

Improving students' reading comprehension by using listen, read, and discuss strategy at 5th semester English education department, IAIN Sultan Amai Gorontalo

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Abstract

This research aim to improve students' reading comprehension using Listen-Read-Discuss strategy. Two cycle of classroom action research were used in this research. Each cycle included two meetings. There were 15 students from 5th semester English Education Department, IAIN Sultan Amai Gorontalo that served as research participants. 20-question multiple choice tes and observation sheets of student and teacher activities were used as research instruments. Observation, tests, and documentation were employed as data collection methods. The findings suggested that using Listen-Read-Discuss strategy coul enhance students' reading comprehension. Before using Listen-Read-Discuss strategy, the average pre-tes score increased by 46.66 points, and after using Listen-Read-Discuss strategy, the average post-tes score increased by 71.33 points or 40% in cycle 1, and by 84.66 points or 87%, in cycle 2. It is suggested that English language teachers and learners can use Listen-Read-Discuss strategy in the classroom. For future research, it is recomended to obtain students' vocabulary using Listen-Read-Discuss, namely through the text they read.

Keywords: Reading comprehension, Listen-Read-Discuss (LRD) strategy.

INTRODUCTION

One of the language skills used to determine the content of texts and books is reading. Reading enables us to decipher the meaning of a reading text as well as gain information from it. Reading serves two purposes: reading for pleasure and reading to learn something or do something with the knowledge gained. Understanding a written text entails extracting as much information as possible from it as quickly as possible. Reading a text entails investigating the

information contained in it. When we read, we learn new information from the text. For example, when we glance at a notice board to check whether there is an item of special interest in a scientific journal, we use different reading strategy. Nonetheless, the article's location reveals that the reading aim has been met in each case. In the first case in point, a skilled reader will rapidly discard unnecessary material and locate what he is seeking for. In the second case, understanding the gist of the text is insufficient; more detailed comprehension is required.

Reading comprehension has an important role in learning, particularly learning to read. This is because students can develop reading skills with understanding. When reading, the most important goal is to achieve reading text. According to Asri, reading comprehension is the ability to understand the meaning of written messages.

Students in the fifth semester of IAIN Sultan Amai Gorontalo's English Education Department are also struggling with reading comprehension. When students do not grasp the reading text assigned to them, their learning outcomes suffer.

Based on observations made by researcher on fifth-semester English Education Department students, students had difficulties learning and understanding the texts they read. Students also lack knowledge about reading comprehension and vocabulary, which prevents them from properly understanding the text. Students cannot understand what the teacher explains in class because they lack prior knowledge and are less motivated to learn to read, particularly in terms of comprehension. Meanwhile, the goal of teaching reading is to prepare students to read texts effectively and efficiently. This implies that they must comprehend the text's content. They must understand the meaning of what is written as well as the structure of the text. Understanding English text, on the other hand, is difficult to learn because English is our foreign language. In the meantime, students must truly comprehend the text. It is critical for teachers to be concerned about teaching English, particularly reading comprehension. Teachers should use specific strategy to help, encourage, and motivate students to understand English texts during the learning process.

Based on the problem description above, the researcher is curious about the use of the Listen-Read-Discuss strategy in improving students' reading comprehension, considering Listen-Read-Discuss is a strategy to improving reading comprehension. So the researcher believe the strategy is appropriate for improving students' reading comprehension. Students benefit from the Listen step prior to reading. Students are also encouraged to compare their findings with those of their peers in the discussion forum.

LRD (Listen, Read, and Discuss) is a reading comprehension strategy in which students first hear (listen) the text they are reading, then begin reading (read) the text, and the hold discussions (discuss) about the text they are reading. According to Manzo and Manzo, the Listen-Read-Discuss (LRD) strategy is a comprehension strategy that builds students' prior knowledge before they read a text. This is a useful tool for involving difficult students in class discussion. This strategy significantly improves students' comprehension of a text. The Listen-Read-Discuss procedure, according to Manzo and Manzo, is as follows:

1. Listen: the teacher provides a lecture on the reading's content, which includes a graphic organizer of the information your discuss.
2. Read: students read the selection with the expectation that it will provide a different understanding or interpretation of the content.
3. Discuss: material discussion. Encourage students to reflect on the differences between their content reading and presentation.

When use during the teaching process, the Listen-Read-Discuss (LRD) strategy can help students understand reading texts. If this strategy is use, students will be motivated to understand the meaning of the text. Students are expected to be able to find information and improve their reading comprehension by using this strategy.

Based on the background description above, the researcher focused on this research using the research title “ Improving Students’ Reading Comprehension by Using Listen-Read-Discuss Strategy.”

METHODS

Researcher will employ classroom action research (CAR) in this research. Classroom action research is research done to improve the teaching and learning process while also enhancing student learning results. The purpose of this research was to see if the Listen-Read-Discuss strategy could Improve students' reading comprehension.

