

The Influence Of Listen-Read-Discuss (LRD) Strategy Toward Students' Reading Comprehension

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Abstract. *The aims of this research are to influence of using the LRD strategy towards students' reading comprehension, and to find out how do students respond to the use of the LRD strategy as a learning media for students' reading comprehension. This research method is quantitative with a pre-experimental research design type one group pretest-posttest design. The instruments in this study were tests, questionnaires, and observations.. The results showed that there was an influence of toward the LRD strategy on students' reading comprehension. From the results of the paired sample test, a significance value or Sig. (2- tailed) is 0,00 less than 0,05. Based on the criteria for the hypothesis of the paired sample test If the value (p) > Sig (0.05) means that Ha is rejected, and if the value (p) < Sig (0.05) means that Ha is accepted, it is supported by the analysis of paired sample tests by comparing the t-test with the t-table, where t-test > t-table is 18,004 > 2,042 with the criteria if t-test > t-table means Ha is accepted, if t-test < t-table means Ha is rejected. Thus, it can be concluded that the hypothesis in this study is accepted. Students have a significant influence from toward the Listen-Read-Discuss strategy on students' reading comprehension. There is a good response to the LRD strategy. Based on the analysis, it can be concluded that the LRD strategy is an influential learning media to assist students in reading comprehension.*

Keywords: Listen-Read-Discuss, Reading Comprehension, Strategy

INTRODUCTON

English is one of the languages that is often used by many people around the world. Learning English is an international language that is widely used in the world. Learning English has become something that cannot be ignored Boyinbode (2018) English is a language that is able to convey messages perfectly from one party to another regardless of the main language they use. English is used in both formal and informal education as either a second language or a foreign language. English is a foreign language in Indonesia, which consists of four skills, namely: listening, speaking, reading, and writing. These four skills are usually considered a unified system because they support each other. Reading is a very important language skill. Through reading, students can learn various things. Students need good reading skills to be able to keep up with all the developments in technology and information. Each lesson requires good reading skills to understand its content. This shows the importance of reading skills.

Reading comprehension has a very important role in accordance with the purpose of reading, namely clearly understanding and understanding what is read, remembering information and using it. The quality of reading comprehension has a great impact on English language skills. As students improve their reading skills, they become more open to new

worlds, expand their vocabulary, develop their language, and become familiar with different writing styles (Priyanti et al., 2019)

The Listening, Reading, and Discussion strategy (hereinafter referred to as LRD) has three important skill elements, namely: listening, reading, and discussion. LRD is one of the strategies for learning reading comprehension. The LRD strategy is suitable for learning to read because it consists of innovative steps that help students better understand the purpose of reading (Putri, 2021). Students learn from the listening step before reading, which makes it easier to get the right ideas and facts about reading while reading.

THEORITICAL REVIEW

1. Reading

a. Definition of Reading

Reading is one of the basic skills of language learning. It cannot be separated from other skills of language learning besides writing, speaking, and listening. According to Purnama, (2021) when compared to the other three English skills, reading is the most difficult for students. Those skills must be learned all by English language learners. Reading skills can help improve other language skills. Generally, the skill of reading is developed in societies with literary taste, because it can lead to developing comprehension, and enriching vocabulary. According to Pourhosein Gilakjani & Sabouri, (2016) The process of making meaning in written text is reading. It involves the harmony of numerous related informational sources. It is the process of creating meaning that involves: (a) the reader's existing knowledge; (b) the text information; and (c) the reading context. Reading activity is not only a source of information and a pleasure activity but also as a means of consolidating and extending one's knowledge of the language.

Apparently, reading is also to expand our vocabulary. This means that, by reading, we can achieve several benefits or goals in one step. We cannot deny that reading is one of the most important skills. Reading skills to gain students' understanding should not only focus on ancient or classical skills such as general questions but also develop them by guiding or guiding students to understand or understand the structure of meaning. This means not only focusing on finding answers to classical theories as main ideas but also briefly repeating passages or summarizing them in your own words.

2. Principles of Reading

According to Harmer, (2007) the principles of reading: (1) teachers encourage students to read as often and as much as possible, (2) students need to be engaged with what they are

reading, (3) teachers encourage students to respond to the content of a text and explore their feelings about it, not just concentrate on its construction, (4) prediction is a major factor in reading, (5) teacher has to match the task to the topic when using intensive reading texts, (6) good teacher exploit reading texts to the full.

