

The Utilization of Modified Listen-Read-Discuss Strategy to Teach Reading Comprehension

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ABSTRACT

This research was quantitative research and considered as true experimental. The objectives of the research were to find out whether modified Listen-Read-Discuss technique can be used to improve students' reading comprehension better than original LRD or not and the reading aspect that improved the most after the students received the treatments. The sample of this research was 35 students in control class and 34 students in experimental class. The data of this research was collected through reading test. After the data were collected, the researcher used independent t test to analyze the data. From the analysis, it was found that the original and modified LRD were able to improve reading comprehension significantly and modified LRD technique enabled the students to improve their reading better than original one. The last finding of this research was determining reference the most improved reading aspect in experimental class while finding specific information was the most improved aspect in control class. In short, modified LRD technique can enhance students' reading comprehension better than original one since it added outlining strategy which arranged information based on concept.

Keywords: Listen-Read-Discuss, Modified Listen-Read-Discuss, Reading Comprehension.

INTRODUCTION

Reading is one of four indispensable skills in English that is important in language learning. This skill is categorized as receptive skill along with listening skill since learners do not have to produce language, they precisely receive and understand. To conclude, learners receive

the language and understand it. Precisely, reading is considered to be a process of active meaning construction. In this process, readers make use of both linguistic information from the external printed text as well as their own internal background knowledge (Park,2014). The process of reading needs a comprehension. When reader does not comprehend the information in the text, the reading skill is totally meaningless. The readers need to understand the idea and information that they receive from the text. The comprehension does really occur when the reader understands fully information and idea written in the text. There will be no reading when there is no comprehension. Nuttal (1982:17) stated that the purpose of reading comprehension is a part of the process of reading comprehension, that is characterized by the process when the readers get the messages and meaning of the text they have read. The message or the meaning conveyed can be in the forms of information, knowledge, and even happy or sad expression messages. Reading comprehension is the ability to read text, process it, and understand its meaning. This understanding comes from the interaction between the words that are written, and how they trigger knowledge outside the text or message. Therefore, students should practice their reading skill intensively so that they are able to comprehend the text well.

On the contrary, many students are found out that they get difficulties in reading comprehension which hinder the process of language learning. Several

aspects of reading as stated by Nuttal (1985) become difficulties for the students in understanding the written text, i.e. main idea, specific information, references, inference, and vocabulary. These issues are tracked back from the learners' worksheet and also during teaching-learning process.

Concerning those problems above, a teacher should find a way to succeed the teaching-learning process and one of the ways is applying a suitable strategy. A suitable strategy is needed to help the learners comprehend the written text well and make them feel at ease during teaching-learning process. There are many strategies proposed by some experts that can be implemented. In this case, Listen-Read-Discuss (LRD) strategy proposed by Richardson as cited in Ibrahim (2017) is assumed as the most appropriate strategy for teaching reading skill. LRD is defined as a comprehension strategy that builds students' prior knowledge before they read a text, during reading, and after reading by listening the teacher's short lecture, reading a text selection, and discussing. This strategy can help the students synthesize the writer's thought in their own word, thus influence their comprehension so as to enable learning and remembering what they read (Ibrahim, 2017).

Many researchers have investigated the implementation of Listen-Read-Discuss strategy in teaching reading skill namely Pebriana et al (2019), Riawan (2019), Dwiono (2019), Terasne (2018), Ibrahim (2017), Purwanti et al (2017), and Dasria (2018). These previous researchers have proved that there is significance effect of using Listen-Read-Discuss strategy on students' reading comprehension ability. Through their researches, it is also found out that several problems occurred during the implementation of the strategy. Riawan (2019) implicitly stated that the students were having difficulty in comprehending the text. In addition, some students were having problems in getting the main idea and inference from the text (Dwiono, 2019). Thus, based on this finding this research is

interested to add a new procedure or item in Listen-Read-Discuss in order to minimize the problems.

In accordance to help students to read and comprehend the text, the teacher could use outline as a tool for a meaningful comprehension and it can be used to minimize problems in reading the text that might appear. Outlining as a graphic organizer is a high level skill which involves identifying relationships between concepts and arranging those concepts in an orderly manner. It presents a picture of the main ideas and the subsidiary ideas of any subject. Outlining strategies in relation with reading comprehension are intended to include a variety of metacognitive strategies for explicitly representing text (Tan, 2015). Sinatra and Pizzo (1992) aptly recognized outlining as a mapping tool. They expressed that it can be an important instrument for reading comprehension. In short, outlining can facilitate learners' reading comprehension and learning.

