

# Let's Listen-Read-Discuss: Improving Reading Comprehension

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## ABSTRACT

This study used classroom action research to investigate if the L-R-D method may improve reading comprehension in the VIII class at SMPN 4 Kuta Utara. There were two sessions per cycle of this two-cycle classroom action research methodology. Pre- and post-tests, as well as a questionnaire, were employed by the researcher as data collection tools. The pre-test results from the first reflection were used as the foundation for this investigation. The results demonstrated the students' persistent struggles with reading comprehension and their inability to discriminate between references, textual meaning, specific information, and general information. After taking the pre-test (58.9), cycle one post-test (72.8), and cycle two post-test (81.4), the respondents' mean scores showed a substantial improvement. Additionally, the results of this study indicated favourable attitudes about the application of the L-R-D approach. The results of the questionnaire indicated that 46.08% agreed, 2.77% agreed, 0.28% disagreed, and 0% strongly disagreed, with 50.85% highly agreeing. The L-R-D technique may improve the reading comprehension of eighth-grade students at SMPN 4 Kuta Utara, according to the study's findings.

## KEYWORDS

improving  
l-r-d strategy  
reading comprehension

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## 1. Introduction

One of the most important skills students should acquire is reading. This is due to the fact that reading skills allow students to increase their vocabulary, practice pronouncing words correctly, and enhance their spoken English (Agung et al., 2022; Huang, 2010; Krismayani & Menggo, 2022). Reading is more than just learning words and comprehending them; it's also about making connections between what you've read so far and the content you already know (Longlong et al., 2017; Mustikasari, 2020; Tawali, 2021). Then, having good reading skills improves your chances of developing personally and succeeding professionally. (Wilkinson et al., 2016) Thus, having good reading skills will enable students to comprehend the reading text's content or context. (Krismayani, 2022).

The ability to comprehend what a text or piece of information is about is known as reading comprehension. According to (Duffy, 2009) reading comprehension is the reader's prior knowledge of the world affects their ability to comprehend what they read. Students who read comprehension exercises are better able to understand each sentence in the text by building meaning. Because reading comprehension is a complex task requiring cognitive skills and abilities, it goes beyond simply understanding the meaning of the text to encompass broad learning, success in education, and employment (Oakhill, Jane, Kate Cain, 2015). Therefore, a teacher's role in the teaching and learning process is necessary to support students in developing their reading comprehension.

The previous statement suggests that teaching reading comprehension to students correctly is necessary. The process of deriving meaning and information from a text is known as reading comprehension. Understanding the context of the information presented in a text is known as reading comprehension. Throughout the teaching and learning process, the students attempted to decipher the text's meaning and

pinpoint its central idea. When the reader is knowledgeable, the text will automatically make sense to them and they will understand its point.

For the reader to comprehend the book and convey the terms, they need to read with a more modern vocabulary. Comprehending tasks aid students in understanding each sentence in the book more thoroughly by helping them develop meaning. Reading comprehension is a challenging task requiring cognitive abilities and capacities, in addition to being a means of comprehending text content and broader learning for success in the worlds of school and job (Burns, 2010). Therefore, if students are to improve their reading comprehension, the teacher's engagement in the teaching and learning process is crucial.

One of ways to improve reading comprehension is through genre. It is types of text based on social functions. There are many types of text to improve reading comprehension. One of them is recount. Recount texts are those that describe someone's past action, story, or activity. Recount text is texts that retells historical events typically do so in the chronological sequence in which they occurred (Reichenbach et al., 2019; Wilkinson et al., 2016). The objective of a recount text is to provide the author with a written account of events and personal experiences. Recount texts also entertain readers and give information about the author's experiences. There are three generic structural parts in recount text: orientation, events and reorientation (Reichenbach et al., 2019). The most common learning challenge that students have is understanding the text and identifying the four aspects of reading comprehension which are general and specific information, textual meaning and textual reference.

Based on initial observations made by the English teacher at SMPN 4 Kuta Utara, it seemed that the students were having difficulty with reading comprehension. Because of this, students needed the teacher's assistance to distinguish between general and specific information, textual meaning and references in the reading. It might occur because most of students only read the assigned content without researching or considering its meaning. Teachers usually require that students read aloud from a text in front of the class, but they rarely ever give students the opportunity or encourage them to check up the text's meaning—instead, they only concentrate on teaching them how to read what they are reading correctly. Then, the teacher invited the class to answer to a question regarding the passage they had read. The students needed helps in understanding the text. Therefore, teachers should use appropriate strategies in improving students' reading comprehension.