3. Types of Reading

According to M. F. Patel, (2008) the types of reading:

a. Intensive Reading

A reading style that focuses on phrases and words taught by the teacher in class as well as phrases and words found in poetry, novels, or other sources. Focus on the linguistic or semantic details of the passage and avoid focusing on structural details such as grammar. Intensive reading provides a basis for clarifying structural difficulties and expanding knowledge of vocabulary and idioms. Intensive reading material forms the basis for class activities. These are not only read but discussed in detail in the language of the study, partly analyzed, and used as a basis for writing exercises. Intensive reading is reading a text or reading a literary work. In this reading, students read the text for knowledge or analysis. The purpose of this reading is to read a short text. This reading is done to obtain certain information.

b. Extensive Reading

A style of reading in which students read texts to enjoy and develop reading skills in general. For example, more and more readers are reading books, magazines, newspapers and magazines mainly for entertainment and simply for a general understanding of their content. Extensive reading serves to gain a general understanding of the topic and includes reading longer texts for enjoyment. The reader wonders about something. Readers are not interested in specific or important information after reading.

c. Aloud Reading

Aloud reading is a basic form of classroom organization and discipline. In reading aloud, the students are confronted with written sentences which haven't been spoken before. The aim of reading aloud is the achievement of better speaking ability and pronunciation for students. According to Atkinson, (2004) reading aloud means reading a book that makes a sound that can be heard by others.

Reading aloud can help students improve their listening skills. Reading is only useful at certain times. Reading aloud does not allow the student to learn the meaning of a sentence, even though he or she does not know a single word in the sentence.

d. Silent Reading

Silent reading is a very important skill in learning English. This reading should be used to improve students' reading ability. Silent reading is done to get more information. Silent reading should be based on the student's choice of text. Silent reading allows students to read completely silently without making a sound or moving their lips. This helps him read quickly, easily, and fluently. It helps to understand and expand students' vocabulary. According to (Atkinson, 2004) to read silently means to read something without making a sound that other people can hear. Silent reading makes it easier for students to work on the material at their own pace or speed.

4. Purpose of Reading

A purpose of reading is established for each lesson and each extension changes the purpose for reading, which then changes the reader's focus. It means the purpose of reading can be reachable if the readers get the best way to understand the reading material. Reading can be summarized as a process that involves vision and response to understand and comprehend reading material aimed to obtain information and improve our knowledge. So, here we focus on the importance of personal reading goals and the achievement of different goals for each individual. Here are some readings based on basic reading skills Reading. Some reading goals are personal, such as:

- a. Reading for pleasure is reading a narrative, novel, comics, and so on. Here the readers enjoy the sound and the rhythm of a literary text.
- b. Reading for a general impression, such as: to gain an idea of the writer's viewpoints, to decide whether or not to read the text.
- c. Reading for organizing reading and study, such as: identifying the important content of a text, answer a specific question, to decide which section of a text to start studying.
- d. Reading for learning content or procedure, such as: to gain an understanding of new concepts, to learn certain facts from a text and to follow instructions.

According to Grabe., William and Fredericka., (2012) Reading purpose categories include: reading for simple information, reading for speed reading, reading for learning from text, reading for information integration, reading for writing, and reading for criticism. text and read it for general understanding.

a. Read For Basic Information

Reading for basic information is common, although some researchers consider it a relatively independent cognitive process. It is often used in reading assignments, which is probably best thought of as a type of reading.

b. Read For Quick Skimming

Skimming is a common part of many reading assignments and is a useful skill in its own right. It involves, in effect, a combination of strategies for guessing where it might be important in the text and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

c. Read To Learn from Text

Reading to learn usually takes place in academic and professional contexts where one needs to learn a fair amount of information from a text. It requires the ability to remember the main ideas, recognize and build a rhetorical framework, and link the text to a readership base.

d. Read to Integrate Information

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supportive, or conflicting information and a possible restructuring of the rhetorical framework to accommodate information from various sources. For example, Read-to-write and read-to-critical text. Read-to-write and read-to-critical text can be considered options for information integration. Both require the ability to write, select, and critique information from a text.

e. Read For General Understanding

Reading for General Comprehension occurs when experienced and fluent readers carry out very fast and automatic word processing, a strong ability to form the general meaning expression of the main ideas, and the effective coordination of many processes in a very limited time of force. The purpose of reading is not only for students but also for society. They should be widely informed and have social skills. It can help a person to be aware of the social, political, and economic affairs of their country.

