

TEACHING READING COMPREHENSION THROUGH LISTEN- READ-DISCUSS (LRD) STRATEGY TO THE ELEVENTH GRADE STUDENTS OF MAN 2 LUBUKLINGGAU

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Abstract: This research investigates the effectiveness of the Listen-Read-Discuss (LRD) strategy in improving reading comprehension of argumentative texts among eleventh-grade students at MAN 2 Lubuklinggau. Addressing challenges such as limited learning strategies, the study employed a pre-experimental design involving 40 students selected via purposive sampling. Data were collected using a 20-item multiple-choice test. The findings revealed a significant improvement in student performance, with average scores rising from 67.0 in the pre-test to 76.6 in the post-test. Statistical analysis yielded a t-obtained value of 10.02, substantially exceeding the t-table value of 1.685. Consequently, the null hypothesis was rejected, confirming that the LRD strategy is a significantly effective instructional tool. By fostering engagement and structured discussion, the LRD strategy enhances students' ability to decode complex argumentative texts. The researcher recommends that educators adopt this strategy across various contexts and suggests further studies to explore its long-term impact on diverse reading materials and student engagement levels.

Keywords: Argumentative Text, Reading Comprehension, LRD Strategy

INTRODUCTION

English is an international language that is often used by many people around the world as a global communication tool, both as a second language and a foreign language. Harmer (2007) states that English is a language used widely for communication and commonly used exchange among so many countries. Apart from that, according to Boyinbode (2018), English is a language that is able to

convey messages perfectly from one party to another regardless of the main language they use. It means that English is an international language as a communication intermediary between people from various countries with different primary languages.

There are four skills in the process of teaching and learning English. They are: listening, speaking, writing, and reading. Reading is one of the important skills for students to learn. Brown (2004) states that reading is also a skill that teachers just expect students to acquire. Comprehension plays an important role in reading. According to Snow (2002), reading comprehension is a process of simultaneously extracting and constructing meaning through interaction and involvement with written language that consists of three elements: the reader, the text, and the activity or purpose of reading.

In previous research, there were problems experienced by students regarding reading comprehension which were found by several researchers. According to Kamarudin (2022), many students of Senior High School in SMAN 4 Mataram had difficulty in understanding some reading texts because the content was first covered orally, particularly due to lack of vocabulary, grammatical structure, and the process of understanding the ideas in the text. As a result, students were unable to read the entire text thoroughly.

Furthermore, based on the results of an interview with an English teacher at MAN 2 Lubuklinggau in February 2025, there were several problems faced by students in reading comprehension. These included low reading comprehension such as difficulty in determining the main idea and theme of a reading text, difficulty in identifying the characteristics of a text, and lack of vocabulary.

There are actually many strategies in the process of teaching and learning reading comprehension that can be used. Therefore, based on the problems mentioned above, the researcher was interested in applying a strategy in the process of teaching and learning reading comprehension, which is the Listen-Read-Discuss (LRD) strategy. According to Maghfira et al. (2023), the Listen-Read-Discuss strategy can be used to engage students, particularly struggling readers, in class discussion. The Listen-Read-Discuss (LRD) strategy is designed to promote student learning

(Purnama and Ramdhani, 2023). This strategy involves both teachers and students actively in the learning process. The teacher provides a short lecture about the material to be taught, while also activating students' prior knowledge before reading.

It can be concluded that this strategy is beneficial for reading comprehension because it involves students' prior knowledge and makes them more active during the learning process. However, although several researchers have promoted the use of the LRD strategy, its effectiveness in improving reading comprehension especially on argumentative texts—still needs to be explored further, particularly in the context of Indonesian senior high school students. Therefore, the researcher formulated the research question: "Is the Listen-Read-Discuss (LRD) strategy effective in improving the reading comprehension of eleventh-grade students at MAN 2 Lubuklinggau?" This study is significant because it may provide an alternative instructional strategy for teachers to improve students' reading comprehension and help learners better understand academic texts.

Based on the explanation above, the researcher was interested in conducting an experimental research entitled *Teaching Reading Comprehension through Listen-Read-Discuss (LRD) Strategy to the Eleventh Grade Students at MAN 2 Lubuklinggau*.

RESEARCH METHODOLOGY

In this research, the researcher used a quantitative approach. According to Creswell (2023), quantitative research is an approach for testing objective theories by examining the relationship among variables or comparing groups. These variables, in turn, can be measured using instruments so that the data can be analyzed statistically.