When it comes to learning activities, the cooperative learning model places a substantial emphasis on students communicating with each other in multiple small groups. Collaborative learning involves students in small groups to learn to achieve common goals (Gillies, 2016; Zagoto, 2016). Students that participate in cooperative learning are better able to work through challenges as a group. According to (Kagan & Kagan, 2009) it is acceptable to use collaborative learning to award individual grades for group tasks. Because cooperative learning helps students comprehend the subject, it is beneficial and effective to use in the learning process.

One of cooperative learning that may be used to improve reading comprehension is The Listen-Read-Discuss (L-R-D). The L-R-D method enables and supports group work among students. Students can benefit from using the Listen-Read-Discuss (L-R-D) technique when working in groups. (Tawali, 2021)claims that L-R-D reading literacy helps kids understand what they read. This suggests that since the L-R-D method allows students to learn about texts they read through group conversations, it is appropriate for teaching reading. As a result, the L-R-D method helps pupils because it promotes group discussion of the solutions to arrive at the best solution.

The Listen-Read-Discuss steps are as follows: (1) Listen: As the teacher presents and reads the assigned reading, the pupils are expected to pay attention. (2) Read: The instructor gives the students instructions to read the text aloud. After that, the teacher splits the class up into four to five discussion-focused small groups with a variety of students. (3) Discuss: The teacher invites the class to respond to questions generated from the reading text after instructing them to search for information or evaluate the reading text's significance. The group can discuss the problem and come up with a solution by first extensively examining the reading material to determine the core idea relevant to the topic using the L-R-D technique. When students work in groups and actively seek out answers, they are better able to comprehend the text's theme or content.

In light of the preceding description, the students require assistance in locating general information, specialized information, textual meaning, and textual allusions when reading texts. To get over this, students need to employ engaging and entertaining tactics. The researchers in this study used the L-R-D strategy, a reading instruction approach that includes fundamental phases. Because of this, the research challenge may be stated as follows: Could the L-R-D technique help SMPN 4 Kuta Utara eighth-grade students' reading comprehension in the 2023–2024 academic year? Moreover, by putting this strategy into reality, the researchers anticipate that the children will become adept readers and have better reading comprehension.

## 2. Method

To help students become more proficient readers, the researchers use classroom action research. The researchers carry out an action research in the classroom while assuming the role of teachers in order to resolve issues or discover answers to context-specific problems. Action research in the classroom can be used to plan the learning process and choose and apply the best teaching techniques. Then, classroom action research is defined as the process of enhancing education by merging change and including educators in enhancing their practice (Ary, D., Jacobs, L. C., Sorensen, C., Razavieh, 2010). Action research in the classroom is also helpful for improving students' comprehension through practice. The prospective instructor in this situation can devise a plan to examine the teaching methodology. One way to enhance the teaching and learning process is through classroom action research, which involves reflecting on classroom practices and solving problems collaboratively. Plan, action, observation, and reflection are the four steps in the study cycle that classroom action research entails, according to (Kemmis et al., 2014).

Planning is the first step in which the researchers identify the problem in the class and develop a plan of action to bring improvements to the classroom problem. Action is the second step in which the researchers conducted the research as the teacher by doing teaching and learning processes in the class. Observation is the third step in which the researchers observed the effect of the action already conducted. Reflection is the last step in which the researchers evaluate the impact of the action after observing it.

There were two cycles to the teaching and learning process that the researchers conducted in this classroom. Every cycle had two sessions in it. Important data is required for classroom action research in order to enhance students' reading abilities. In order to get accurate data demonstrating the subject's progress toward L-R-D, the researchers in this study use research instruments. In the present study, two instruments were used. Pre- and post-tests and also questionnaires are the instruments.

Before the teacher starts treating the students, a pre-test is given to them to gauge their basic understanding. Following receipt of the pre-test results, the researchers act as teachers, providing worksheets and material explanations to the students. After that, proceed by giving the post-test. The post-test assesses the student's performance after the instructor's intervention. The test format that was administered to the students included of 10 short answer questions. Subsequently, the purpose of the questionnaire is to gather data regarding the students' motivation, feelings, answers, and issues arising from using the L-R-D technique to teach reading. Once every cycle was completed, it was administered. The questionnaire, which comprised of statements asking students to choose one answer from five multiple-choice options, was analysed on a scale from five (5) to one (1). Strongly disagree, agree, disagree, disagree, and agree were among the options.

