



## The Effectiveness of Listen-Read-Discuss and Contextual Redefinition Strategies in Teaching Reading Comprehension to EFL Learners with Different Levels of Motivation

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### Abstract

This study aims to analyze how effective the listen-read-discuss (LRD) strategy and contextual redefinition (CR) strategy in teaching reading comprehension to EFL learners with different motivation levels. This paper explained the result of experimental research on reading comprehension skills to students with high and low motivations at SMP Islam Nudia Semarang. This study used a 2x2 factorial design in the experimental study. It was used to collect the data from 40 students divided into two groups; they were experimental group 1 and experimental group 2. They were treated with different strategies: LRD and CR strategies. Test and questionnaire were used to collect the data in this study. The data was analyzed using ANOVA to prove the hypotheses. The result showed a significant difference between LRD and CR strategies to teach reading comprehension to students with high and low motivations. The Contextual Redefinition (CR) strategy effectively teaches reading comprehension to high and low motivation levels than the Listen-Read-Discuss (LRD) strategy. Based on ANOVA analysis, there were no interaction among the LRD and CR strategies, students' motivation, and teaching reading comprehension.

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## INTRODUCTION

Reading is a process for students to combine the information from a text and their background knowledge to find meaning. The understanding of a text from students depends on their students' background knowledge. Based on Grellet (1998), reading is a normal process of guessing, and what the thing brings to the next is often more important than what the thing finds in it. According to Syaiful et al. (2017), Reading is the center or capital of identifying the problem and it is the main step to write a language. The goal of reading is comprehending a text. Readers look forward to being able to identify and comprehend a text. Reading is also one of the subjects to get information and knowledge about everything. It is helpful for language acquisition. Based on Harmer (2007), reading presents students more or less to understand what they read. It is an interactive process, a process in which the reader engages in an exchange of ideas with the writer via text (Etfita, 2018). The more they read, the better they receive at it. Grabe (2002) also stated that reading could draw meaning from the printed page and interpret this information appropriately. It is a complicated process of extracting meaning from written texts and to be able to read, information sources are needed (Riani, 2013). Furthermore, Ardiana (2015) stated that reading is considered as one of the important skills, which has to learn because it can influence the other language skills. It means that people receive the information from their eyes then understand the meaning of their brain. However, reading is a way in which something is interpreted or understood.

Reading comprehension requires the conscious and cognitive efforts of the individual. Furthermore, it can construct words, understand the meaning, and know the relationship between ideas in a text. Based on Klingner et al. (2007) stated that reading comprehension is the process of constructing meaning by coordinating the number of complex processes, including word reading, word knowledge, and fluency. Windiarti (2019) stated that reading comprehension is not only a student's activity to read a text and finish

the task but also students should be able to understand and comprehend the text. Some aspects of reading comprehension connect each other in the process of understanding the meaning of the text.

Reading is essential for learners, so this skill is one of the four language aspects that the students should master at all levels. SMP Islam Nudia Semarang is chosen as the object of the study in this research because for some reasons. Based on the preliminary observation, some students still lack reading skills, especially reading comprehension. Some of them are active in response to the teacher's questions, but the others feel shy to answer or respond to the questions. As we know, students' reading abilities vary. Ideally, it could easily be identified by their interest or motivation for reading. Then, they also asked questions related to the text in class. In line with the previous study, Kusdemir (2018) said that reading skill entails processing information for word recognition, finding the main idea, understanding the details, recognizing the structure of the text and predicting the concept of the author, grasping the importance of the point the text, and evaluating and remembering all of these.

Second, in reading skills, students have difficulties finding the particular idea and the vital information from the text. Yusuf et al. (2017) investigated that many studies have revealed that many students in Indonesia still face difficulties understanding English reading texts and understand the meaning of the texts. Besides that, learning to read to students is excellent and correct will lead students to understand the text quickly. Teachers should also provide special tricks and tips to students so that it is easy to find the meaning of the text. Further, some students do not read because of the monotonous strategy or technique that the teacher used. As we know, they learn only in school. However, in reality, now students can study wherever they are. The class should provide variations and references to good learning strategies for them to practice outside of school. In line with the previous study, Asrifan et al. (2018) said students might not find any difficulties when reading a text in the source

language, but what happens to the students is the other way when they read texts in the target language. As a result, the students tend to have poor reading comprehension and habits because they have minimal reading techniques and strategies.

Students learn much information from the materials in school. Teaching reading comprehension is necessary for students to help the understanding of the text. Linse (2005) stated that teaching reading comprehension teaches students how to derive meaning and analyze what they have read. Teaching reading in junior high school asks the students to understand the meaning of the interpersonal and transactional written text. They are expected to understand the text and make inferences from the text and get the knowledge.

