THE EFFECT OF *LISTEN-READ-DISCUSS STRATEGY* ON COMPREHENDING EXPLANATION TEXT OF SECOND GRADE STUDENTS OF SMA N 4 PEKANBARU

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ABSTRACT

The purpose of this research was to determine whether there is a significant effect of Listen- Read Discuss strategy of second grade students of SMA 4 Pekanbaru in understanding the explanation text. This research is a quantitative research using pre-experiment design. The population of this study was grade XI students totaling 594 students, while the number of students who became the research sample was grade XI-7 as many as 43 students. Data collection used pre-test and post-test with multiple choice questions. The results showed that the average student before the pre-test was 66.06 and the average student after carrying out the post-test was 78.19. The results of this study show that students have a higher average after using the Listen-Read-Discuss strategy in understanding explanatory text. From the results of this study, teachers can use learning strategies to create an interesting and fun learning atmosphere for students. The use of this learning strategy makes students experience significant effect in comprehending the explanation text.

Keywords: Reading, Reading Explanation Text, Listen-Read-Discuss Strategy

PENGARUH STRATEGI LISTEN-READ-DISCUSS TERHADAP KEMAMPUAN MEMAHAMI TEKS EKSPLANASI SISWA ANGKATAN KEDUA SMA N 4 PEKANBARU

ABSTRAK

Tujuan dari penelitian ini untuk mengetahui apakah ada efek yang signifikan dari strategi Listen- Read Discuss pada siswa kelas XI di SMA 4 Pekanbaru dalam memamahi teks ekplanasi. Penelitian ini adalah penelitian kuatitatif dengan menggunakan desain pre-eksperimen. Pengambilan sampel penelitian ini menggunakan teknik pengambilan cluster random sampling. populasi penelitian ini adalah siswa kelas XI yang berjumlah 594 siswa, sedangkan jumlah siswa yang menjadi sampel penelitian adalah kelas XI-7 sebanyak 43 siswa. Pengumpulan data menggunakan pra-test dan pasca-test dengan soal pilihan ganda. Hasil penelitian menunjukkan bahwa rata-rata siswa sebelum pra-test adalah 66,06 dan rata-rata siswa setelah melaksanakan pasca-test adalah 78,19. Hasil penelitian ini menunjukkan bahwa siswa memiliki rata-rata mengalami peningkatan setelah menggunakan strategi Listen-Read-Discuss dalam memahami teks eksplanasi. Dari hasil penelitian ini guru dapat menggunakan strategi belajar untuk menciptakan suasana belajar yang menari dan menyenangkan bagi siswa. Penggunaan strategi belajar ini membuat siswa mengalami efek yang signifikan dalam memahami teks ekplanasi.

Kata kunci: Membaca, Membaca Teks Eksplanasi, Strategi Listen- Read-Discuss

INTRODUCTION

There are four important skills that students must be capable when learning English. Reading is one of the skills that students studying English need to have. Generally reading skill can be interpreted as the capability of a student to read, analyze and find the meaning contained in a reading text. According to Grellet (1999) Reading is always a guessing game, and one's contribution to the book is frequently more significant than what one discovers within it. Besides, reading is closely related to other subject. Through this statement, it can be interpreted that students need to pay attention to the material being read, be able to ascertain the

important points within the reading material and rewrite it using their own sentences, it can be said that this is reading ability.

Reading plays an important role in teaching and learning. By reading students can get information independently through the reading text book student can upgrade their skill in reading. By reading the text book there are many benefits that can be obtained by student namely students can train their concentration, finding difficult words, add experience and be able to apply it in everyday life. Through reading we can also train the way we think, increase creativity and improve our memory. Reading skills are very important in education. Therefore students need to practice their reading skills so that they possess strong reading abilities.

Based on the English syllabus in Kurikulum Merdeka, second grade student will learn about explanation text in the second semester. In learning explanation text the things that need to be learned are linguistic features, generic structures, and social functions. Then there are several goals that must be achieved, namely students being able to explain a phenomenon, respond to scientific text, compile scientific text according to the phenomenon that occurs and explain how and why a phenomenon can occur. So that in studying explanation text material, students are not only able to comprehending the text material but also able to compose an explanation text.

Before conducting the research, researcher made observations of students in SMA N 4 Pekanbaru. During the teaching and learning process, most of students have difficulty in comprehending the text explanation material. It is due to the lack of motivation to learn. Students are often difficult to comprehending the explanation text because of unfamiliar words, if they find unfamiliar word students will choose to ask the teacher or fellow students. Researcher also conducted interviews with The English teacher. The English teacher state that students show a lack of interest in comprehending explanation text. The factors that form of this can occur due to a lack of motivation in learning.