## 3. Results and Discussion

### 3.1. Results

The descriptions of the data the researchers collected utilizing research instruments were used to present the study's findings. This study used an action research design in the classroom to answer the subjects' difficulties through the application of the L-R-D method. This study on recount text reading was primarily concerned with the four components of reading comprehension: general information, specific information, textual meaning, and textual allusions. To gather data for this study, the researchers used questionnaires, pre- and post-tests, and other tools. Prior to using the L-R-D technique, the researchers administered a pre-test questionnaire to the students to ascertain their level of reading comprehension. The reading comprehension issues that the students were experiencing were then identified using the pre-test data.

Meanwhile, when the L-R-D method to reading comprehension support was put into practice, students took a post-test. Following cycle I and II, a post-test was administered. Furthermore, at the end of the most recent cycle, a questionnaire was distributed to the participants to collect their feedback on the application of the L-R-D technique in teaching and learning. In the meantime, students were given a post-test following the application of the L-R-D approach in reading comprehension instruction. After the conclusion of cycle I and II, there was a post-test. In addition, a questionnaire was given to the participants at the conclusion of the most recent cycle to gather their responses following the application of the L-R-D technique in teaching and learning.

Giving the research instrument to the subjects could help the data gathering process address the research problems. In this study, the L-R-D technique was successfully applied through a cycle of classroom action research. In classroom action research, the cyclical procedure that began with a pre-cycle and continued with a cycle is utilized. Three score-containing data sets were found: post-test 1, post-test 2, and pre-test. This score demonstrated the subjects' improvement following the implementation of the L-R-D technique for teaching reading comprehension. To quantify and examine exact results, the study results from the test administration were tallied. The gathered information from cycle I, cycle II, and pre-test was thus visible in the following tabulations:

Table 3.1

The Tabulation of Data Showing the Subjects' Progressing Scores of Reading Comprehension after Being Taught through L-R-D Strategy

Subject	Pre-cycle	Cycle I	Cycle II
	Pre-test	Post-test 1	Post-test 2
1	60	70	80
2	65	80	85
3	40	70	80
4	45	70	80
5	60	75	80
6	40	60	75
7	65	80	85
8	35	60	75
9	30	60	70
10	50	65	80
11	50	70	80
12	40	65	75
13	50	65	80
14	60	70	85
15	70	75	85
16	60	75	85
17	40	65	75
18	70	80	85
19	65	75	80
20	70	80	85
21	70	80	85
22	65	70	80
23	70	80	85
24	70	80	85
25	65	75	85
26	70	75	85
27	70	75	80

28	70	80	85
29	65	75	80
30	65	75	80
31	70	75	85
32	70	80	85
Total	1885	2330	2605
Mean	58.9	72.8	81.4

Additionally, the researcher supplied a questionnaire to the subjects to get their responses after using the L-R-D strategy in order to gather supporting data. Ten statements written in Indonesian made up the questionnaire, which was designed so that the subjects could comprehend the meaning of the statements more readily. The questionnaire had five options: (1) Strongly Agree or *Sangat Setuju*, (2) Agree or *Setuju*, (3) Undecided or *Ragu – Ragu*, (4) Disagree or *Tidak Setuju*, and (5) Strongly Disagree or *Sangat Tidak Setuju*. The additional data showing the subjects' total responses, so that could be tabulated in the following table:

Table 3.2

The Tabulation of Data Showing the Subjects' Responses after the Implementation of L-R-D Strategy

Subject	Questionnaire Responses				
	SA (5)	A (4)	U (3)	D (2)	SD (1)
1	25	20	0	0	0
2	20	24	0	0	0
3	0	40	0	0	0
4	0	40	0	0	0
5	20	16	6	0	0
6	15	20	6	0	0
7	50	0	0	0	0
8	10	20	9	0	0
9	25	20	0	0	0
10	30	16	0	0	0
11	35	12	0	0	0
12	10	24	6	0	0
13	25	20	0	0	0
14	40	8	0	0	0
15	35	8	3	0	0
16	50	0	0	0	0
17	15	24	0	2	0
18	35	12	0	0	0
19	30	16	0	0	0
20	30	16	0	0	0
21	25	20	0	0	0
22	0	40	0	0	0
23	30	12	3	0	0
24	0	40	0	0	0
25	0	32	6	0	0
26	0	40	0	0	0
27	25	20	0	0	0
28	35	12	0	0	0
29	30	12	0	2	0
30	20	24	0	0	0