This study employed an experimental method, specifically a pre-experimental design, using a one-group pretest-posttest design. The variables of this research were divided into two: Listen-Read-Discuss (LRD) Strategy as the independent variable, and students' reading comprehension as the dependent variable.

Table 1 One Group Pretest and Post test Research Design

<i>O</i>	<i>X</i>	<i>O</i>
Pretest	Treatment	Posttest

(Fraenkel et al., 2023)

The table above describes the research procedure, in which the students first took a pre-test consisting of 20 multiple-choice questions based on argumentative texts. This was followed by a treatment using the LRD strategy conducted in four sessions. Lastly, a post-test using the same instrument was administered to measure the students' improvement.

The population of this research consisted of all eleventh-grade students of MAN 2 Lubuklinggau in the 2024/2025 academic year, totaling 237 students distributed across six classes:

Table 2 Total of Classes and Students

No	Class	Total Number of Students
1.	XI.1	40
2.	XI.2	40
3.	XI.3	39
4.	XI.4	40
5.	XI.5	38
6.	XI.6	40
Total		237

(MAN 2 Lubuklinggau in the academic year 2024/2025)

The sample was selected using purposive sampling, resulting in class XI.1 (40 students) as the experimental group.

The instrument of this research was a multiple-choice test consisting of 20 items that had been tested for validity and reliability. The components of reading comprehension assessed in the test included identifying the type of text, determining the main idea, understanding explicit and implicit meaning, extracting detailed information, and drawing conclusions.

The data were collected through pre-test and post-test and then processed using statistical analysis. First, a normality test was conducted to determine whether the data were normally distributed. Then, a paired sample t-test (matched t-test) was used to compare the mean scores of the pre-test and post-test. The analysis was performed using SPSS version 25.

The criteria for accepting the hypothesis were if the significance value (p-value) was less than 0.05, then the alternative hypothesis (H_a) would be accepted, indicating a significant difference after the treatment.

The procedures for applying the Listen-Read-Discuss (LRD) strategy were adapted from Manzo and Casale (1985) and are described below:

a. Pre Activities

- 1) The teacher opens the class by greeting the students
- 2) The teacher gives brainstorming and invites students to share their opinions.
- 3) The teacher stimulates students' curiosity by inviting them to guess the contents of the reading that will be taught.
- 4) The teacher facilitating the task by explains that the material will be presented in full, but students still need to read to find questions answered by the information.

b. Whilst Activities

- 1) The teacher conveys information from the text by telling a story like giving a lecture.
- 2) Reading Section. Students are given time to read the text version so they can understand the material more deeply.
- 3) The teacher divides students into small groups so they can explore the topic together.
- 4) The teacher helps students understand the material by checking their understanding and providing direction if needed.

c. Post Activities

- 1) Students are invited to practice reading skills.

- 2) The teacher gives an assessment and invites students to reflect on what has been learned.
- 3) The teacher closes the session with a conclusion and closing message that builds enthusiasm for learning.

In summary, the LRD strategy integrates listening, reading, and discussion to help students enhance their understanding of texts through interactive and reflective learning processes.

RESULTS AND DISCUSSION

RESULTS

This research was conducted in class XI.1 of MAN 2 Lubuklinggau in the 2025 academic year in May 2025. The total number of students in class XI.1 is 40 students. The purpose of this research was to find out whether using Listen-Read-Discuss Strategy is effective or not to teach students reading comprehension to the eleventh grade students at MAN 2 Lubuklinggau. The researcher implemented four treatments of argumentative text after the pre-test and before the post-test to the eleventh grade students of MAN 2 Lubuklinggau. In this research, the researcher conducted the pre-test to the eleventh grade students of MAN 2 Lubuklinggau in the academic year 2024/2025 before the treatments. The pre-test was involved by the 40 students in the pre-test with the 20 questions of the test in the form multiple choice. Then, the researcher calculated the students reading comprehension score based on students individual score that can be seen in the table below.

Table 3 Recapitulation of *Pre-Test* Data

NO	Category	Information
1	The Highest Score	85
2	Lowest Score	45
3	Average Score	67
4	Number of Students Passed	15
5	Number of Students	40
6	Total Score	2680

From the table of recapitulation of pre-test data above, it shows the result of answer calculation on the pre-test that the highest score was 85 which were

obtained by 4 students and the lowest score was 45 which were obtained by 1 student. So that, it can be concluded that the average score was 67 with the comparison of Learning Objective Achievement Criteria (LOAC) was 74 of the eleventh grade students of MAN 2 Lubuklinggau. Then, there were 15 students or 37,5% in the “passed” qualification. Therefore, there were 25 students or 62,5% in the “failed” qualification. This can be concluded that the number of students who answered the question about argumentative text incorrectly was higher than those who answered correctly.