English teacher explains the learning method used at school is problem-based learning (PBL), which invites students to learn based on problems and find solutions to overcome these problems. However, in it own application, students often have difficult finding solutions in learning. In addition, students also need a relatively longer time to understand the material so that the learning process carried out in class is less effective. Due to lack of motivation to learn, students have difficulty achieving the minimum standard score. The preliminary data from the Kurikulum Merdeka show that minimum score standard is 70, but many students failed to achieve the minimum standard score.

Through the context above, the teacher plays an important role in teaching explanation text material. So the teacher must have many learning strategy that can be applied in teaching explanation text. One of the learning strategy that is suitable to be applied to enhance students' reading comprehension is Listen-Read-Discuss Strategy. Listen-Read-Discuss strategy stands for listen read discuss which means listening to the material, reading the material and discussing about the material. The first step taken is listen the explanation text material, ask students to read the text and then discuss together by means of questions and answers. Based on Pebriana (2019) teaching students with the LRD learning method is more effective because the way of teaching students technique involves building their prior knowledge, teaching them about the concept, and then having a discussion about how the information they acquired and the material they read are similar and different. According to Tawali (2021), state that the LRD strategy enhance student understanding the text especially descriptive text. Teachers are advised to use this method in improving students' reading comprehension. In the other hand, according to Dicky (2021) state that LRD strategy not work effective in teaching reading comprehension because teacher needs time to manage the steps of LRD.

So, it can be said that in developing students' reading comprehension it is necessary to apply Listen Read Discuss strategies. This strategy is useful for identifying main ideas, finding and understanding difficult words in the text and helping students remember what they read.

In regards to explanation above the researcher arise the problem in comprehending explanation text of second grade students of SMA N 4 Pekanbaru, with the hope that through the application of this learning strategy can help teachers to teach reading comprehension to be more efficient and help students easier comprehending reading material so as to create a pleasant process of teaching and learning. Corresponding to the facts above, the researcher conduct a study title **"The Effect of LISTEN READ DISCUSS on Comprehending Explanation Text of Second Grade Students of SMA N 4 Pekanbaru"**.

LITERATURE REVIEW

Related study is essential to follow some previous research conducted by other researcher where suitable for researcher's research. The first study was conducted by Eka Pebriana (2019). The Effectiveness of Listen-Read-Discuss Strategy (LRD) Toward Reading Students' Comprehension. The finding from this research is The LRD technique increased reading comprehension effectively. In other words, students taught using the LRD technique had stronger reading comprehension than students taught using the conventional strategy. The researcher gives some suggestions related to this research as follows: The practical application of this research can help the researcher, students, and school environment. The similarities in this research are both use the Listen Read Discuss strategy to determine reading comprehension in students. The difference in this article is the writer using different text, the writer employed quasi experiment while the researcher uses pre- experiment, sample in this study is eight grade junior high school while the researcher uses second grade senior high school.

The second study was completed by Tawali (2021), Improving Students' Reading Comprehension Through Listen-Read-Discuss (LRD) Strategy. The research finding is teaching students to read using the LRD Strategy on descriptive text may assist them enhance their understanding of texts, particularly in class VIII-8 SMP N 2 Lingsar. The researcher gives some suggestions related to this research as follow: Teachers and students can use the LRD technique to effectively study and teach reading comprehension, particularly descriptive literature, at school. The similarities of this research is the Listen Read Discuss strategy to assessing students' reading comprehension of students. The differences in this article is the writer in this study using classroom action research while the researcher uses pre-experiment research, the sample of this study is class VIII while the researcher second grade senior high school sample, then the writer uses descriptive text while the researcher uses explanation text.

The last research was done by Dicky Cahyo Nugroho (2021) The Implementation of Listen-Read-Discuss (LRD) Strategy to Teach Reading Recount Text. The finding of this research is the LRD technique for teaching reading recount text does not work effectively. It is also less effective and maximizes. The writer gives some suggestions related to this research as follows: First, teachers should work harder to manage time so that every step of the LRD technique runs effectively and they can also capture the students' attention. Second, students should practice reading English texts in order to expand their vocabulary and assist them comprehend the English reading material. Finally, the researcher advises that future researchers do research linked to LRD strategy implementation in different subjects, skills, or genres that are more delightful. The similarities this research is Listen Read Discuss strategy to determine student in understanding of reading. The differences in this article is the write uses utilized descriptive qualitative research while the researcher uses pre-experiment research, the writer focus on recount text while the researcher focus on explanation text, the sample of this study is first grade student while the researcher uses second grade student.