Furthermore, teachers use the appropriate strategy to improve teaching reading comprehension. Some appropriate strategies can help students improve their reading comprehension, called listen-read-discuss (LRD) and c strategies (CR). The LRD strategy is an appropriate strategy to teach reading comprehension. The students get an explanation about the text delivered by the teacher. Students could enhance their comprehension of the text by doing discussions. Students have to pass some steps in this strategy. McKenna (2002) stated that LRD is a strategy especially designed for struggling readers. Students listen to the sound of a text and preliminary information from the teacher in the beginning. Then students try to read the text intensively. They give marks and write the problematic words to discuss with others.

LRD strategy is a powerful tool for engaging struggling readers in classroom discussions. According to Mc Kenna (2002), the LRD strategy was shown to increase students' science inquiry strategies and overall text comprehension compared to control classrooms with separate science and literacy curricula and strategy instruction on reading alone. The actual content is initially covered orally. Students unable to read the entire text on their own can gain at least a surface level of understanding

about the reading. Based on Mariani (2020), LRD is one of the strategies used by teachers in English language learning in the classroom. This strategy helps students to improve their reading skills and learning outcomes. According to Dasria et al. (2018) stated that LRD could help the students to active students' prior knowledge and comprehend the text. Based on Syamsir et al. (2021) LRD is relatively easy to create because it can improve students' understanding of many lessons. It is challenging to use daily because developing the teacher and students' prior knowledge is time-intensive. The teacher must selective to choose the text that they used and support the LRD strategy. The previous research of the LRD strategy shows that there are some kinds of reading comprehension text that can be implemented in a listen-read-discuss strategy, namely descriptive text, recount text, narrative text, and procedure text. Based on the result of the studies, there was a positive impact on the teaching-learning process by using the LRD strategy. It is also recommended in teaching reading for junior high school level, and it is suggested to be used by the teacher to increase students' reading comprehension skills (Anggraeni, 2014).

CR strategy is another appropriate strategy to teach reading comprehension. It is also a valuable and effective strategy for the students in reading comprehension text because they will be better prepared to read efficiently and proficiently. This strategy is an instructional strategy that does through structural analysis of the words to associate with other meaningful word parts to help them construct the meaning of the word and understand the text (Brassell, 2011). Furthermore, CR is a strategy of defining vocabulary based on the reading context that will make it easier for any learner to find the literal meaning of terms or vocabulary that is difficult for the reader (Sari, 2020). Students learn to assume the meaning of familiar or unfamiliar words in the text. Moreover, it determines students to read intensively. It will focus on the meaning of words or context of the text to deeply understand every part of the text. Another strategy in this study is the CR strategy. It is a

strategy that prepares students to be active in reading. Students find some unfamiliar words, build up the word into sentences and try to know the meaning is before it comes to the sentences. Brassell (2011) suggested that a CR strategy is an instructional strategy used to help students acquire the ability, to use context and structural analysis to determine the meaning of unfamiliar words. In this case, the teacher models how to figure out the meaning of an unfamiliar word. According to Monny et al. (2021) CR strategy is the strategy that involves context clue which aims to activate the prior knowledge especially word knowledge and to enhance more vocabulary. This strategy has some steps to understand the meaning of the text. It can be more effective for students because they will learn in line with structural procedures as a particular strategy for reading skills. Based on Brunner (2012) stated that procedures of CR strategy are selecting unfamiliar vocabulary words from the text. Then students write sentences to describe the unfamiliar words. The sentence should give clues to the meaning of the vocabulary word.

On the other side, students' motivation is an essential thing in the teaching and learning process. Santrock (2004) suggested that motivation is the process that energizes, directs, and sustains behavior. The assumption of the motivation process is to push the students to perform well in the classroom activities continuously. Based on Rahman et al. (2012) Motivation is considered by many to be one of determining factors in developing a second language or foreign language. It is also determined the extent of active and personal involvement. Besides, Harmer (1998) also defines motivation as an internal drive that pushes people to do something. Motivation is a spirit to achieve a goal combined with the energy to work and finish the business toward the goal. Moreover, Kasyulita et al (2019) suggested that Motivation is an important aspect in a learning process, not only in learning a language but also in other subjects. According to Husna et al. (2019), motivation is cannot be separated in learning English, because students' success or failure depends on the students' motivation level.

Students are motivated in learning English, although they feel it is difficult to learn they will try to understand it well. It means students have something different inside their soul for keeping the concentration to reach purpose in the teaching-learning process. Motivation can be regarded as an important factor determining the success of a learner's language learning process (Adara, 2020).

