Listen Read Discuss (LRD) Strategy to Teach Reading Ability of Eleventh Grade at SMA Negeri 1 Juwana

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Abstract

The purpose of final project were to find out the significant difference of students' reading ability without and by using listen read discuss strategy of eleventh grade at SMA Negeri 1 Juwana. This research uses control and experimental class. This study employs the control and experimental classes. The participants in this study were 11th grade students from SMA Negeri 1 Juwana. In this study, the experimental class was class XI MIPA 2, and the control class was class XI MIPA 1. This study employs quantitative research and a quasi-experimental approach. Descriptive text elaborates extensively on individuals or objects and helps students in capturing the text easily. This study used descriptive text to assess students' reading abilities by presenting them with 25 multiple-choice questions in 40 minutes. According to Wilcoxon SPSS statistics, the LRD technique increased the scores of 35 students in the experimental class while retaining the score of one student. LRD boosted 34 students in the control group by replacing two students with the same score. The Wilcoxon test shows that Asymp.Sig(2 tailed) is less than 0.05, indicating that the data is normal. In a study on the use of LRD to improve students' descriptive text ability, there were significant differences between the experimental and control groups. In this research, the N-gain score was 63.14, indicating that the Listen-Read-Discuss technique is beneficial for eleventh graders at SMA Negeri 1 Juwana.

Key words: descriptive text; listen-read- discuss; reading ability

Introduction

English is a global language that many people use to communicate all over worldwide. In Indonesia, English is also utilized in national school exams. English is not our native language, we must study it diligently in order to learn it. Reading is a skill or method of thought that strives to discover various pieces of information contained in written materials (Dalman, 2014). The students who fail to acknowledge the significance of acquiring reading abilty will lack the motivation to learn. Acquiring reading proficiency necessitates regular work, and students who see the huge significance of reading in their academic pursuits will engage more than students who do not see any benefits in reading

activities. In contrast, there are still many students who can correctly decode textual content but struggle to understand the underlying idea. Based on the aforementioned explanation, reading serves as a means to extract ideas from written texts and enables individuals to gather information various sources. Widely recognized that the goal of instructing reading abilities is to provide students with the capacity to understand any provided text, whether it is from a book, periodical, newspaper, etc. Students are expected to derive information from a text through reading, identify the main concepts, discern the explicit and implicit details, and grasp the purpose of the text.

According to Tarchi (2017) reading ability is a deep reading process order to build understanding. Reading ability as a result, is a procedure intended to create significance by coordinating a succession of intricate procedures involving perusing words, sentences, and knowledge. In light of instructional goals in the English educational program, instructing perusing is executed in secondary school. It expresses that understudies are obliged to have reading ability and grasp the importance of an individual and transactional composed content as a recount, story, methodology, descriptive, report, analytical exposition, hortatory exposition, and spoof. Understudies are relied upon to not just grasp the content yet in addition to access knowledge.

Listen read discuss is a learning method that assist student recognize literature (Ibrahim, 2017). In other words, this technique encourages student to participate in active learning. Listen, read, and discuss will go well when teachers and students meet and discuss reading abilities. The three stages represent the before, during, and after phases of all reading lesson forms. This technique is divided into three steps.

A descriptive text is one that describes subject in detail (Dalman, 2014) argues that descriptive text describes objects or events clearly in detail and makes the reader feel as if feeling or experiencing the object being described so that this text can be said to contain details of the object.

The researcher conducted this study to establish the extent of students' understanding of what they read after being instructed using a listen-read-discuss technique vs not utilizing a listen-read-discuss strategy, as well as to identify notable differences between the two groups. The researcher is optimistic that this study can produce positive advantages, such as enhancing students' proficiency in comprehending descriptive text. Among the fundamental elements of the English language are speaking, reading, writing, and listening. Teachers seldom employ audio descriptive text in English instruction. There are several measures that can be taken to enhance reading ability, but not all of them contribute to the improvement of students' understanding of what they read.