RESEARCH METHOD

In this research, the researcher employed a pre-experiment design. In this study, researcher used the scores obtained by students after doing the pre-test and after doing the post-test as a comparison to determine the effect obtained after teaching using the Listen-Read-Discuss learning strategy. Implementation of this research conducted out at SMA N 4 Pekanbaru which is located in Jl. Adi Sucipto No.67, Perhentian Marpoyan, Kec. Marpoyan Damai, Kota Pekanbaru, Riau 28289. The time of the research was in January-November 2024. The population in this research consisted of all second grade students at SMA N 4 Pekanbaru that consist of 14 class. The sample for this study is class XI-7, consisting 43 students. In this study, the instruments used are reading comprehension tests to collected the data. This test aims to determine students' abilities before and following the use of the Listen Read Discuss Strategy. Students will be given two tests, namely the pre-test given before the implementation of the listen read discuss strategy and the post-test administered following the application of the listen read discuss strategy. Then, the research instrument consisted of 8 items of multiple choice questions. Each item consists of 5 multiple choice questions by adopting from several sources with reference to the buku bahasa inggris wajib kelas 11-XI SMA revisi facil Grafindo Herman Benyamin.

Table 1. The blue Print of Instrument (Pre-Test and Post-Test)

No.	Test Items	Number of Items
1	Finding main idea	1, 9, 17, 25, 33
2	Finding specific information	2, 10, 18, 26, 34
3	Identifying reference	3, 11, 19, 27, 35
4	Guessing vocabulary	4, 12, 20, 28, 36
5	Identifying inference	5, 13, 21, 29, 37
6	Generic structure	6, 14, 22, 30, 38
7	Language feature	7, 15, 23, 31, 39
8	Social function	8, 16, 24, 32, 40

The researcher calculated the overall score based on the prior knowledge test results. The results of the two classes' pre- and post-tests are shown in the following table.

Table 2. Category and Score

CATEGORY	SCORE
Very Good	81-100
Good	71-80
Enough	61-70
Less	51-60
Fail	41-50

RESULTS AND DISCUSSION

In this research, the finding consist of students' scores of the Pre-test and Post-test, percentage, frequency, mean, scores, standard deviation t–test and hypothesis test that already applied. The researcher applied Pre-test and Post-test to measure the students' reading comprehending explanation text before and after treatment. The score is divided into five classifications; very good if the score range is 81-100, good if the score range is 71-80, enough if the score range is 61-70, less if the score range is 51-60, and the last is fail if the score range is 41-50.

Table 3. Pre-Test Score, Frequency, and Percentage

Score	Frequency	Percentage
45	1	2,33
48	1	2,33
53	1	2,33
55	3	6,98
58	2	4,65
60	3	6,98

63	8	18,60
65	2	4,65
68	5	11,63
70	2	4,65
73	6	13,95
75	3	6,98
78	5	11,63
80	1	2,33

The distribution of scores showed that most participants had scores around 63, which appeared 8 times (18.60%). Values of 68 and 78 also appeared frequently with a frequency of 5 times (11.63%), while values below 60, such as 45, 48, and 53, only appeared once each (2.33%). In general, higher values ranging from 63 to 78 were found more frequently in the data, with a higher number of frequencies compared to low values.

Table 4. Frequency Distribution of Pre-Test

Category	Score	Frequency	Percentage
Very Good	81-100	0	0
Good	71-80	15	34,88
Enough	61-70	17	39,53
Less	51-60	9	20,93
Fail	41-50	2	4,66

From the table results of the reliability test of the 46 questions used to measure the variables used in this study. The Cronbach alpha value is 0.913, which is greater than 0.6. It is concluded that the measurements to be carried out are consistent using the same instrument (reliable).

Based on the table above, it can be seen that the acquisition of student reading comprehension scores in the very good category is zero (0%). **Good** with 15 scores in this range (34.88%), this category has the second-highest frequency. **Enough** this category has the highest frequency with 17 scores (39.53%). **Less** There are 9 scores in this category (20.93%), indicating that a smaller group of participants performed below the "Enough" threshold. **Fail** with 2 scores (4.66%), this category has the lowest frequency.

Table 5. Post-Test Score, Frequency, and Percentage

Indicator	Frequency	Percentage
70	4	9,30
73	4	9,30
75	8	18,60
78	8	18,60
80	10	23,26

83	2	4,65
88	2	4,65
90	1	2,33
93	1	2,33
95	1	2,33

The distribution of scores showed that the majority of participants had scores in the lower range, with scores of 70 and 73 each amounted to 4 students (9.30%). A score of 75 and 78 appeared 8 students (18.30%), while middle scores such as 80appeared with 10 student (23,26%.). Values 83 and 88 was appearing 2 students (4.65%). The highest value such as 90, 93 and 95 appeared 1 student (2,33%).