31	0	40	0	0	0
32	50	0	0	0	0
Total	715	648	39	4	0

The pre-test and post-test results were tabulated in the table, demonstrating the students' progress in reading comprehension, particularly in recognizing general and specific information, textual meaning, and textual references following the application of the L-R-D strategy. Furthermore, as stated in the questionnaire, the tabulation displayed the subjects' responses following the application of the L-R-D strategy in the teaching and learning process. In addition, the cycle was preceded by a pre-cycle consisting of planning, doing, observing, and reflecting in order to identify the subjects' reading comprehension difficulties. Cycles I and II were then added, each consisting of two sessions. The following is how this cyclical process would be explained:

### Pre-Cycle

Pre-cycle was the start of this study. Prior to applying the strategy and starting cycle I, the subjects' reading comprehension was assessed. Interviewing the English teacher who worked with the eighth-grade students at SMPN 4 Kuta Utara during the academic year 2023–2024 was the first step in this initial activity. Additionally, the researcher looked at the previous circumstances of the students as well as the methods the English teacher employed when instructing and learning. In order to obtain more precise preliminary data regarding the subjects' reading comprehension, the researcher also gave a pre-test before putting the strategy into practice.

According to the English teacher's interview, students struggle with reading comprehension, particularly when it comes to differentiating between general and specific information as well as textual meaning and references. The teacher's strategies, which required the students to do more than just read and then respond to a question, were also less successful, according to the observation. Consequently, the participants lacked interest in learning English and continued to struggle with identifying the four components of reading. They also did not succeed to comprehend the text's content. As a result, the researcher used the L-R-D approach to solve their problem.

In order to determine the study subject's prior reading comprehension, the researcher administered a pre-test to them during the pre-cycle. During the pretest, the participants were required to respond to 20 items of short answer questions based on the reading text that was provided. Four recount texts with five questions focusing on identifying general information, specific information, textual meaning, and textual references were given to the subjects. The time allotment which was given to do the pre-test was 30 minutes and it should be done individually. When responding to the questions, the students forbade consulting dictionaries or having conversations with their peers. Table 4.1 shows that the combined pre-test scores of the 32 subjects were 1885. The mean score of the subjects' pre-test results from this classroom action research could be calculated as follows:

$$\text{Mean Score of Pre-test} = \frac{\sum x}{N} = \frac{1885}{32} = 58.9$$

The pre-test that 32 subjects took had a mean score of 58.9, according to the data above. It indicates that the pre-test average and the interview outcomes were in line. The results also show how well the subjects could read, particularly when it came to recognizing the general information, specific information, textual meaning, and textual references in recount texts. To help the subjects improve their reading comprehension, the researcher used the L-R-D strategy, which was based on the outcomes of the aforementioned conditions. In order to address the participants' difficulties with reading comprehension, the researcher chose to carry out the first cycle of the current study.

### Cycle I

Cycle I of the current study was conducted subsequent to the completion of the pre-cycle. The pre-test results indicated that the study subjects' reading comprehension was poor and far below the minimal passing score. To solve this issue, the way that teaching tactics were chosen needed to be improved. The four phases

of the cyclical processes the researcher carried out in this cycle were planning, action, observation, and reflection. Furthermore, cycle I consisted of two sessions, namely session 1 and session 2. The application involved either in-person or offline instruction and learning. The L-R-D technique was used by the researcher in the classroom to enhance instruction and learning. The steps of teaching and learning process were done in chronological order to get the maximum results.

Cycle I started with planning. When planning, the researcher organized and concentrated on creating a lesson plan that matched the curriculum followed by the eighth-graders at SMPN 4 Kuta Utara. Furthermore, the research prepared all the learning materials, student worksheets, and post-tests needed to teach reading comprehension to the subjects using L-R-D. Each session had a two-time allocation of forty minutes. Definitions of recount texts, their general structure, and their linguistic characteristics were all included in the learning materials. Following the explanation of the content, a student worksheet was created so that the subjects could practice reading comprehension. At the end of cycle I, directly at the second meeting, the researcher prepared post-test about recount text material that had been taught previously through the application of L-R-D strategy.