5. Reading Techniques

Reading Techniques There are many techniques that make reading easier. According to Mikulecky & Jeffries, (1998), reading can be more helpful if we can read well. The technique is:

a. Scanning

Scanning is the method you often use when looking up words in your phonebook or dictionary. You are looking for a keyword or idea. The scanning steps are as follows:

- 1) Provide the specific information you are looking for.
 - 2) Try to predict what the answer will be and what clues you have to help find the answer.
- For example, if you are looking for a specific date, you will immediately read the paragraph that only looks for numbers.

3) Use titles and other tools to help you define sections that may contain the information you are looking for.

4) Read and skip sections of the passage selectively.

b. Skimming

Skimming is a technique used to speed up the main idea of a text. The steps in skimming are:

1) Read headers.

2) Read the introduction or the first paragraph.

3) Read each other's first sentences.

4) Read each title and sub-heading.

5) Read the conclusion or the last paragraph.

6. Theoretical Models of The Reading Process

According to Browne., (1998), the three views of reading processes are bottom-up, top-down, and interactive views.

a. Bottom-Up

b. Simply put, bottom-up reading focuses on text processing as the primary instructional task for teachers. Reading for learning is seen as a series of partial associations or skills that are reinforced until they become automatic. Letters relate to word forms, words to sentence forms, and sentences to form ideas; that is, passages of reading are put together. This is seen as a bottom-up processing of the textual form of student responses.

c. Top-down

d. Like a top-down instructional strategy, students' prior knowledge is activated, which can improve students' language learning and reading comprehension. In other words, in a bottom-up strategy, the "content scheme" must be activated; prior knowledge plays an important role in students' understanding. With prior knowledge, the top-down model is basically a language teaching approach integrated approach in which the learner focuses on context and succeeds in constructing meaning in the

e. text.

f. Interactive Strategy

g. The interactive method of reading focuses on two interactive concepts. First, is the interaction of two types of cognitive skills, identification, and interpretation, Second, is the interaction between the reader and the text. Fluent readers seem to simultaneously use so-called lower-level skills that allow them to recognize words (and possibly grammatical patterns) quickly and automatically, while higher-level skills allow them to understand the text and

interpret it. Low-level skills involve fast and accurate (automatic) subconscious processing in the classroom, we can expect students to be relatively efficient even at low-level processing.

7. Assessment of Reading

According to Browne, (1998) "A rating is a collection of information to guide knowing that your response will be measured and scored. A good review uses specific and precise language to describe the information collected." there are five aspects of reading that help readers understand English texts, namely: main ideas, specific information, conclusions, references, and vocabulary.

a. Main Idea

The main idea is the most important part of the text because of what the text says. Sentences that express the main idea are called topic sentences or topic statements, and they can be at the beginning, middle, or end of the text.

b. Specific Information

Supporting details or specific information develop a topic proposition by providing definitions, examples, facts, events, comparisons, analogies, causal statistics, and quotations. Supporting details help readers understand the text and its content, sometimes after the main idea or topic sentence.

c. Inference

The inference is an educated guess or prediction about something unknown, based on available evidence and information. Inference is an important skill because it helps the reader fill in the information the author has just hinted at.

d. Reference

References are words or phrases used before or after references in reading material. In other words, words are used that are signals for the reader to find meaning in the rest of the text.

e. Vocabulary.

Children's vocabulary is closely related to their reading comprehension and ease. Knowing the meaning of the words on the page is very important for reading comprehension. With this statement, vocabulary is the most important thing for anyone who wants to make a speech or read.

B. Reading Comprehension

Reading is an active process that involves recognition and reading comprehension skills. With reading comprehension ability, a person can claim that he has completed the reading process and obtained the information presented in the text. Reading comprehension is the

ability to extract information from a text to understand all the information. Thus, the reader is forced to read the entire text to obtain confidential information. However, understanding is a very complex cognitive process that involves reciprocal interaction between the reader and the text to create meaning. In other words, understanding doesn't just happen; it takes effort. Readers must work consciously to understand what they are reading McIntosh et al, (2008) In short, reading comprehension is the ability to read a text, process it, and understand its meaning. Without comprehension, reading is nothing more than following and studying the symbols on the page with your eyes. With the ability to understand what they read, people can not only live safely and productively, but also thrive socially, emotionally, and intellectually.

According to Lisniyanti et al., (2023) when we understand what we read, we must apply our previous knowledge about the topic presented in the reading. Therefore, one of the goals of reading can be considered to be understanding what is being read.

solutions to contemporary settings.