Table 4 Recapitulation of *Post-test* Result Data

NO	Category	Information
1	The Highest Score	95
2	Lowest Score	55
3	Average Score	76.62
4	Number of Students Completed	29
5	Number of Students	40
6	Total Score	3065

Based on table above, it can be seen that the researcher conducted the post-test to the students after the treatments by using Listen-Read-Discuss Strategy. The post-test given by the researcher to the same students who have been participated in the pre-test. There were 40 students with the 20 questions of the test in the form of multiple choice. The result of answer calculation on the post-test show that the highest score was 95 which were obtained by 2 students and the lowest score was 55 which were obtained by 3 students. Finally, it can be concluded that the average score was 76,6 with the comparison of Learning Objective Achievement Criteria (LOAC) was 74 of the eleventh grade students of MAN 2 Lubuklinggau. that there were 29 students or 72.5% in the “passed” qualification. Therefore, there were 11 students or 27,5% in the “failed” qualification. This can be concluded that the number of students who answered the question about argumentative text correctly was higher than those who answered incorrectly.

DISCUSSION

According to the finding above, the result of the research was discussed by the researcher. Besides that, the researcher also discussed about the problem that

appeared before the implementation of the treatments by using listen-read-discuss strategy to the eleventh grade students of MAN 2 Lubuklinggau. It starts with the students mean score in the pre-test was 67 comparing to the Learning Objective Achievement Criteria (LOAC) 74, it means the average score of the pre-test was low or failed qualification. Moreover, the researcher conducted the treatments, and in the post-test, the average score was turned into 76,6.

Furthermore, there were 15 students or 37,5% in the “passed” qualification in the pre-test. Nevertheless, there were 25 students or 62,5% in the “failed” qualification. In the pre-test, the highest score was 85 which were obtained by 4 students and the lowest score was 45 which were obtained by 1 student. Moreover, it can be inferred that there were still many students who did not achieved the Learning Objective Achievement Criteria (LOAC) of 74.

Based on the result of the mean score in the post-test there were 29 students or 72,5% in the “passed” qualification. In other side, there were 11 students or 27,5% in the “failed” qualification. The highest score in the post-test was 95 obtained by 2 students and the lowest score was 55 obtained by 3 students. So that, from the result of the post-test score, it can be proved that many students who passed the Learning Objective Achievement Criteria (LOAC) of 74. consistent with the problems identified in the background of the study, where students generally lacked fluency, confidence, vocabulary mastery, and had difficulty expressing their ideas in English.

In terms of statistical analysis, a normality test was first conducted using the Chi-Square (χ^2) method to determine whether the data were normally distributed. The result of the test showed that the Chi-Square calculated value $X^2_{obtained} = -89.486$ with degree of freedom ($df-2$) = 38. The level was 95% (0.05), so the $X^2_{table} = 53.383541$. The researcher concluded that $X^2_{obtained} < X^2_{table}$, so the data were normal. This allowed the researcher to proceed with the matched t-test.

Based on the result of matched t-test's table on Appendix C, it was found out the subject (n) was 40 students. The total of differences ($\sum D$) was 370 and the square of differences ($\sum D^2$) was 4200. The result of Standard Deviation (SD) was 6.12. Therefore, the researcher also calculated the Standard Error of Difference

(\bar{SD}) was 0.96. Finally, the researcher calculated the matched t-test was 10.02. According to the result of calculation above, the researcher inferred that the result of matched t-test was 10.02 which exceeded the coefficient of t-table 1.685 for significance of 0.05 for $df-2 = 38$. In conclusion, it means that the alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected. The alternative hypothesis stated that it was significantly effective to use Listen-Read-Discuss Strategy to teach reading comprehension to the eleventh grade students of MAN 2 Lubuklinggau in the academic year 2024/2025.

CONCLUSION

Based on the findings in the previous chapter, the researcher identified a considerable improvement in students' reading comprehension scores before and after the implementation of the Listen-Read-Discuss Strategy. The students' average score in the pre-test was 67 and the students' average score in the post-test was 76,6. Furthermore, it can be inferred that there was significant difference between students' achievement. According to the result of the calculation in finding and Appendix C, t-test obtained was 10.02 which exceeded the coefficient of t-table 1.685. It means that the alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected. Furthermore, the researcher concluded that it was significantly effective to use Listen-Read-Discuss Strategy to teach reading comprehension to the eleventh grade students of MAN 2 Lubuklinggau in the academic year 2024/2025.

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