The researcher planned first, then decided what to do next. There were three educational tasks included in the activity: the pre-, while-, and post-tasks. Recount texts and active application of the L-R-D approach were employed in the classroom by the researcher, especially in the VIII A class at SMPN 4 Kuta Utara. In the first part, the students were required to follow along with a recount text that was given to them. The prepared pre-planned content was then reviewed by the researcher. Subsequently, the participants paid attention to the researcher while she recounted a paragraph in front of the class (Listen). The individual was then asked to read the passage orally (Read). The researcher divided the subjects into groups of four or five. The investigator then gave them instructions to finish Student Worksheet 1 (Discuss) and have a group discussion about the book. After the participants had debated and answered the issue, the researcher requested them to share and present their answer or the discussion's conclusion to all the other groups.

In session 2, the researcher employed the L-R-D strategy in the process of teaching and learning. Like the first session, it focused on identifying general and specific information, textual meaning, and allusions while also assisting with reading comprehension. The student worksheet that the researcher supplied consisted of two passages. The participants were then asked questions and given instructions so they may answer in groups by the investigator. At the end of cycle I's application of session 2, the researcher gave them a post-test to see how much their reading comprehension had improved because of using the L-R-D approach. For post-test 1, the researcher supplied four recount texts with five questions per.

Additionally, the researcher observed while the students were being taught and learned. The purpose of this observation was to ascertain the subjects' reactions to the L-R-D strategy's application. Additionally, by observing how students responded to the questions, the researcher also observed the behavior of the subjects. The students did a good job of following the lesson through to the end when I applied cycle. Students who paid close attention to what they were taught were able to comprehend the material and provide clear, thorough answers on the student worksheet. But some students were still too shy to ask questions, and others continued to have trouble focusing during the class. Some participants who became distracted as a result found it difficult to comprehend the information and provide an accurate response. Furthermore, when the subjects are asked questions about the material, they still hesitate to respond to the questions.

At the conclusion of the cycle, the researcher administered a post-test with the goal of determining the subjects' progress following the application of the L-R-D strategy. Thirty-two subjects then took this post-test. Table 3.1 displays the findings of the reading comprehension progress of the subjects following the administration of the post-test. The subjects' reading comprehension improved as a result of using the L-R-D strategy in the teaching and learning process, according to the results. Post-test 1 yielded a total score of 2330. The following formula could be used to determine cycle I's mean score:

$$\text{Mean Score of Pre-test} = \frac{\sum x}{N} = \frac{2330}{32} = 72.8$$

The subjects' reading comprehension increased from the pre-cycle to cycle I, as indicated by the mean score calculation of the aforementioned post-test. Post-test 1 had a mean score of 72.8. According to the post-test results from this first cycle, 23 subjects were able to receive at least a passing grade. These findings clearly demonstrated that using the L-R-D strategy improved the subjects' mean reading comprehension

score. However, some participants were still unable to recognize the textual reference and meaning from the reading texts. The success indicator has not yet been met in this initial cycle. Because of this, the researcher made the decision to use the same approach to improve reading comprehension in cycle II.

## Cycle 2

It was carried out using cycle II application following cycle I application. It was due to the post-test result indicating that cycle I application could still not be considered successful. This cycle was carried out to address the issues that the subjects encountered during the previous cycle's teaching and learning process and to enhance their comprehension of reading. Session 3 and Session 4 of Cycle II were the same as those of Cycle I. Four interconnected activities—revised planning, action, observation, and reflection—were used to carry out the sessions.

Revisions to the planning were the first things the researcher needed to do. To increase the subjects' reading comprehension to significantly higher levels than cycle I using the L-R-D strategy, revised planning was required. The researcher created a teaching module during planning that was exactly the same as cycle I. Furthermore, the researcher created educational materials that included a definition, a general recount text structure, a language feature, and a few examples of recount texts. Additionally, the researcher created a student worksheet for the subjects to practice comprehension and a post-test 2 to determine the subjects' improvement in reading comprehension. In addition, a questionnaire was created by the researcher to find out how the subjects felt about the L-R-D strategy being used in the teaching and learning process. Cycle II comprised two sessions, numbered 3 and 4, with a time allotment of two times 40 minutes for each.