Based on explanation above, many researchers have investigated the implementation of Listen-Read-Discuss strategy for teaching reading, however none of them has modified the strategy and practically those researchers adopted identical procedure. Furthermore, adopting or using same procedure might not work to cope with the problems that have been investigated before by some researchers. It should be modified since there are several problems that occurred in Dwiyono (2019). Thus, this study modifies Listen-Read-Discuss strategy by adding outlining as a strategy which can help the learners to comprehend the written text well and also to minimize problems that have been stated before by some previous studies.

In conclusion, this research is interested in investigating whether modified LRD can improve students' reading comprehension better than original LRD or not and which aspect of reading improves the most after the students are being taught through modified and original Listen-Read-Discuss techniques.

METHOD

This research was true experimental research and used two classes which were divided into experimental and control classes. The experiment class received treatment using modified Listen-Read-Discuss while control class received original LRD. The sample of this research was 69 students in which experimental class consisted of 34 students and control class had 35 students. In collecting the data, this research used reading test and the data

would be computed using SPSS version 25. The reading test firstly was tested first in order to obtain the reliability and the reliability was 0,94.

RESULT

After collecting the data of the pretest and posttest in both classes, the researcher scored students' answer sheet. The results of control and experimental classes' pretest and posttest could be seen in the table and below:

Table 1: The Result of the Pre and Post Tests in the Control and Experimental Classes

	Pretest		Posttest	
	Original Listen-Read-Discuss Technique	Modified Listen-Read-Discuss Technique	Original Listen-Read-Discuss Technique	Modified Listen-Read-Discuss Technique
Min	10	13	43	43
Max	65	60	93	93
Mean	42.03	39.38	60.77	70.07
Gain	Original		Modified	

It can be seen that the scores of students' pretest to post test in both classes are improved from the table above. The mean of students' pretest scores in the control class is 42.03 and, in the posttest, increased to 60.77 with gain scores 18.74 which means there is a significant improvement of students' scores before and after the treatment using original Listen-Read-Discuss. Furthermore, it can be seen that the minimum and maximum scores of the control class are also improved, from 10 to 43 for the minimum scores and from 65 to 93 for the maximum scores. From the table above it can be stated that the original LRD could be used to improve students' reading comprehension by helping the students in increasing their scores.

Meanwhile, from the Table 1 it can be seen that the students' reading comprehension scores from pretest and posttest in the experimental class were improved. The mean of students' pretest in the experimental class that was taught

through modified LRD was 68. Nevertheless, in the posttest, it increased to 70.07 with gain scores 30.03 which means there is a significant improvement of students' scores before and after the treatment using LRD technique. Besides, it can be seen that the minimum and maximum scores of the experimental class were also improved, from 13 to 43 for the minimum scores and from 60 to 93 for the maximum score. From the table above it can be stated that the modified Listen-Read-Discuss technique can be used to improve students' reading comprehension by helping the students in understanding the text.

Hence, in order to see the significant difference between two classes, the researcher computed the data on SPSS version 25 using Independent Sample t-test. The following table presents the results of the computation using Independent Sample t-test that has been computed by the researcher:

Table 2: Significance Difference between Control and Experimental Classes

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means						
	Equal variances assumed	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Students' score	Equal variances assumed	3.117	.082	3.146	67	.002	10.339	3.287	3.779	16.900

Table 2 Continued...										
Equal variances not assumed			3.156	64.643	.002	10.339	3.276	3.796	16.883	

The mean difference value of students' reading comprehension is 10.339. This value showed the different range of the students' scores average between control and experimental group. As have been stated before that the results of the pretest and posttest in both classes showed that the original and modified Listen-Read-Discuss could be used to improve students' ability in reading narrative text. Based on the results of computation in Table 2, it can be seen that the value of sig. (2 tailed) is 0.002 which is lower than p value. If the value of sig. (2 tailed) is lower than p value (0.05) it means that there is a significant difference in students' reading comprehension that are taught using original LRD technique and the modified one.

Hypothesis testing using Independent Sample T-test in the level of trust 95% or the same as the value $\alpha = 5\%$. As α value of this research is 0.05 we can find the value of t table using $\alpha/2$ formula. Based on the calculation the t value of this

research was $0.05/2 = 0.025$. In order to see whether the hypothesis of this research was accepted or rejected, the researcher compared the T value and T table and it was found that T table of this research was 1.995 and T value was 3.146. From this finding, it can be stated that T value was higher than T table which means the hypothesis of this research is accepted. The results indicated that there is a significant difference in students' reading comprehension between the control and experimental classes.

Concerning the second focus of this research, after the researcher scored students' reading based on five reading aspects, the researcher analyzed the results and determined which aspect that improved the most after the students received the treatment. The results of the reading aspect's analysis that improved the most, after the treatment using original and modified LRD techniques is elaborated below.