C. Listen-Read-Discuss

According to Manzo & Casale, (1985) The LRD strategy is one of the teaching strategies for teachers and learning strategies for students to make students' prior knowledge more active before reading the text. It is a powerful tool for engaging students with reading difficulties in class discussions. Students can use listening-reading-discussion to help students understand the text, and students can talk with their friends by sharing students' thoughts in small groups. Since the content is initially reviewed orally, students cannot read the entire text alone to gain at least a superficial understanding of the reading. The students have no prior knowledge about the content they received in the listening phase so that they can easily understand the text in reading. The "Listen-Read-Discussion" strategy is relatively easy because it can increase students' understanding of many topics.

LRD is an understanding strategy that builds students' prior knowledge before reading a text Manzo & Casale, (1985) The "ListeningReading-Discussion" strategy was developed by Richardson with a group of elementary school teachers and graduate students. This project is designed and realized as a conceptually oriented instructional framework to improve search strategy, and understanding. Listening-Reading-Discussion is a strategy to promote student learning. Learning strategies are in accordance with reading comprehension strategies because LRD consists of innovative steps that help students understand better reading comprehension goals. Mckenna, (2002) states that Listen Read Discuss (LRD) is a strategy specifically designed for readers who find it difficult. The three stages represent the stages before, during and after all reading formats. It is said that there are three stages in this strategy. First, students

listen to the teacher's explanation of the material. Second, the teacher asks students to read the text to understand. Finally, the teacher involves students in discussions to find out how students understand the text. In this strategy, the teacher tries to explain the text in the previous chapter and make the students understand. This encourages students' ideas in the discussion section.

a) Listening-Reading-Discussion Procedure

The listen-read-discuss strategy has several steps. Steps L (listen), R (read) and D (discuss).

- 1) Step L (listen):
 - a. The teacher introduces the topic or title of one of the readings.
 - b. In reading, the teacher and students ask and answer the important points or main ideas of the readings being studied.
- 2) Step R (read):
 - a. Students read and note important things in the text.
 - b. Students look for main ideas or ideas while reading.
- 3) Step D (arguments):
 - a. Students are divided into five groups.
 - b. Students discuss the main points or ideas before and after reading.
 - c. After discussing, students draw conclusions based on the main points or ideas.

b) Advantages of Listening-Reading-Discussion (LRD) Strategy

According to Mckenna, (2002) adds that using the Listen-ReadDiscussion (LRD) strategy is a powerful tool for improving reading comprehension and content learning for both weak and experienced readers. The researcher concludes that the advantage of the LRD strategy is that it can build students' prior knowledge. This can improve reading comprehension and content learning in lower and upper grades. It is also interesting for students who find it difficult to discuss in class. The advantage of this method is that students' reading is correct and correct, which is to improve students' reading ability, because the basis for applying this method includes all students. Another advantage is that readers can more confidently understand the meaning of the text. One of the learning values with the listening-reading-discussion model strategy is that students are able to deeply understand the meaning and information of the text.

D. Implementing strategy LRD to reading comprehension

Listen-Read-Discuss (LRD) is a comprehension strategy that builds students' prior knowledge before reading a text. Remembering the LRD strategy students must listen, read, and discuss. The LRD strategy helps students understand the text in several stages. The

application of the LRD (Listen, Read, and Discuss) learning model is an alternative solution that changes patterns of interaction and collaboration between students in the learning process and makes class activities more enjoyable. Students and teachers actively use the listen-read-discuss (LRD) strategy. Sudibyo D, Setiawan A., (2020) reported findings study called "The Influence of Using the Listen-Read-Discuss (LRD) Strategy on Students' Reading Comprehension on Narrative Texts" This explains why students do not become passive learners using this strategy. Illustrations are provided before the text so that students are inspired to read the text actively and be prepared to solve questions from the text. Conclusion: Using the LRD strategy can be a useful alternative to improve students' English reading comprehension. After implementing the Listen-Read-Discuss (LRD) strategy, there were many differences between students' test scores (pre-test and post-test scores) obtained from different sources.

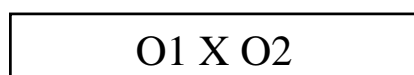
RESEARCH METHOD

The research of this study will be conducted in SMPN 2 Purwadadi. In the second semester academic year 2023/2024, the research will be conducted at Jalan Raya Purwadadi, Wanakerta, Kecamatan Purwadadi, Kabupaten Subang, Jawa Barat.