The planning that was done in the teaching module was followed during cycle II. The process of teaching and learning was largely the same as cycle I. The third session began with questions about recall texts and reading comprehension in order to assess the students' retention of the material. The researcher went on to repeat the explanation of the information. The researcher gave the subjects a student worksheet after going over the information again. The subjects paid attention to the researcher as she loudly read the text in front of the class (Listen). The subject was then instructed to read the text aloud by the researcher (Read). The researcher then prompted and assisted them in having a discussion about the text and responding to the questions on student worksheet 3 (Discuss). The subjects were then asked to share their response with the other groups by the researcher. The L-R-D technique was also used by the researcher to instruct the subjects in session 4, and student worksheet 4 was provided. In addition, the researcher administered a post-test 2 to them at the conclusion of cycle II to assess their progress in reading comprehension.

During the teaching and learning process, the primary goals of the observation were to ascertain the learning environment and the subjects' reactions to the application of the L-R-D strategy. During the second cycle of teaching and learning, students started to ask more questions about the subject matter. Additionally, the subjects are more attentive to the explanation and focused. It enabled the students to comprehend the material and complete the student worksheet in an easy and thorough process.

At the end of cycle II in session 4, the researcher gave a post-test to the subjects to gauge their improvement in reading comprehension after using the L-R-D approach. The outcomes of post-tests 1 and 2 were examined to assess the efficacy of the teaching and learning process. This post-test was then taken by thirty-two individuals. The results showed that applying the L-R-D method increased the subjects' reading comprehension. The total score obtained on post-test 2 was 2605. The mean score for cycle II could be calculated using the formula below:

$$\text{Mean Score of Pre-test} = \frac{\sum x}{N} = \frac{2605}{32} = 81.4$$

The students' performance significantly improved as indicated by the post-test II data, with an average score of 81.4. Additionally, the subjects' improved reading comprehension was demonstrated by the L-R-D strategy, as evidenced by the post-test 2 mean score. Additionally, the post-test showed that every student could receive the required minimum passing score. Thus, cycle II of the study may be where it ends.

Additionally, this study was supported by other data, specifically questionnaires. In session 4, the questionnaire was given out at the conclusion of cycle II. Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD) were the five options on a Likert rating scale ranging from 5 to 1. According to the table, there were 715 responses overall that indicated strong agreement; 648 respondents indicated agreement, 39 indicated undecided, 4 indicated disagreement, and none of the subject respondents

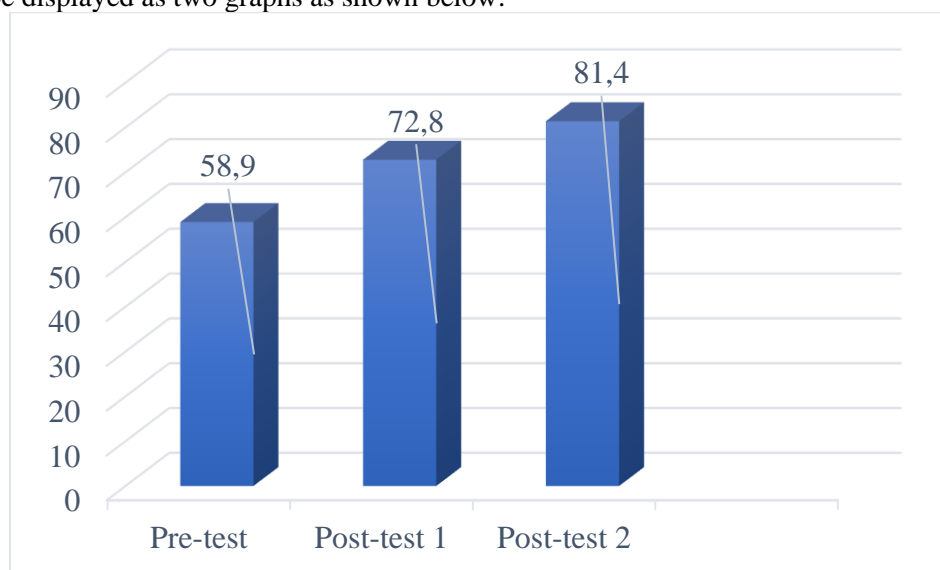


indicated strong disagreement. The following computations could be made using the questionnaire data shown in table 4.2, which displayed the subjects' total responses following the application of the L-R-D strategy in the teaching and learning of reading comprehension:

