

LISTEN-READ-DISCUSS (LRD) STRATEGY IMPROVE READING COMPREHENSION TO NURSING STUDENTS

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ABSTRAK

It was an in-class action research project. Both quantitative and qualitative data are used in the data collection. The results of the pre-test and post-test for the reading test were used to collect quantitative data. While this was happening, qualitative information was gathered from observation sheets of kids' and teachers' behavior. Tests and observation sheets were the instruments used. The outcome demonstrates that the tactic can enhance pupils' reading comprehension of report text. It is possible to see the difference in the students' pre-test, post-test one, and post-test two means. Seven students passed with the required grade on the pre-test, with a mean score of 69.5 (35%) being the passing mark. The mean post-test scores were 72.2 (60%), and twelve students received the minimum passing mark. The mean post-test score for seventeen students was 78.25 (85%).

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1. INTRODUCTION

Reading is a technique used to extract ideas from text. It enables readers to access a wide range of content, including written and printed materials like brochures, newspapers, and magazines. Additionally, reading as a language skill plays a crucial role in helping students learn a foreign language. Through reading, students are expected to be able to locate information in the text, identify the main idea, recognize explicit or implicit meanings in the text, and comprehend the text's purpose (Milankov, Golubović, Krstić, & Golubović, 2021).

When reading, pupils must not only read the material but also comprehend and understand its meaning. Reading comprehension, according to (Ceyhan & Yıldız, 2020), is the ability to comprehend what has been read. It is an active thinking process that depends on the students' experience and past knowledge in addition to their understanding abilities. Understanding language, identifying the connection between words and concepts, organizing thoughts, recognizing ideas, recognizing authors, forming judgments, and assessing are all part of comprehension. From these few examples, it is clear that reading comprehension is crucial for pupils since without it, they will not be able to understand the meaning of the

text (Reza Ahmadi, Nizam Ismail, & Kamarul Kabilan Abdullah, 2013).

Based on the learning objectives in the English lesson plan, reading instruction is given to nursing students. It is stated that in order for students to demonstrate reading competence, they must comprehend the meaning of interpersonal and transactional written text in the forms of recount, narrative, procedure, descriptive, report, analytical exposition, hortatory exposition, and spoof. This means that students must be able to access knowledge in addition to understanding the text (Akyol & Sural, 2021).

In truth, the majority of students are interested in reading, but some dislike it, have trouble understanding what they're reading, or have trouble comprehending what they've read. Based on preliminary study, the researcher identified the following issues: Some students have difficulty identifying the primary idea, locating word references, and concluding the topic. In addition, they have trouble locating the text's key points. These data were reported by University of Nursing student Bina Sehat PPNI Mojokerto. According to data from a little project completed by their English teachers, it indicates

that the kids' reading comprehension was lacking, but that it has not since improved.

For this reason, the author would want to use the Listen-Read-Discuss (LRD) technique while teaching reading. The researcher would like to select the research to enhance the students' reading comprehension. This technique could involve engaging the students and focusing on their knowledge to acquire superior reading comprehension (Lusiani, 2021). According to (Mariani, 2020), reading comprehension is the ability to comprehend what has been read, and it is an active thinking process that is influenced by the student's experience and past knowledge in addition to comprehension ability. Understanding language, identifying the connection between words and concepts, organizing thoughts, recognizing ideas, recognizing authors, forming judgments, and assessing are all part of comprehension. Therefore, it may be claimed that the reading from this small point of few. from this perspective, it is clear that a student's reading comprehension is crucial since without it, they will not be able to understand the meaning of the text.

(Brown, 2000) categorized four different reading genres: The task of perspective reading entails paying attention to the elements of lengthy conversation, including the letters, words, punctuation, and other grapheme symbols. These categories are used to test a reader's ability to recognize lexical, grammatical, or discourse features of language within a very brief passage of text using picture-cued tasks, matching, true/false, and multiple-choice questions. The process of interactive reading involves negotiating meaning; the reader brings to the text a set of schemata for doing so, and take is the outcome of that dialogue. Extensive reading refers to reading anything longer than one page, including books, short stories, technical reports, promotional articles, and essays. However, the researcher solely concentrates on the interactive because that is what the student can understand at the senior high school level. A way to aid pupils in understanding a text is the listen-read-discuss method. Students are given a brief lecture by the lecturers. The students then read the passage that the teacher had mentioned. After finishing the reading, the students debate the material they read and the teacher's lecture. Additionally assisting the students in drawing on prior knowledge is this tactic. According to Jennifer Hamilton's article, using the listen-read-discuss method to teach reading material is effective. According to Jennifer Hamilton's article, the listen, read, and discuss method of teaching reading is effective because it allows pupils to first hear the teacher lecture before beginning to read (Ardhian, Ummah, Anafiah, & Rachmadtullah, 2020).