In this research, researcher will use the Kemmis and McTaggart model to do research, because the stages of the action are basic enough for researcher to understand.

The cycle system is known from Kemmis' research design. A cycle consists of a series of actions such as planning, action, observation, and reflection. The following is a description of the spin cycle:

1. Planning entails taking measures to improve or change desirable behavior and attitudes as a solution to problems.
2. Action, the execution of activities related to what the researcher undertakes in an effort to enhance, improve or is carried out in accordance with the action plan.
3. Observation, in this activity, the researcher examines the outcomes or effects of acts performed or enforced on students.
4. Reflection is a crucial aspect of CAR, because it allows you to understand the processes and outcomes that occur as a result of the activities you perform. The researcher analyses, observes, and considers the outcome of influence of the action in this activity.

This research will be conducted in two cycles, with each cycle consisting of two meetings. Each cycle has four steps; planning, action, observation, and reflection. An orientation tes is administered prior to the start of cycle one to determine students' basic knowledge of reading comprehension.

The subjects of this research were 15 fifth-semester English Education Department student from IAIN Sultan Amai Gorontalo. This research was undertaken of English Education Department at IAIN Sultan Amai Gorontalo, Limboto Barat Disctrict, Gorontalo Regency, to investigate the use of the Listen-Read-Discuss strategy in enhancing students' reading comprehension.

A research instrument is a device that collects data or measures the subject of a research variable. This research instrument included observation sheet , tests, and documentation. Data collection is a critical phase in every research, so accurancy is required to obtain reliable and valid data. The following data collection strategies were employed in this research:

1. Observation. During the implementation of the Listen-Read-Discuss strategy in English subjects, the researcher takes direct observation of objects and actions.
2. Students tests focused on reading and comprehending the materials. The goal of this test is to determine the students' progress in understanding the reading texts. The researcher used the multiple-choice test, which consists of 20 tests. At the end of each cycle, tests are administhered to measure students progress.
3. Documentation, such as notes, photos, or pictures to supplement the observation made.

The data required to determine the improvement of students' reading comprehension using the Listen-Read-Discuss strategy is in the form of learning outcome data gathered from learning outcomes or test scores. Learning outcomes are analyzed using evaluation result

analysis techniques to determine learning completeness by analyzing tests results data with learning completeness criteria, and the percentage of learning outcomes obtained by these students in then compared to the determined KKM(Minimum Completeness Criteria).

The necessary requirement in this research was a minimum score of 80 on a scale of 0 to 100. In this research, the percentage of completeness in learning to comprehend reading texts using the Listen-Read-Discuss strategy was compared in cycles I and II to measure the improve in reading comprehension. While the percentage of learning completion is computed by comparing the number of students who have completed learning to the total number of students (the maximum number of students), this figure is the multiplied by 100. The formula for analyzing student scores is as follows:

Student completeness score can be calculated by the following formula:

$$S = \frac{R}{N} \times 100$$

Description:

S = Individual completeness

R = Number of students correct answer

N = Total of questions

The mean of students score can be calculated by the following formula:

$$X = \frac{x}{n}$$

Description :

X = mean

x = amount of students' scores

n = total students

The percentage of success can be calculated by the following formula:

$$P = \frac{f}{n} \times 100$$

Description:

P = Percentase

f= Frequency of completed students

n = Total number of students

RESULTS AND DISCUSSION

Results

1. Pre-Test

The pre-test was held on September 25, 2023. It started at 1.00 p.m. There are 20 multiple-choice questions, and students have 30 minutes to complete them. The data collected from the pre-test results show that the pre-test score is 46.66 out of 15 students. None of the students passed the minimum completeness criteria (KKM 80). The lowest potential score was 40. As a result, it can be concluded that 5th semester students' reading comprehension is still quite low.

2. Implementation of Cycle 1

After the application of the Listen-Read-Discuss strategy in meetings 1 and 2 of cycle 1 on October 2023 at the end of the meeting or after the learning process the researcher conducted an assessment or evaluation using post-test of the improvement the students' reading comprehension 5th semester English Education Department. The results of the post-test students' reading comprehension, can be seen in the table below:

Table 1. Result of the Post test in cycle 1

Students Name	KKM	Post Test I	Students Name	Post Test I
S1	80	65	S9	80
S2	80	80	S10	65
S3	80	80	S11	80
S4	80	60	S12	70
S5	80	65	S13	70
S6	80	60	S14	70
S7	80	65	S15	80
S8	80	80		
Total Score		: 1070		
Mean		: 71.33		

After determining the average score of the students, the researcher determines the percentage of students' reading comprehension completion. Based on the table above, six students met the minimal completeness criteria (KKM).

