



Exploring EFL Student's Reading Comprehension of Narrative Text Through Listen-Read-Discuss (LRD) Strategy: A Case Study At Second Grade of SMK PGRI Lemahabang

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Abstract

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The purpose of this study is to determine the use of Listen Read Discuss (LRD) strategies to improve students' reading comprehension of narrative texts in class eleven of Vocational High School. There are several problems in this research. First, the shortage of students vocabulary. Second, students are less motivated to read. Third, students are hard to get Main ideas in reading comprehension. The population of this research is 23 students. That Data collection techniques in this study using observation and interviews. The research sample is class XI TKJ as an interview class consisting of 5-10 students, and the remaining number of students is used for observation. Collecting data by providing interview questions which are given differently. The results obtained in this study are that students are taught step by step so that it can be concluded that the Listen Read Discuss (LRD) strategy is effective in improving students' reading skills understanding of narrative text in class XI Vocational High School TKJ.

Keywords: Reading Comprehension, LDR Strategy, Narraive Text

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INTRODUCTION

English is a foreign language which is a prerequisite for learners to be able to use it when interacting with English speakers around the world as tourists, businessmen, and for other purposes. In Indonesia, EFL students are required to learn English from elementary school to university because the Indonesian government has established English as a compulsory subject in the curriculum (Nuh, 2013). One of the most important skills that students need to develop is the ability to read. Most students get a lot of information from reading based on what they read. Knowing the lexical meaning of the passage gives you information points. Improving reading comprehension allows students to adjust their reading comprehension (Yuliana, 2020).

In this era, people consider reading as an important activity, so people usually say that reading is a way to open the world. Reading is an interesting activity because by reading people can get a wide variety of information. One of the main activity in the teaching and learning process at school is reading. Through In reading activities students can gain knowledge and various views from a writer through written text. Therefore, students need good reading skills to



be able to keep abreast of all developments, both technology and information (Lusiani dkk, 2021).

Reading is a very important need for students, so it needs some efforts to invite students to have the habit and pleasure in reading. The more active students in reading, the better students will be in understanding a text, this is because by reading, students learn new vocabulary and add knowledge that is useful for them in living a life that is growing as technology advances. Thus, the knowledge gained by students will make them able to deal with an upcoming problem with their critical and creative ideas. Especially in English lessons, reading is very necessary because English teaching today is very different from previous teaching. Reading comprehension is one of the English skills taught in schools (Permana et al., 2019). Being able to read and understand English material well is the main goal of learning English (Muhtasim, 2020).

Khairunnisa (2018) states that reading is a cognitive process which means capturing the author's message from a written text that is intended to be understood by the reader assisted by the hard work of the brain. Reading comprehension seems to be a very important problem for students to master. By mastering reading comprehension well, students can get in-depth information in reading. In other words, if they don't get the gist of the information, they will lose its meaning significantly. If a student can understand well, their reading activity will be much easier.

Reading as a receptive skill has the most important part in English. Reading helps students to build their vocabulary, increasing students' understanding of written work. In addition, by reading students can find new things. Even in this day and age books, magazines, journals and the internet are great learning tools requiring the ability to read and understand what is read in English. By reading, students will have more experience to improve their knowledge and skills in English (Ibrahim, 2017).

According to Jismulatif (2019), each student has different abilities and experiences in learning to read, so that the process of learning to read will be effective in producing meaningful understanding if it is carried out thoroughly. In short, reading is a student's experience in getting new words. The more experience they have, the more vocabulary they get. By reading correctly, readers can get more ideas and knowledge, even many new things that they did not know before (Astri & Wahab, 2018).

In terms of learning English in Indonesia, students have difficulty understanding English texts in magazines, books, journals or TV, even to understand texts in their English school books, while they have to read their textbooks or other materials related to their studies. Students are still confused to answer comprehension questions in the reading text. There are many possible reasons that might happen. One of the reasons is that teachers teach students monotonously and ineffectively. The teacher does not use a variety of strategies and materials in teaching reading to stimulate students' motivation in learning to read. Teachers teach students with techniques or strategies that are difficult for students to understand, so students become bored and lose their attention to learning. The impact is that students will feel bored to read the text, cannot understand the text and cannot understand the text well (Wahyuningsih, 2021).