1. Total Percentage of Item SA =  $\frac{715}{1406} \times 100\% = 50.85\%$
2. Total Percentage of Item A =  $\frac{648}{1406} \times 100\% = 46.08\%$
3. Total Percentage of Item U =  $\frac{39}{1406} \times 100\% = 2.77\%$
4. Total Percentage of Item D =  $\frac{4}{1406} \times 100\% = 0.28\%$
5. Total Percentage of Item SD =  $\frac{0}{1406} \times 100\% = 0\%$

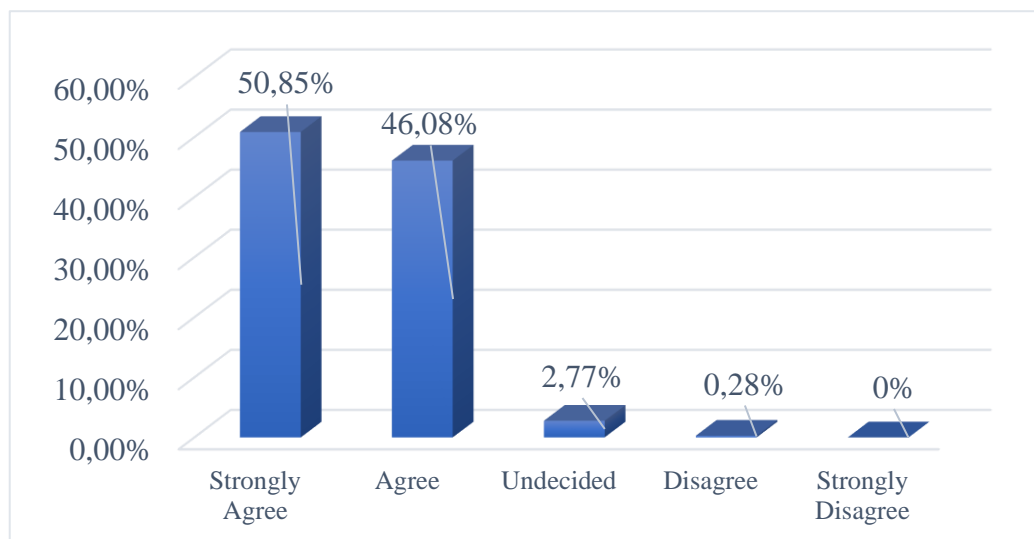
The results of the questionnaire indicate that the L-R-D approach was applied and that the individuals responded positively to it. It may be argued that L-R-D was successfully put into practice. The amount of participants who responded positively to the use of the L-R-D method served as evidence of it. The L-R-D strategy's use in the teaching and learning process was strongly agreed upon by 50.85% of respondents, 46.08% agreed, 2.77% were unsure, 0.28% disagreed, and none of the subjects strongly disagreed. Pre- and post-test findings showed significant gains in the subjects' reading comprehension, and the questionnaire results showed that the L-R-D technique was well-received in the teaching and learning process.

Tests and a questionnaire are the two instruments the researcher used in this classroom action research to collect the necessary data. The subjects' reading comprehension improved from the pre-cycle to cycle II, as indicated by the mean score above. Cycle II was the last cycle in this study as a result of the subjects' achievement of the success indicators, which were demonstrated by their improvements in reading comprehension, and their ability to receive the minimal passing score. The results of this study using the L-R-D approach demonstrated that the mean score of the questionnaire, post-test 1, post-test 2, and pre-test could be displayed as two graphs as shown below:



Graph 3.1

Depicting the Subjects' Progressing Achievement of Reading Comprehension in Pre-test, Post-test 1, and Post-test 2



Graph 3.2

Depicting the Subjects' Responses after the Application of L-R-D Strategy in Improving Reading Comprehension

The subjects' reading comprehension was gauged using these results. The current study may come to an end since it has met the success indicator, according to the findings. Furthermore, the data demonstrated an increase in the pre-test mean score compared to post-tests 1 and 2. The subjects' performance significantly improved once the L-R-D strategy was put into practice. A questionnaire was also included as extra supporting information. The questionnaire's results indicated that students responded favorably to the use of the L-R-D strategy in the teaching and learning process, particularly in reading comprehension.