Table 3: Reading Aspects' Analysis in Control Class

	Pretest Score (Pre)	Posttest Score (Post)	Gain (Pre-Post)	Improvement((Post-Pre)/Pre*100%)	Sig. (2-tailed)
Main Idea	3.20	4.69	1.49	46	,000
Specific Information	2.97	4.40	1.43	48	,000
Making Inference	3.49	5.00	1.51	43	,000
Determining Reference	3.23	4.74	1.51	43	,000
Vocabulary	3.80	5.37	1.57	41	,000

Table 3 above shows the improvement of each reading aspect in the control class. From the table above it can be seen that the reading aspect that improved the most after the treatment using original Listen-Read-Discuss technique was specific information with gain 1.43 and 48% improvement which indicated that original LRD technique affected students' reading comprehension the most during reading. Followed by main idea and determining reference along with making inference with equal gain 1.51 and 43% improvement and the last was vocabulary with 1.57 gain and

41% improvement. The results of the analysis show that the original LRD technique was effective to improve students' reading aspect, especially specific information. The data of students' reading aspects also computed using SPSS ver.25 to see whether the improvement of the reading aspect is significant or not. The results of the calculation show that the improvement in all aspects of reading is significant.

On the contrary, the results of the reading aspects' analysis in the experimental class are explained in the table below:

Table 4: Reading Aspects' Analysis in Experimental Class

	Pretest Score (Pre)	Posttest Score (Post)	Gain (Pre-Post)	Improvement ((Post-Pre)/Pre*100%)	Sig. (2-tailed)
Main Idea	3.00	5.29	2.29	76	,000
Specific Information	3.65	6.38	2.73	74	,000
Making Inference	3.29	5.68	2.39	72	,000
Determining Reference	2.71	5.15	2.44	90	,000
Vocabulary	3.00	5.44	2.44	81	,000

Table 4 above shows the improvement of each reading aspect in the experimental class. From the table above, it can be stated that determining reference was the reading aspects that improved the most after the researcher applied modified LRD technique in students' reading class. It can be seen from the gain (2.44) and 90% improvement. It was different from the results of the control class in which finding specific information was the reading aspect that was increased the most after the students received the treatment. In the experimental class after determining reference, it was followed by vocabulary with gain 2.44 and 81% improvement, then main idea with gain 2.29 and 76% improvement, and specific information 2.27 and 74% improvement. The least improved reading aspect in the experimental class was making inference with gain 2.39 and 72% improvement. The data of students' reading aspects also computed using SPSS ver.25 to see whether the improvement of each aspect is significant or not. The results of the calculation show that the improvement in each aspect of reading is significant.

DISCUSSION

The reason why the modified Listen-Read-Discuss technique can be used to improve students reading comprehension better than the original Listen-Read-Discuss technique is because in the modified LRD technique, the students did outlining in which they were given the outline of detail information from the text. Outlining preserved as a tool for the visualization of ideas from the text since it presented information in orderly manner. During this process, the students learnt detail information from the text and simplified their work to comprehend it. This result

supported by the research done by Madaus in Tan (2015). That is why students' reading comprehension in the experimental class showed a significant difference compared to the control class students who were taught using original LRD technique.

Hence, the reason why students' ability in finding specific information improved the most after being treated using original Listen-Read-Discuss technique is because the discussion that was done by the students during LRD activities. Most of the students said that during the discussion their group mates helped them in correcting their answer. Besides, their group mates also helped the students on how to find the information and it can also happen because the researcher gave a little help while walking around the class to check the students' progress.

On the contrary, the results of the reading aspect analysis in the experimental class were different from the control class. In this case, the most improved reading aspect in experimental class was determining reference which can be proven from 90% improvement. Since outlining preserves as graphic organizer in modified LRD, it facilitates understanding of knowledge when there is a large amount of information to work with, in a given limited time. There are various functions of graphic organizers. In this case, they assist learners to: clarify and organize information into categories (main idea, supporting details, topic sentence, characters, and facts). Thus, through outlining in modified LRD, the learners know where the idea is in the text.

CONCLUSION

Modified Listen-Read-Discuss technique can be a helpful learning technique that can be used in teaching

learning process of reading class. After being taught using modified LRD technique students' reading comprehension is improved significantly which can be caused by the outlining step during LRD activities which makes the students can identify each idea from the text faster and comprehend it well. Additionally, the original and modified Listen-Read-Discuss techniques can be effective learning techniques that can be used to reduce the students' problems in all reading aspects. It is found that the most improved reading aspect for both control and experimental class are different in which determining reference is the most improved reading aspect in experimental class while finding specific information is improved the most in control class.

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