Related Literature

Reading

Reading is a fundamental language ability in addition to writing, speaking, and listening, which is essential to be acquired by each person. Through reading, one can engage with emotions and ideas, acquire knowledge and enhance scientific understanding. Reading is a critical-creative process in which readers process reading to achieve it is followed by an evaluation of the reading's conditions, values, functions, and influence (Nurhadi 2016).

Reading Ability

Reading ability is defined as a series of methods used by readers to discover and

comprehend information included in a reading text. The ability to absorb and comprehend knowledge acquired from text is referred to as reading ability (Agus Rahmat 2017).

Listen Read Discuss

Listen read discuss is a learning method that assist student recognize literature (Ibrahim, 2017). However, this approach engages students in hands-on learning. LRD will be successful when educators and students come together and elucidate the concept of understanding written material. LRD is a technique specifically crafted for challenging readers. The three phases symbolize the pre, during, and post stages of all variants of reading instruction. This implies that there are three phases in this approach.

Descriptive Text

A descriptive text is one that describes subject in detail (Dalman, 2014) argues that descriptive text describes objects or events clearly in detail and makes the reader feel as if feeling or experiencing the object being described so that this text can be said to contain details of the object.

METHOD

This study employed a quantitative research design with a quasi-experimental methodology. In this study, the experimental class was class XI MIPA 2, and the control class was class XI MIPA 1. This study made use of descriptive text to assess students' reading abilities by presenting them with 25 multiple-choice questions in 40 minutes. This study investigates the efficacy of an audio descriptive text combined with a listen read discuss technique for enhancing students' reading abilities. The data acquired from the multiple choice evaluations was examined using the IBM SPSS Statistics application.

Normality Test

According to Danang Sunyoto (2016) explains that the test of normality is utilized to verify when the independent and dependent variable results are normal regularly distributed. Conducted to confirm whether the data included in the researcher exhibits a normal distribution. Numerous statistical methods such as correlation, regression, t-test, and ANOVA, namely parametric tests, rely on the normal distribution of data.
If the Sig.value is more than 0.05, the data distribution is normal.
If Sig.value = 0.05, the data does not spread normally.

Wilcoxon Test

According to Sugiyono (2017) the Wilcoxon test is used to determine the significance of a comparison between 2 samples that are interconnected or correlated but not regularly distributed. The Wilcoxon test may refer to either the sum of the ratings test or a signed version of the ratings test. The test basically calculates the difference between two dependent groups that differ significantly from each other and analyzes it to determine whether they are statistically significantly different from each other. Once the t-test boundary conditions for the dependent sample are no longer met, the Wilcoxon test is used.
If Asymp.Sig0.05, the hypothesis is accepted.
If Asymp.Sig is more than 0.05, the hypothesis is rejected.

Homogeneity Test

According to Nuryadi et al., (2017) homogeneity test is a test of statistical significance that determines if two or more sample data sets from the same population have the same variance.
If the Sig. on Based on Mean is more than 0.05, the data is homogeneous.

N-Gain Score Test

According to Hake in Sundayana (2014) The N-Gain test explains the difference in process of learning scores between the two stages of therapy. The N-gain score is obtained by subtracting the outcome of the a pretest and posttest. A difference in pretest and posttest scores can be used to determine whether or not a given technique was adopted or implemented successfully.

Formula : $\dfrac{\text{Score Post-test}-\text{Score Pre-test}}{\text{Score Max}-\text{Score Pre-test}}$

(Hake, 2002)

Table 1. N-Gain Score Test

Mean Percentage	Category
>76	Effectve
56-75	Effective Enough
40-55	Less effective
<40	Not effective

(Hake, 1999)

Research Finding and Discussion

In the research result description, the researcher summarizes the results obtained from the students' pre-test and post-test reading ability scores. Before beginning therapy, both the experimental and control groups were given a pre-test. Following the treatment, a post-test was given. Audio aids are supplied to help the experimental group understand the material. The following are the pre-test and post-test score tables:

Table 2. Total Student Score

No.	Experimental Class		Control Class	
	Pre-test	**Post-test**	**Pre-test**	**Post-test**
1	64	92	72	84
2	80	96	96	100
3	64	88	42	72
4	88	96	48	80
5	44	84	72	100
6	92	100	68	76
7	84	88	100	100
8	36	76	72	88
9	80	92	60	72
10	100	100	72	76
11	60	80	72	88
12	56	76	92	100
13	68	88	68	96
14	72	88	64	84
15	84	96	84	100