As the book is discussed before reading, the students in this phase draw on their prior knowledge of

it before bringing in the difficult readers. In addition, (Smith-Greenaway, 2013)said that struggling students who have trouble reading proficiently on their own benefit from this practice because they employ their past knowledge by listening to the teacher introduce the subject. To help them grasp concepts better, teachers often invite their pupils to read, listen to presentations, and then discuss what they have read with one another. Therefore, the teacher should choose subjects that the pupils are unfamiliar with in order to ensure their interest. A second expert agrees, expressing a nearly identical viewpoint to the first. The Listen-Read-Discuss method encourages students to participate actively in their education (Eralisa & Mujahidah, 1970). The kids can receive training here to become better readers, speakers, and listeners. First, the instructor gives a lecture on a chosen section of the material. Following their reading, the students and teacher debate the lecture and reading in order to make comparisons between the lecture and the written material.

2. RESEARCH METHOD

When a problem's answer is unknown, research is the methodical process of trying to figure it out using a recognized technique. In this study, the researcher use research design classroom action research (CAR). This is a cyclic research, according to (Saepudin, 2020), with each cycle consisting of four steps: plan, activity, observation, and reflection (Ingleby, 2012).

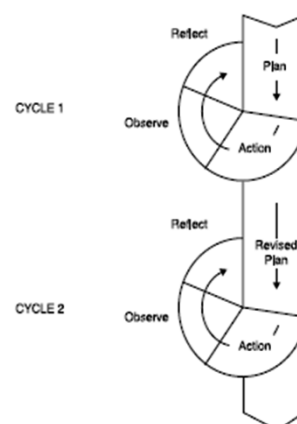


Figure 1. Cyclical AR Model

There are four steps in each cycle: planning, doing, watching, and reflecting. The researcher does not need to move on to the second cycle if the first cycle is successful. And if the outcome of the first cycle is unsuccessful, the researcher must go to the second cycle to make revisions and carry out the processes in the following cycle until the research's goal is achieved. Thus, it depends on how well students perform in relation to the CAR success criteria. The subject of the study in this study, in particular first grade Nursing Student of University Bina Sehat PPNI Mojokerto. It comprises of two courses, A class and B class, with A class being the focus of the researcher's study. There are 20 students enrolled. the area where University Bina Sehat PPNI Mojokerto.

The test and observation sheet were the research tools employed in this study. The pupils had to write content in the form of reports for a reading test. Pre-test and post-test versions of the test were administered. Additionally, the researcher observed the reading and teaching processes in the reading class using an observation sheet. The research will administer pre- and post-tests to the students in order to gather data. 1st step test, The researcher will administer a pre-test before treating the pupils in order to collect data. The researcher will ask the student to complete a reading exam, both of which contain 15 questions. Post-test 2, Students will take a post-test once the researcher has finished teaching them sing LRD. There are 15 reading test items on the post-test. The post-test results will be used by the researcher to draw conclusions regarding this study.

The researcher attempts to determine the average vocabulary score of pupils for each cycle of actions in the quantitative data. It will be used to track kids' progress as they learn to read comprehension. The data will be collected by the researcher utilizing a reading test. The study employed an objective test. It is divided into 15 dyadic essay pieces. The description of the listen-read-discuss strategy's steps—from planning to acting to observing to reflecting—was the qualitative data. It was used to enhance students' reading comprehension of report texts.

3. FINDING AND DISCUSSION

Based on the results of the reading scores of the students on cycle 1 after the Listen - Red - Discuss technique was implemented. It was discovered that one student with an initial DI of 80 (5%) and a score of 85 (5%) was among the top 20 pupils. 77 (5%) students, one. Nine students made up the 75th percentile. 2 out of 66 students (10%). There were three pupils, or 65 (15%). Student first LAI received the lowest score of 60 (5%) out of 20 pupils. The score as a whole was 1.444. If a student's score was equal to or higher than the required minimum, they declared success; if it was below, they declared failure. Twenty students were present, and twelve of them achieved the required passing score.

The calculation yielded a cycle one reading test mean score of 72.2. The greatest and lowest scores were 85 and 60 respectively. The test's results revealed that there was still room for improvement in the kids' comprehension. because the pupils' average score did not yet meet the 75-point success standard. Additionally, fewer pupils still completed learning goals; just 12 students, or 60% of the 20 total students, received a passing grade.

Furthermore, only 12 out of the 20 students, or 60%, received a passing mark, while the remaining 8 students, or 40%, failed. This indicates that the percentage of students who learned their material was still low. For it to meet the requirement, it still needed at least 85%..

