-dasar evaluasi pendidikan. Jakarta: Bumi Aksara.