Furthermore, Santrock (2004) stated that there are types of motivations. First, extrinsic motivation can be stated as extrinsic motivation in a condition of internal influence. The influences can be rewards and punishments. Second, intrinsic motivation involves the internal motivation to do something for its own sake.

## METHOD

This study applied an experimental method with a 2x2 factorial design using statistical analysis ANOVA (Analysis of Variance). The object of the study was to teach reading comprehension by using two strategies. They are LRD and CR strategies. The study population was the ninth students of SMP Islam Nudia Semarang, and then two classes were chosen as the sample of the study.

Therefore, the two classes were divided into experimental class 1, which the LRD treated. Then, experimental class 2 was treated by CR. There were some instruments of this study. The first was the observation checklist. Next, it gathered data information and condition about the students' motivation before the researcher conducted the study. The second was to gather the questionnaire data. It was used to determine the motivation levels of students. Students gave their responses to the ten questions, which were to measure their motivation. After that, students conducted a pre-test, and some treatments gave to them. Experimental group 1 was taught by using the LRD strategy.

Meanwhile, experimental group 2 was taught by using the CR strategy. He gave the treatment for both of the classes by using online media. He used the online media in LRD, and CR strategies were Whatsapp Group and Google

Form. The last instrument was the post-test. It was used to measure their reading comprehension ability after conducting the treatment.

In this study, a paired-sample T-test was used to prove the effectiveness of LRD and CR strategies in teaching reading comprehension with high and low motivations. He used the SPSS version 25. It was a software program that was combined data together in a single package. The primary application of this program was to analyze scientific data related to social science. Two-way ANOVA was used to compare the result of those groups and determine the interaction among strategies, reading comprehension, and the students' motivation levels.

## RESULTS AND DISCUSSION

This part showed the explanation and interpretation of the LRD strategy data compared with the CR strategy in teaching reading comprehension to high and low-motivation students. Experimental one was taught by using LRD, while experimental two was taught by using the CR strategy. The main goal of this research was to investigate the effectiveness of LRD and CR strategies in teaching reading comprehension to students with high and low motivations at SMP Islam Nudia Semarang.

Before conducting the treatment, the pre-test result should be analyzed with normality and homogeneity. The result showed that experimental group 1 had sig. 0.457, and for experimental group 2 had sig. 0.075, since the sig. value of both experimental classes was more than 0.05. It could be concluded that the data of pre-test of both groups had a normal distribution. Furthermore, the homogeneity test of pre-test based on teaching strategies and motivation levels showed the value of sig. 0.774. It indicated that sig. value was higher than 0.05. It meant that the data of pre-test based on the teaching strategies and motivation levels were homogenous.

After getting the normality and homogeneity of the pre-test, then treatment should be done. During the treatment,

experimental group 1 was taught by a listen-read-discuss (LRD) strategy. Meanwhile, experimental group 2 was taught by contextual redefinition (CR) strategy. After conducting treatment until six meetings by using Whatsapp, students of experimental classes had their post-test. The result of the post-test should be tested for its normality and homogeneity. Further, experimental group 1 had sig. value 0.037, meanwhile for the experimental group 2 had sig. value 0.011. Since the sig. value of both experimental groups was more than 0.05. It could be concluded that the data of post-test from both experimental classes had a normal distribution. Then, the homogeneity test of post-test based on teaching strategies and motivation levels showed the sig. value 0.590. It meant that the sig. value was higher than 0.05. It implied that the data of the post-test were homogenous. Since the post-test data had normal distribution and homogenous, then statistical computation could be involved to test some hypotheses on this study.

Dealing with the first research question that seeks whether using LRD effectively teaches reading comprehension to students with high motivation, the pre-test and post-test result of LRD to high motivation students was calculated. The pre-test mean (56.00) was lower than the mean score of the post-test (80.50). It means that the student with high motivation have high scores and showed improvement. Then, the test result showed t table (0.05.9) was 2.262, and the t account was -10.168. It can be said that the t account was lower than the t table, so  $H_a$  was accepted. It means that using the LRD strategy effectively enhanced the reading comprehension of students with high motivation.

Meanwhile, the second research question of this study is about finding whether the LRD is effective to teach reading comprehension for students with low motivation. The pre-test mean (51.50) was lower than the mean score of the post-test (77.50). It means that the student with low motivation showed improvement. Then, the test result showed t table (0.05.9) was 2.262, and the t account was -15.922. It can be said that the t account was lower than the t table, so  $H_a$  was accepted. It means that using the LRD strategy

was also effective in increasing students' reading comprehension with low motivation.