The design of this study is the researchers used one-group post-test pretest research using quantitative data analysis. The researcher collected data from VIII grade students which were divided into eight classes, with a total of 256 students. The sample of this research uses only one class. The sample of this research was students of class VIII D, totaling 32 students. The research instruments used in this study were observations and tests with ten questions in the form of multiple choices that would be made and given by researchers before and after treatment.

Based on Arikunto (2006), in this design, observations were carried out 2 times, namely before the experiment and after the experiment. Observations conducted before the experiment was called the pre-test and the observations after the experiment were called the post-test. The difference between the pre-test and post-test is assumed to be the effect of the treatment or experiment.

To make it easier to understand this research paradigm, it can be seen in the image below:



O1 = Pre-test

X = Treatment

O2 = Post-test

FINDING AND DISCUSSION

This This research concerns the influence of the listen-read-discuss (LRD) strategy on students' reading comprehension. The application of the LRD strategy in this study is through English learning material, namely, recount text. Recount text itself is a text that contains information about retelling events or experiences from the past, like our personal experiences. This recount text is presented using the LRD strategy to help clarify the contents of the recount text. The students' responses were good towards using the LRD strategy in the recount text they read. One of the formulations of the problem in this research is "How is the LRD strategy applied in teaching reading at SMPN 2 Purwadadi?". The answers from the research formulation are answered in the above description. Based on the results of the research analysis, there is an effect of using the LRD strategy on students' reading comprehension. The value of the posttest is higher than the value of the pretest, where the pretest has an average of 44.84 and the posttest has a higher score of 68.91. The results of the analysis showed that in the pretest there were 23 students or 71.88%, belonging to the very poor category, 8 students or 25% belonging to the poor category, 1 student or 3.13% belonging to the 81 sufficient category. Then, from the results of the posttest, there were 5 students or 15.63% belonging to the good category, 21 students or 65.63% belonging to the sufficient category, 4 students or 12.50% belonging to the poor category, 2 students or 6.25% belonging to the very poor category. The statement above answers the second problem formulation in this study, namely, "Is there a significant effect of using the LRD strategy on students' reading comprehension?".

Furthermore, from the results of the paired sample test, a significance value, or Sig. (2-tailed) is 0.00 is less than 0.05. Based on the criteria of the paired sample test hypothesis If the value $(p) > \text{Sig} (0.05)$ means H_a is rejected, and if the value $(p) < \text{Sig} (0.05)$ means H_a is accepted, Support by paired sample test analysis by comparing t-test with t-table, where $t\text{-count} > t\text{-table}$ is $18.004 > 2.042$ with the criteria that if $t\text{-count} > t\text{-table}$ means H_a is accepted, if $t\text{-test} < t\text{-table}$ means H_a , rejected. Thus, it can be concluded that the hypothesis in this study is accepted. It can be seen that the mean in the pretest and posttest has increased; the pretest has a mean 44,84 and the posttest has a higher mean value of 68,91. It can be concluded that students have significant influence from the using the Listen-Read-Discuss strategy on students' reading comprehension. The Listen-Read-Discuss strategy is an effective for teaching reading comprehension for 8th grade students of SMPN 2 Purwadadi. The hypothesis in this study is H_a : there is a significant influence of the LRD strategy on students' reading comprehension. H_o : There is no significant influence of the LRD strategy on students' reading

comprehension. The explanation above can answer the third problem formulation in this study, namely, "How do students respond to the use of the LRD strategy as a medium for learning students' reading comprehension?"

CONCLUSION AND SUGGESTION

The conclusion from the results of attitude data analysis, namely questionnaires and observations, received positive responses. In the questionnaire, students gave good responses to the LRD strategy. Students find it helpful to use the LRD strategy. Students feel interested in the LRD strategy learning media, so they are more enthusiastic about reading. Based on the results of observations with an average of 92%, it can be interpreted as very good. The researcher got a good response from the observation assessors, and the delivery of material in class to students was well conveyed. Based on the analysis of all instruments, it can be concluded that the LRD strategy is an influential learning media to assist students in reading comprehension.

UCAPAN TERIMA KASIH

Bagian ini disediakan bagi penulis untuk menyampaikan ucapan terima kasih, baik kepada pihak penyandang dana penelitian, pendukung fasilitas, atau bantuan ulasan naskah. Bagian ini juga dapat digunakan untuk memberikan pernyataan atau penjelasan, apabila artikel ini merupakan bagian dari skripsi/tesis/disertasi/makalah konferensi/hasil penelitian.

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