### 3.2. Discussion

The four interrelated tasks that comprise the classroom action research used in this study are planning, activity, observation, and reflection. The current study sought to determine the impact of the L-R-D method on the reading comprehension of eighth-grade students at SMPN 4 Kuta Utara. The study was organized into two cycles, with two sessions apiece, and a pre-cycle reflection in between. Cycle I consisted of Sessions I and II, and Cycle II was made up of Sessions III and IV. The researchers then used questionnaires and tests as research tools to collect data. There were two kinds of tests: pre- and post-tests. It must be analyzed in the context of the data from the pre-cycle, cycle I, and cycle II in order to gain a deeper understanding.

In order to ascertain the subjects' true reading comprehension levels throughout the pre-cycle, the researchers conducted interviews with Kuta Utara, the English instructor at SMPN 4, who instructed class VIII A. Prior to using the L-R-D approach, the subjects took a pre-test, which was designed to determine the individuals' prior reading comprehension skills. The subjects had 30 minutes to complete a short response activity consisting of 20 questions for the pre-test. The students' reading comprehension skills, particularly in recognizing the four components of reading comprehension, were low, according to the findings. A rubric consisting of three criteria was used to evaluate the pre-test findings. The pre-test mean score was 58.9, which was then followed by the 32 participants in the pre-cycle. It was evident that all of the students still needed to work on their reading comprehension skills because none of them achieved the required minimum score of 75. It had to be improved as a result, thus the researchers chose to carry out cycle I of the cyclical procedure.

Cycle I marked the start of the L-R-D strategy's use. The reading comprehension of this subject improved during this cycle. This was evident from cycle I's mean score of 72.8 obtained when the post-test was given. It revealed that 19 out of 32 subjects received at least a 75-passing grade. Additionally, students

were able to recognize the four components of reading comprehension based on the provided recount text. Additionally, they comprehend the reading text's primary idea, which may aid in their comprehension of the reading text's entirety. The participants still required assistance in deriving the text's meaning and references from the four components of reading. Additionally, even though the participants' responses were accurate, they did not use proper language in their responses. The individuals in cycle I obtained a mean score that was greater than the pre-test mean. The success indicator, though, had not yet been met. Consequently, cycle II was the continuation of the cyclical process.

In cycle II, the identical exercises were carried out, and the teaching and learning process was approached using the L-R-D approach. Apart from that, the researchers focused on elucidating how to discern allusions and textual meaning from the reading material. The researchers also instructed them on how to answer the question correctly and thoroughly in grammar. In cycle II, the students participated more actively in their studies. This is because of earlier planning revisions made by the researchers to improve subject performance. After post-test 2 was administered in cycle 2, the 32 participants' mean score was 81.4. It was shown that 32 subjects out of 32 may pass with at least a 75-passing mark. Furthermore, the success indicator for this investigation was met. Cycle II marked the conclusion of the research, therefore.

During the teaching and learning process, the L-R-D approach can facilitate students' comprehension of the text's content and encourage their participation and attention in class. It also showed that the study participants could accept the use of the L-R-D technique in the instruction and learning process. It may also affect the subjects' capacity to improve their comprehension of what they read.

The data findings indicate that the L-R-D method was successfully applied in the final session of the previous cycle II. These findings indicated that the individuals' reading comprehension problems might be addressed with the application of the L-R-D method. The individuals also demonstrated the ability to identify textual references, textual meaning, and specific and general information from the reading text. It is further supported by the questionnaire results, which showed that the L-R-D method had a beneficial effect on subjects' reading comprehension. Consequently, the L-R-D approach can enhance the reading comprehension of SMPN 4 Kuta Utara's eighth-grade students.

#### 4. Conclusion

The cyclical approach used to perform this action research in the classroom began with preliminary contemplation. There were two cycles, each with two sessions, and a post-test to gauge the participants' reading comprehension was given at the conclusion of each cycle. The researcher employed tests and a questionnaire as her two research instruments in this investigation. Pre-test and post-tests were the types of tests utilized to collect data. On the other hand, the purpose of the questionnaire is to ascertain how the students feel about the application of the L-R-D approach. The mean score for each test indicates a considerable improvement in the respondents' reading comprehension. The data suggested that the L-R-D method might be effectively terminated based on the designated success indicators. Furthermore, the questionnaire results show that the L-R-D technique was well-received when it came to helping subjects enhance their reading comprehension. The eighth-grade students at SMPN 4 Kuta Utara may benefit from the L-R-D technique in terms of their reading comprehension, it may be inferred.

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