Reading strategy is one of the strategies that must be applied by a teacher when teaching. Reading strategy is a process that involves parts of text processing that varies with the variation of the text, the purpose of the reader, and the context of the situation. The significance of reading is implicitly applied in the 2013 curriculum in Indonesia. The purpose of teaching reading is as one of the main skills to develop students' ability to read and understand various reading texts.

The 2013 curriculum states that there are several types of texts that must be studied by second grade students in Vocational High Schools, one of which is narrative texts. Narrative text is a text that consists of various problematic events, related logically and chronologically, and occurs due to several relevant factors, but has its own solution to solve the problem. A Narrative is generally imaginative, though there are also real. Narratives can be folklore, fairy tales, mysteries, science fiction, romance, as well as horror stories. Narrative text as a story, so it should be has elements that can make the story more interesting for readers such as conflict and the conclusion of the story (Yusanti, 2018) .

The reality in the field, there are still many students who do not like to read for various reasons that affect student learning outcomes. One of the reasons is the lack of motivation and ability to read, especially for reading comprehension. In addition, another reason is because the time provided is also very limited. The classroom atmosphere is also very boring, because usually learning is only done in the classroom with very limited materials or materials. Usually students only read textbooks that have been determined. This is because students only buy certain books that are required by the school. Students want to look for books or other reading materials if there is only an assignment from the teacher. This makes students unable to read well due to lack of practice (Wahyuningsih, 2021).

The teacher should give simple instructions when he or she teaches students' comprehension strategies, so that students can use the strategies in reading. By using the right strategy, students can understand well. Meanwhile, the reader must understand what the author wants to convey to get information. Melisa (2018) states that reading is a process when readers monitor their understanding and when they lose their understanding, they unconsciously choose and use reading strategies (such as rereading or asking questions) that will help them to reconnect with the pieces. information conveyed in the reading. text.

In this case, the teachers are expected to be able to apply the use of effective learning strategies in improving students' reading comprehension, so that students feel able to understand narrative texts along with the components and objectives of the text. One of the learning methods related to improving students' reading comprehension is Listen-Read-Discuss (LRD). Sudibyo et al (2020) stated that Listen-Read-Discuss (LRD) is a strategy that enables students to build prior knowledge before reading learning materials during the listening stage and makes them understand the text easily during the reading stage, and is active in class discussions.

Therefore, the teachers should consider appropriate strategies to develop mastery in learning activities that can encourage students' interest, their focus in learning reading comprehension and strategies that students can understand easily. Effective learning, including learning which, like being an effective teacher, requires something to start with, and something to keep it from becoming random

or misguided. For what is needed to make effective learning, teachers can use one of the strategies, namely Listen-Read-Discuss (Tawali, 2021).

Thus, reading strategies can be taught explicitly as learners learn subject-specific content through authentic reading assignments. Still talking about reading strategies, there are various reading strategies developed from experts around the world (Tarek, 2013). One of them is LRD. The Listen Read Discuss strategy (LRD) has three important elements of ability, namely Listen, Read, and Discus. The LRD strategy has various advantages, namely providing basic information before reading and triggering important questions that are in accordance with the purpose of reading comprehension (Donna et al, 2010).

Through this strategy, the teacher can build students' basic knowledge by pouring out simple concepts about learning materials in the form of a graphic organizer that contains a brief explanation of narrative text. Terasne, et al (2018) that LRD: helps students understand the material through a graphic organizer that is delivered orally, builds students' basic knowledge before reading texts, and helps students achieve their reading comprehension.

Based on the description above, this research was conducted to find out "Exploring the reading comprehension of EFL students through the Listen-Read-Discuss (LRD) strategy in the second grade of SMK PGRI LEMAHABANG".