16	68	84	78	84
17	84	92	68	76
18	76	88	88	96
19	64	80	84	92
20	96	100	80	88
21	72	84	84	100
22	64	100	42	76
23	60	88	56	84
24	56	80	56	88
25	72	80	76	100
26	52	88	60	80
27	64	72	64	84
28	56	88	64	80
29	52	84	92	100
30	40	68	48	72
31	68	88	56	80
32	40	88	92	92
33	72	100	60	80
34	56	92	72	76
35	68	92	88	92
36	76	100	92	100

Table 3. Descriptive SPSS

Descriptive Statistics

	N	Min	Max	Mean	Std.Deviation
Pre-test Experiment	36	36	100	67.44	15.570
Post-test Experiment	36	68	100	88.22	8.278
Pre-test Control	36	42	100	71.22	15.500
Post-test Control	36	72	100	87.11	9.756
Valid N (listwise)	36				

The test's two stages are listed below. At the start of the meeting, every student took a pre-test. The experimental class received a score of 36, while the control class received a score of 42. The control class's average pre-test score was 71.72, which was greater than the experimental group's 67.44. After getting three treatments, the two classes were given a post-test. The experimental class averaged 88.22 points, ranging from 68 to 100. The control class had an average score of 87.11 on a scale of 72 to 100. As a result of these findings, the researcher concludes that the experimental class outperforms the control class.

Normality test

Table 4. Normality Test SPSS

Test of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
English Learning Outcome Result	Pre-test Experiment	.079	36	.200*	.984	36	.860
	Post-test Experiment	.156	36	.027	.945	36	.071
	Pre-test Control	.104	36	.200*	.970	36	.427
	Post-test Control	.157	36	.025	.898	36	.003

According to the data provided, can conclude the null hypothesis, also known as H0, is rejected, the data does not fit the normal distribution, and the results are 0.05.

Wilcoxon test

Table 5. Wilcoxon test SPSS

RANKS				
		N	Mean Rank	Sum of Ranks
Post-test Experiment – Pre-test Experiment	Negative Ranks	0[a]	.00	.00
	Positive Ranks	35[b]	18.00	630.00
	Ties	1[c]		
	Total	36		
Post-test Control – Pre-test Control	Negative Ranks	0[d]	.00	.00
	Positive Ranks	34[e]	17.50	595.00
	Ties	2[f]		
	Total	36		

Table 6. Test Statistic

	Post-test Experiment – Pre-test Experiment	Post-test Control – Pre-test Control
Z	-5.166[b]	-5.099b
Asymp.Sig. (2-tailed)	<,001	<,001

Table 7. Simple Result

Ranks	Experimental Class	Control Class
Negative ranks	0	0
Positive ranks	35	34
Ties	1	2

The coefficient of Asymp.Sig (2-tailed) is 0.01 according to output statistics. Its

"hypothesis was accepted" due to the value of 0.01. Students in the eleventh grade at SMA Negeri 1 Juwana improved their reading ability as a result of the listen read discuss (LRD) technique.

Homogeneity test

Table 8. Homogeneity Test of SPSS

		Levene Statistic	df1	df2	Sig.
English Learning Outcome Class	**Based on Mean**	3.406	1	70	.069
	Based on Median	3.428	1	70	.068
	Based on Median and with adjusted df	3.428	1	69.18	.068
	Based on trimmed mean	3.211	1	70	.077

According to aforementioned data, Sig value for the based on Mean was 0.069, suggesting that it is greater than 0.05. It is conceivable to conclude that the value data for the both group are similar.