Table 2 students' completeness

Criteria	Frequency	Percentage (%)
Complete	6	40 %
Incompleted	9	60%
Total	15	100%

Based on the table above, six students (40%) are included in the completeness criteria or have met the minimum completeness criteria (KKM) 80. While nine students (60%) are included in the unfinished criteria because they have not met the minimum completeness criteria (KKM). This means that the fifth-semester English Education Department students at IAIN Sultan Amai Gorontalo could not reach classical completeness, as the percentage of total completeness is only 40% of the whole classical percentage set at 80%.

3. Implementation of Cycle II

After the application of the Listen-Read-Discuss strategy in meetings 1 and 2 of cycle 2 on November 2023 at the end of the meeting or after the learning process the researcher conducted an assessment or evaluation using post-test of the improvement the students' reading comprehension 5th semester English Education Department. The results of the post-test students' reading comprehension, can be seen in the table below:

Table 3. Result of the Post test in cycle 2

Students Name	KKM	Post Test I	Students Name	Post Test I
S1	80	85	S9	90
S2	80	90	S10	80
S3	80	90	S11	90
S4	80	75	S12	85
S5	80	80	S13	85
S6	80	70	S14	90
S7	80	80	S15	90
S8	80	90		
Total Score		: 1270		
Mean		: 84.66		

After determining the average score of the students, the researcher determines the percentage of students' reading comprehension completion. Based on the table above, thirteen students met the minimal completeness criteria (KKM).

Table 4. students' completeness

Criteria	Frequency	Percentage (%)
Complete	13	87 %
Incompleted	2	13%
Total	15	100%

Based on the table above, 13 students (87%) are included in the completeness criteria or have met the minimal completeness criteria (KKM) 80. The remaining two students (13%) are classified as unfinished since they have not met the minimal completeness criteria (KKM). This indicates that the 5th-semester English Education Department, IAIN Sultan Amai

Gorontalo students have achieved classical completeness, with a total achievement percentage of 87% of the overall classical percentage set at 80%. As a result, this study halted at cycle II and was not extended to the next cycle.

Discussion

The previous section's discussion of the data acquired from reading the text demonstrates that students' reading comprehension has improved, as has the effectiveness of the Listen, Read, Discuss strategy in learning. The students' pre-and post-test results, as well as their mean and percentage scores, confirm this.

Based on the data presented above, the average pre-test score for the 15 students is 46.66. This means that none of the 15 students scored more than the KKM (80). Students' lowest potential score is 40. So, it can be concluded that all 5th semester students have very low reading comprehensions skills.

Furthermore, researcher employed the Listen-Read-Discuss strategy, which began in cycle I, to improve students reading comprehension. Following the implementation of the action, researcher ran a post-test cycle I to see if there was an improve in students' reading comprehension as a result of applying the Listen, Read, Discuss strategy. The result of the first cycle post test obtained an average student score of 71.33 or 40%, with 6 students reaching the KKM and 9 other students failing to reach the KKM out of 15 students. Because students' classical completeness was only 40% and had not reached the desired classical completeness of 80%, the research was extended to cycle II.

In cycle II, the Listen-Read-Discuss strategy was still used to improve students reading comprehension. The average student score from cycle I to cycle II grew significantly from cycle I to cycle II, which was 84.66% or 87%, with 13 students reaching the KKM out of 15 students. Students' classical completeness climbed to 87% in cycle II. As a result, because 87% had met the criteria for classical completeness of 80%, the research was not carried to next cycle. The significant gain in students' reading comprehension suggests that using the Listen-Read-Discuss strategy in English learning can improve students' reading comprehension.

CONCLUSIONS

Based on the results of the tests conducted with fifth-semester English Education Department students at IAIN Sultan Amai Gorontalo, it can be determined that there was a significant difference in learning before and after the use of the Listen-Read-Discuss strategy

in the classroom is quite beneficial, particularly in terms of improving students' reading comprehension, this is confirmed by the test result before and after the action.

Students' achievement scores in the pre-action and post-action tests improved, indicating that the Listen-Read-Discuss strategy improved their reading comprehension. The findings of the after-action tests revealed a significant improvement. Out of all students tested, the pre-action test score was 46.66. The after-action I test resulted in a score of 71.33, whereas the after-action II test resulted in a score 84.66. it is possible to conclude that the Listen-Read-Discuss strategy can improve students' reading comprehension and effectiveness in the learning process.

Based on the above conclusions, several suggestions are that teachers should prepare and choose the best strategy, methods, and material for an effective teaching and learning process. They must also identify the teaching objectives that must be achieved, and teachers must pay more attention to student activities during the teaching and learning process in order to meet learning objectives. Because the Listen-Read-Discuss strategy is helpful to improving students' reading comprehension and effective in the learning process, the researchers hope that teachers will utilize it in the learning process in the future. For the future researchers, this strategy is helpful to employ to assess students' reading comprehension. Students should be aware of some learning strategy or methods that can help them improve their comprehension.

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