Furthermore, the third research question of this study is to find whether the CR strategy effectively teaches reading comprehension to students with high motivation. The mean score of the pre-test (58.50) was lower than the post-test mean score (81.00). It means that the student with high motivation have a high score and showed improvement. Then, the test result showed t table (0.05.9) was 2.262, and the t account was -9.925. It can be said that the t account was lower than the t table, so Ha was accepted. It means that using a CR strategy effectively increased the reading comprehension of students with high motivation.

Meanwhile, in the fourth research question, the pre-test (50.50) mean was lower than the post-test mean score (77.00). It means that the student with high motivation have high scores and showed improvement. Then, the test result showed t table (0.05.9) was 2.262, and the t account was -9.485. It can be said that the t account was lower than the t table, Ha was accepted. It means that using a CR strategy effectively enhanced the reading comprehension of students with low motivation.

The fifth research question searches for different achievements between students with the high and low motivation that taught by using the LRD strategy. The mean of the high motivation group was 80.50, and the low motivation group was 77.50. The second table summarized the obtained values from the t-test. The p-value of post-test for the equal variances assumed with significance 2-tailed was 0.189, and the equal variances not assumed with significance 2-tailed was 0.190. These p values were more significant than the level of significance of 5% (0.05). It means that the Ho was accepted, there was no significant difference in achievement between students' high and low motivation by using the LRD strategy. The sixth question tries to find different achievements between students with high and low motivation that taught by using CR strategy. The mean score of the high motivation group was 81.00, and the low motivation group was 77.00. The p-value of the post-test with

significance 2-tailed was 0.42. This p-value was more significant than the level of significance of 5% (0.05). It means that Ho was accepted, there was no significant difference in achievement between students' high and low motivation by using the LRD strategy.

To answer the last research question about how the interaction among reading comprehension, reading strategy, and different levels of motivation in teaching reading comprehension classes among SMP Islam Nudia Semarang students. The significant value (0.728) was higher than 0.05. It means that there is no interaction among listen-read-discus and CR strategies, students' motivation, and reading comprehension.

**Table 1.** ANOVA Performance

Dependent Variable: Score of Students					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	125,000 <sup>a</sup>	3	41,667	2,041	,125
Intercept	249640,000	1	249640,000	12227,265	,000
Treatments	,000	1	,000	,000	1,000
Motivation	122,500	1	122,500	6,000	,019
Treatment * Motivation	2,500	1	2,500	,122	,728
Error	735,000	36	20,417		
Total	250500,000	40			
Corrected Total	860,000	39			

a. R Squared = ,145 (Adjusted R Squared = ,074)

ANOVA has several phases to do. They test the alternative hypothesis (Ha), level of significance (5%), F-count, F-table, and compare F-count with F-table. To compare the significant differences between F-count with F-table, 'the alternative hypothesis (Ha) is accepted if F count

> F table'. The computation result showed F-count was 0.122, and F-table was 3.25 (see F table). It means that  $H_0$  was accepted. It means that there were no differences between treatments and levels of motivation. The significance value was  $1.00 > 0.05$  for treatments, significance value was  $0.19 > 0.05$  for motivations. It means there was no different students achievement between treatments and levels of motivation. Then, the significance value was  $0.728 > 0.05$  for the relation of treatment and motivation. It means that there was no interaction between two kinds of strategies with different levels of motivation to students' reading comprehension achievement.

## CONCLUSION

Reading is one of the subjects to get information and knowledge about everything. It is helpful for language acquisition. Furthermore, Teaching reading comprehension is necessary for students to help them understand the text. This study investigates whether LRD and CR strategies effectively teach reading comprehension to students with high and low motivations. Some conclusions can be drawn. First, the motivation levels, which are high and low, influence teaching reading comprehension through using LRD and CR. Second, in LRD and CR strategies, both high and low motivations improve their reading comprehension ability. Then, there was no significant difference in the teaching reading comprehension achievement of students. Third, the CR strategy is more slightly effective than the LRD strategy. The last, there is no interaction among motivations, teaching strategies, and reading comprehension. He also found some shortcomings and limitations in the pandemic condition. He conducted this study in pandemic conditions. There is no face-to-face process between teacher and student. Instead, the teacher provides material via videos or instruction files sent via WhatsApp group.

Further, students take a long time to do the exercise during research. There are pre-test and post-test. Nowadays, there are no classes to study at school. Students learn at home and must do so much homework. Then, this study only took a

sample of 20 students for each experimental class. There are not numerous understudies who take a portion in this investigation. The researcher selected those samples from the student willingness scale and recommendation of their English teacher in this study.

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