N-Gain Score Test

Table 9. N-Gain Calculation Result

N-Gain Score Test Calculation Results

No.	Experimental Class	No.	Control Class
1	77.78	1	42.86
2	80.00	2	100.00
3	66.67	3	51.72
4	66.67	4	61.54
5	71.43	5	100.00
6	100.00	6	25.00
7	25.00	7	00.00
8	62.50	8	57.14
9	60.00	9	30.00
10	00.00	10	14.29
11	50.00	11	57.14
12	45.45	12	100.00
13	62.50	13	87.50
14	57.14	14	55.56
15	75.00	15	100.00
16	50.00	16	27.27
17	50.00	17	25.00
18	50.00	18	66.67
19	44.44	19	50.00
20	100.00	20	40.00
21	42.86	21	100.00

22	100.00	22	58.62
23	70.00	23	63.64
24	54.55	24	72.73
25	28.57	25	100.00
26	75.00	26	50.00
27	22.22	27	55.56
28	72.73	28	44.44
29	66.67	29	100.00
30	46.67	30	46.15
31	62.50	31	54.55
32	80.00	32	.00
33	100.00	33	50.00
34	81.82	34	14.29
35	75.00	35	33.33
36	100.00	36	100.00
Mean	63,14		56,52
Minimum	00.00		00.00
Maximum	100.00		100.00

The N-Gain score calculation demonstrates that the experimental class's mean is 63.14 percent, or 63 percent, which falls into the category of effective enough. Furthermore, the control class had a mean N-Gain score of 56.62 percent, indicating that 56% of them are effective enough.

Discussion

According to the researcher's findings, using the Listen-Read-Discuss strategy has numerous advantages. This is connected to Manzo's explanation as well. To begin with, the treatment is simple to use and does not necessitate extensive preparation. Second, students are also given oral assistance in understanding the content. All students, whether they grasp reading well or not, can employ the listen read discuss strategy. Additionally, students can actively participate in classroom discussions, which helps them understand the reading material. Students who adopt the listen read discuss technique are more likely to be engaged and learn more. Finally, the listen read discuss method may assist students in developing previous understanding to reading the book.

Conclusion and Suggestion

Conclusions

According on research, learning approaches utilizing the LRD strategy can be implemented as anticipated. Listen-Read-Discuss is an effective method for improving students' reading comprehension, particularly when reading descriptive texts. The Listen read discuss method was intended to improve reading abilities. Students have been taught from the start to listen before reading, so that when they read, they do not struggle and can more easily grasp ideas from existing information in descriptive texts. Using the LRD technique improves reading abilities as well as their passion for participation in the continuing learning process. Students pay greater attention and try to actively communicate their thoughts, and students can accurately construct descriptive text structures. When

debating, students are also highly engaged.

According to Wilcoxon SPSS, the LRD strategy improved the scores of 35 students. One student has the same worth. On the descriptive test, the class that received the treatment received 20.78 points. On the descriptive test, the class that did not receive the treatment received 15.89 points. The Wilcoxon test was done better by 34 students in the control class. The result of Asymp.Sig(2 tailed) is less than 0.05. In a study on the use of LRD to improve student performance, there were significant differences between the control and experimental classes. The N-Gain test score is 63.14, indicating that it is "effective enough."

Suggestions

The researcher makes the following recommendations based on the research findings:
1. **For the Teachers**
   Teachers should produce engaging information that meets the needs of their students while without appearing boring or out of date. If the teacher wishes to utilize a method that necessitates the use of sound, it is best to examine the state of the speakers in each class or to use a language laboratory so that students can hear the audio more clearly. Teachers can also offer additional projects, such as finding audio relevant to a book and having students listen to the audio, read, and discuss the text to improve students' reading abilities.
2. **For the Students**
   Students must know that English is very important in life, thus they must force themselves to be able to speak English in the manner that they prefer. Begin with the simple things, such as listening to audio from short passages, to improve your capacity to interpret a text. Learning with brief audio must first be very connected to everyday life so that it is easier to learn things that we frequently encounter.
3. **For the Further Research**
   It is preferable to use a more varied audio depending on the time of day for further research. Provide brief text and music to generate a sense of comfort and fun while studying. If necessary, the researcher can increase the number of treatments employed to ensure that students genuinely improve their text reading abilities.
4. **For the Readers**
   If the reader believes that this research is good and valuable, it can be used or applied in practice in life; however, the reader should submit ideas for the researcher so that the researcher can remedy faults in future research.

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