Overall, the distribution tended to be centered on intermediate scores between 78 - 80, with a small proportion of participants achieving very high (90-95) or lower (70) scores. This indicates a fairly consistent performance among most participants, with little dispersion to extreme values.

Table 6. Frequency Distribution of Post-Test

CATEGORY	SCORE	Frequency	Percentage
Very Good	81-100	9	20,93
Good	71-80	30	69,77
Enough	61-70	4	9,30
Less	51-60	0	
Fail	41-50	0	

Based on the table, the scores obtained by students vary. There are 9 student got very good score (20,93%), 30 students who got good scores (69,77%), 4 students get enough scores (9,30%), 0 students get less scores and 0 students fail. Where the highest score is 95 and the lowest is 70.

The normality test is conducted to determine whether the pre-test and post-test data are normally distributed. This test is important to decide the right type of statistical test, whether a parametric or non-parametric test. In this analysis, we can use the Kolmogorov-Smirnov or Shapiro-Wilk test to test the normality of the data. In general, the normality test tests the null hypothesis (Ho) which states that the data is normally distributed. If the p value > 0.05, then (Ho) is accepted, meaning the data is normally distributed.

Table 7. Pre-test and Post-test normality test results

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRETEST	,148	9	,200[*]	,977	9	9,496
POSTTEST	,114	9	,200[*]	,961	9	7,986

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From the Table 7 both pre-test and post-test data, the p-values are above 0.05, suggesting that the data are normally distributed. This supports the use of parametric statistical methods for further analysis. After seeing the test results from the table above, it can be concluded that both the data from the pre-test and post-test can be said to be normally distributed.

Because the data that has been tested is normally distributed, the paired sample t-test will then be carried out to determine the significance of the pretest and post-test.

Table 8. Paired sample test

Variabel	Mean Difference	t-value	df	t Table	Sig (2-tailed)	95% Confidence Interval of the Difference	
						Upper	Lower
Pre-test vs Post-test	17.377	21.53	9	2.262	0,000	-20,326	-5,828

From this table, it can be seen that the calculated t value of pre-test and post-test is 0,000 is much smaller than 0.05, so we reject the null hypothesis and conclude that there is a significant difference between the scores of the pre-test and post-test scores. With the rejection of (H0) and acceptance of the alternative hypothesis (Ha), it can be concluded that the "Listen-Read-Discuss" strategy has a significant effect on students' comprehension in reading explanatory texts. That is, the strategy effectively increased the post-test score compared to the pre-test, indicating an improvement in students' comprehension after the implementation of the strategy. With this significant result, it can be said that the learning method proved effective in improving students' cognitive ability in understanding explanation texts.

CONCLUSION AND RECOMMENDATIONS

From the results of the study, it can be concluded that the Listen-Read-Discuss (LRD) strategy significantly improved students' reading comprehension of the explanation text, it can be seen from the statistic data of students pre-test and post-test after learning explanation test using listen read discuss strategy. Student has big improvement in the post-test. The normal distribution of data and significant results reinforce the finding that the LRD strategy is effective in improving learning outcomes, especially for materials that require in-depth understanding such as explanation texts, regardless of student demographic variations.

However, based on the results of the research conducted by the researcher from eight research instruments, students are quite weak in identifying inference and general struck in the text. In addition, by using Listen Read Discuss learning strategy, students improve their communication skills with fellow students in class, they also acquire a lot of new vocabulary that rarely appears in learning texts.

Based on the results of this research, several recommendations are given for the teacher, for students, and the next researchers that related to this study, the recommendations as follow:1)In the learning process, teachers need to use several learning and teaching strategies, one of which is Listen Read Discuss. Teachers could use this learning strategy to improve students' reading comprehension, especially in identifying inference and general structure. Teachers could increase students' learning motivation by making students interested in the reading text by sharing pictures or videos related to the learning material. 2) Based on the result of this research, the researcher hope this strategy is proven to be effective in improving students' comprehending explanation text, during the learning process students can discuss with friends or teachers when experiencing difficulties in understanding reading texts. Students can also start to get used to reading as an activity so that students can understand various reading texts.3)For the next researchers can conducted research using listen read discuss strategy by focusing more on identify inference and general structure. So that, the next researchers can be conducted with a more varied population, both in terms of demographics and types of reading materials, to evaluate the effectiveness of this strategy in a variety of different learning contexts.

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