Result of cycle 1

Additionally, the study observed student activities and recorded the findings on an observation sheet. Six pupils were found to be concentrating on their strengths while controlling their weaknesses (30%) as a consequence of the observation. 9 students still struggle to identify the central idea of a tale utilizing the listen-read-discuss method, while 5 students love pushing themselves and establishing objectives (25%)

After receiving the reading test results, the reflection on the classroom action research was carried out. based on an analysis of the teaching and learning process and the reading results from the first cycle of students. It demonstrated that the deployment of the Listen-Read-Discuss technique had not yet produced the desired improvement in pupils' reading comprehension. The pupils continued to struggle with reading. Based on the findings of the observation checklist, the pupils did not actively participate in the reading process. In addition to that, the students' reading test results did not yet match the success requirements, even though the mean post-test 1 score was 72.2. It fell short of the 75-point success standard. As a result, the researcher and the teacher collaborator decided to carry out the second cycle.

Result of cycle 2

The Listen - Read - Discuss technique may help students' reading comprehension, according to the findings of the students' reading scores in Cycle 2. The success criteria specified in this study show this. First, as seen by the observation checklists, the students became more engaged in the teaching and learning process. Second, the students' reading performance on post-test 2 had a mean score of 78.25. It was higher than the post-test 1 mean score of 72.2. The action research was successful as a result.

The following facts were observed during cycle two of implementation, according to the observation sheet's findings: First, because the teacher assigned them to study about and complete assignments in groups to describe particular themes while she personally investigated them to gain information, the majority of the students paid attention to her explanations. They were pretty excited and helpful. Second, the students participated more actively in the groups due to the changing group dynamics and the freshly covered topic. Thirdly, because fewer faults were discovered than in the first cycle, the students were able to generate respectable paragraphs. It's because the instructor provided greater direction and control during paragraph writing and up until the reading stage. Additionally, the researcher watched the students' activities and recorded her findings on the observation sheet. According to the results of the observation, nine students were managing their weaknesses while concentrating on their strengths (45%), eight students were having fun and making objectives (40%) and kids weren't scared to admit when they were wrong (15%).

Discussion

The Listen-Read-Discuss method may help students read and comprehend descriptive passages, according to research findings. The fact that students' mean scores, overall percentages, and levels of learning activity increased at each session of the teaching and learning process served as evidence. According to the researcher who was monitoring the teaching and learning process on the first cycle, a few students still showed signs of confusion and difficulty understanding the concepts, and they paid less attention to the teacher's explanations. The students' first cycle's mean score also fell short of success criteria. Thus, the decision was made by the researcher and collaborator to perform the second cycle jointly. Then, on cycle two, this cycle's activities were carried out better than cycle one's. The pupils engaged in the learning process actively and listened carefully to the teacher's explanations. Using this method, students appeared eager to do the chores, and they adhered to every teacher directive. Students participate in group projects and guide investigations into the teacher-provided object using the Listen-Read-Discuss method.

According to the findings of the data analysis for cycle 1, the pupils' greatest score was 85 and their lowest was 60. Generally speaking, 7 students in cycle 1 passed the exam beyond the threshold of success, which was 75, according to the school's agreement. The remaining 13 pupils either failed the test or did not meet the success requirements. The pupils' greatest score on cycle 2 was 90, while their lowest score was 65. In this instance, student progress revealed an increase in the number of students who met the success criteria from 12 students (60%) in cycle 1 to 17 students (85%) in cycle 2. The Listen - Red - Discuss technique was shown to improve students' reading comprehension of descriptive texts based on the results of cycles 1 and 2.

Additionally, based on the research conducted by (Khasinah, 2013), there were certain variances and similarities observed in relation to the pertinent study in this research. It employs the same listen-read-discuss method for enhancing pupils' reading comprehension. However, this study differed that it employed an experimental research design with an experimental group and a control group, whereas this study used classroom action research. The findings of these two studies demonstrated that using the Listen-Read-Discuss technique helped students' reading comprehension.

4. CONCLUSION AND SUGGESTION

The application of the Listen-Read-Discuss approach was able to improve students' reading comprehension in report text at the first grade of Nursing Student University Bina Sehat PPNI Mojokerto, the researcher could conclude after evaluating the data. After using the Listen - Read - Discuss technique, the students' reading comprehension of report material improved. The

results of the mean scores for cycles 1 and 2—72.2 (60%) and 78.25 (85%), respectively—proved it. Although there was progress, cycle 1's results had not yet met the requirements for success. The results of the cycle one observation sheets then revealed that not all of the students were actively participating in the teaching and learning process.

It was discovered on cycle 2 that 17 pupils, or 85% of 20 students, had met the success threshold of 75. In summary, the Listen-Read-Discuss method helped students become more proficient readers of report texts while also giving them the chance to collaborate in groups and conduct independent research on a teacher-provided object. Based on the research's findings, this tactic was deemed successful.

According to the research findings, the Listen-Read-Discuss technique was successful in getting students to read more report text. This tactic might be an alternative to deal with the pupils' difficulties in learning to read. In order to help the reader, the researcher would like to offer the following suggestions: As a result, the researcher would like to offer some advice to readers. Since employing the Listen-Read-Discuss technique will help kids read more, teachers should continue using it in the future.

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