METHODS

This research uses qualitative research method with Descriptive Qualitative to describe EFL Students' Reading Comprehension of Narrative Text Through Listen-Read-Discuss (LRD) Strategy at Vocational High school. Descriptive Qualitative research generates data that describe the 'who, what, and where of event or experience' from a subjective perspective (Kim et al., 2017, p. 23).

The researcher investigated at Vocational High School. This B accredited school with various facilities to support teaching and learning activities. Vocational High school is a technology-based school in which there are several computer rooms that are also focused, making it easier to suddenly learn when learning needs it.

The Participants of this research is class IX TKR. The researcher used two type of data collection techniques, there are observation checklist and interview. Participant as much 23 students in first semester and uses 5-10 sample of vocational high school. This study uses data analysis according to Miles and Huberman. The data analysis model from Miles and Huberman is also called the Interactive Model. Miles and Huberman as quoted by Heris Herdiansyah state that there are four stages carried out in the processing of qualitative data, namely data collection, data reduction, data display stages, and conclusions or verification (Sugiyono, 2008, p. 45). These stages are interrelated during and after data collection.

RESULTS & DISCUSSION

Results

The Exploration of LRD (Listen-Read-Discuss) Strategy Toward EFL Student's Reading Comprehension

In this study, the participants indicated that learning with the LRD strategy was more interesting than just learning with the teacher in the conventional lecture method. While studying with a teacher can give them a lot of language input, studying with friends will boost their confidence in using the language. Thus, interacting with friends continues to grow their vocabulary driven by the random topics they talk about. In addition, other students said that the LRD strategy helped them a lot in increasing their vocabulary knowledge. Instead of learning vocabulary by reading or memorizing, he agrees that learning with the LRD strategy can avoid monotonous learning strategies.

Based on the observation checklist that has been carried out above, Vocational High School class students have high concentration when reading to the narrative text that has been given by the teacher. From the observation results it was also found that these students could understand well all aspects of the narrative text told by their teacher well. In addition, after the reading process was finished, the students in this class also actively gathered into one large group where they then chose to discuss again the topic of the narrative text that had just been read to all of them. In addition, all of them also compared the results of the reading they received from the teacher and also the reading they read directly. But then what became an obstacle in this case was the desire and interest in reading that arose from the existing students themselves, which then actually made the LRD strategy that was carried out not so optimal.

At the final stage of this cycle, the teacher gives students a re-understanding of the purpose or meaning of implementing the LRD (Listen-Read-Discuss) method (Kasyulita, Antoni, & Syafitri, 2020). The teacher must also conclude the results of implementing the LRD (Listen-Read-Discuss) method at this stage. The final explanation by the teacher is done so that all students are truly able to understand the substance of the subject matter presented as a whole. After this explanation, the teacher gives homework to students as material for evaluating learning outcomes in this cycle. In addition, the teacher also has to explain back to the students, if there is a wrong understanding during debriefing or if there are questions that are not able to be answered by students. When the teacher explained, they seemed to start listening enthusiastically, maybe because in addition to the material that would be presented in front of the class later. LRD (Listen-Read-Discuss) focuses on making students able to speak well and feel comfortable when following lessons. Students begin to understand more about the subject matter than the previous meeting (Indha, 2022):

The researcher concluded that the students' answers in the interviews were:

1)The students' responses to reading comprehension using the LRD strategy. From the analysis, the description of students' responses to learning can be concluded that through the LRD strategy students are easier to understand and enjoy, especially when there are games when they start learning

2)The LRD strategy helps in learning to read comprehension descriptive texts, students answer that the LRD strategy is very helpful, and are given the opportunity to discuss with other friends

3) In general, students stated that teaching and learning activities in reading comprehension used LRD to make them more motivated, more fun, and easier to learn reading comprehension. They feel happy and practice reading more by doing the LRD strategy; (d) besides that the students also mentioned that there were things they didn't like about the learning system using the LRD strategy, the students answered when discussing with other friends their opinions were not heard and the conditions in the class became more noisy.

From the students' answers, the researcher concluded that the LRD strategy used was fun and easy to understand by providing ice breaking like a game at the beginning of student learning to become enthusiastic when starting to enter learning material (Yusanti, 2018). Their opinions felt good when they were given time to discuss with other friends but there was something they didn't like, namely when they discussed their opinions they were not heard and the class became more noisy and less focused (Tampubolon & Panjaitan, 2019).

Researcher provides motivation to students so that in learning students add more enthusiasm. By using the LRD (Listen-Read-Discuss) method. Because this method is very good for learning for students, students play an active role in learning and are more enthusiastic about participating in ongoing learning. This increase in students' speaking skills was due to the fact that during the discussion there was a process of competition or competition between groups. The other group asked questions so that the other group could not answer them. Likewise, when receiving questions the group also tried to be able to answer them in the right way. This is what causes the above observations to appear student cooperation in each group (Kusuma, 2022).

This research is supported by the results of student interviews in general, students stated that teaching and learning activities in reading comprehension used LRD strategies to make them more motivated, more fun, and easier to learn reading comprehension (Muzammil, 2020). They feel happy and practice reading more by doing the LRD strategy. From the analysis, the description of students' responses to learning can be concluded that through the LRD strategy students more easily understand and make conclusions from the reading material they have read. Their opinions felt good when they were given time to discuss with other friends but there was something they didn't like, namely when they discussed their opinions they were not heard and the class became more noisy and less focused (Nanda, Saputra, & Melia, 2022). Therefore it is recommended to teachers and schools where this research is being held, it is better to start implementing the LRD strategy so that students feel that reading comprehension is an easy activity because they get the information they are looking for and can increase (Pebriana, Saputri, & Qonaatun, 2019).

Discussion

The Exploration of LRD (Listen-Read-Discuss) Strategy Toward EFL Student's Reading Comprehension

At the beginning of the research, the pre-test was administered to know students' achievement in reading narrative text before they were given treatments by the researcher. Afterward, the students were taught by using Listen-Read-Discuss in the experimental class and questioning strategy in control class. The

material was three topics of narrative text for three treatments. Before studying, the researcher greeted to the students asked the students' condition. After that, the researcher asked to the students to pray together. After taking pray together, the researcher checked the students attendant list. For the first meeting, the researcher introduced herself to the students. In the beginning of the treatment the researcher asked the students about narrative text and explained it to the students.

LRD strategy used was fun and easy to understand by providing ice breaking like a game at the beginning of student learning to become enthusiastic when starting to enter learning material (Yusanti, 2018). The teacher also gives students a re-understanding of the purpose or meaning of implementing the LRD (Listen-Read-Discuss) method (Kasyulita, Antoni, & Syafitri, 2020). The teacher must also conclude the results of implementing the LRD (Listen-Read-Discuss) method at this stage. The final explanation by the teacher is done so that all students are truly able to understand the substance of the subject matter presented as a whole. After this explanation, the teacher gives homework to students as material for evaluating learning outcomes in this cycle. In addition, the teacher also has to explain back to the students, if there is a wrong understanding during debriefing or if there are questions that are not able to be answered by students. When the teacher explained, they seemed to start listening enthusiastically, maybe because in addition to the material that would be presented in front of the class later. LRD (Listen-Read-Discuss) focuses on making students able to speak well and feel comfortable when following lessons. Students begin to understand more about the subject matter than the previous meeting (Indha, 2022).

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4.2.2 EFL Students' Responses toward Reading Comprehension Through LRD Strategy

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CONCLUSION

Based on the results of the research, observation and interview was given to find out the exploration of LRD strategy to improve students reading comprehension on narrative text. It be concluded that using of the LRD strategy for students reading comprehension at the eleventh grade of vocational high school at karawang is effective. The application of the LRD (Listen-Read-Discuss) method is proven to give students more ability in reading comprehension which allows students to apply their knowledge in the form of good and correct arguments.

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