


Implementing the Listen-Read-Discuss (L-R-D) STRATEGY TO Enhance Tenth Graders' Reading Comprehension

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Abstract. This study focussed on investigating of the implementation of the Listen-Read-Discuss (L-R-D) strategy in teaching students' reading comprehension of the tenth grade of SMA Negeri 3 Pandeglang. The objective of this study is to find out the implementation of the Listen-Read-Discuss (L-R-D) strategy in teaching students' reading comprehension, to find out what are the teacher's challenges in implement Listen-Read-Discuss (L-R-D) strategy in teaching students' reading comprehension and also to find out the students perceive of implementing Listen-Read-Discuss (L-R-D) strategy in teaching students' reading comprehension. This research design is qualitative research. The method used by the researcher is the case study method. In this research, the subjects are the teacher and students. The data sources in this study are the English teacher and the tenth-grade students of SMAN 3 Pandeglang. The techniques of data collection which the research used are observation, interview dan documentation. The techniques of analysing data which the research used are data reduction, presentation of data, conclusion and verification. In this study, to obtain the validity of the data, triangulation of source and techniques were used. The findings of this study showed that: 1) The implementation of the Listen-Read-Discuss (L-R-D) strategy in teaching students' reading comprehension on the descriptive text of the tenth grade of SMA Negeri 3 Pandeglang has been running well even though several obstacles occur; 2) The application of Listen-Read-Discuss (L-R-D) in reading comprehension learning by teachers went well eventhough there were still some weaknesses in various aspects; 3) The majority of students do not have problems in learning reading comprehension using Listen-Read-Discuss (L-R-



D). It could be concluded that the implementation of the Listen-Read-Discuss (L-R-D) strategy in teaching students' reading comprehension on the descriptive text of the tenth grade of SMA Negeri 3 Pandeglang is helpful in improving students' reading comprehension.

Keywords: Listen-Read-Discuss (L-R-D), reading comprehension, teaching strategy.

INTRODUCTION

Reading is a very important skill in learning English to obtain certain information or knowledge in the text. Students cannot obtain information without reading properly and understanding the text. Reading allows students to understand and appreciate language through writing, text, or reading. However, learning English is one of the subjects that is considered difficult because English is not the language used by students every day. Some students consider reading to be a difficult language skill to learn in learning English. Reading becomes something difficult because it involves many things, not only pronouncing writing, but also involves visual, thinking, psycholinguistic, and metacognitive activities.

In the context of English learning, reading plays a central role in expanding vocabulary, understanding language structures, and improving text analysis skills. Therefore, an effective learning strategy is needed to develop reading skills. An effective strategy should combine listening, reading, and discussion activities to improve students' understanding and involvement in the learning process. This strategy is expected to overcome challenges in reading learning and provide a more interactive and meaningful learning experience.

Teaching reading is not an easy task. In SMAN 3 Pandeglang, for example, most students have problems such as difficulty to understand the texts, low mastery of vocabularies, low speed of reading, low habit of reading, less and attention these problems could result for many factors. It was proven when I did the interview to teachers and students. For help these problems, a teacher must deliver a good approach when he or she teaching reading. Because reading has become an essential tool for people of all walk of life in today's global community. Generally, students who study English feel bored and frustrated when they study it, especially reading the text, because of its complicated structure and meaning of the context, most of the students need long time to read something and hard to follow along with everything going on and the students have not controlled in



reading process. In this regard, teacher need to be able for successfully train students to use good strategy.

In English learning, there are many strategies that teachers can use to improve students' reading comprehension. Listen-Read-Discuss (L-R-D) is a strategy to improve students' reading comprehension. The LRD strategy can help focus on students' knowledge to improve reading comprehension, and teachers use this strategy to help students improve their reading comprehension. As stated by (Manzo & Casale, 1985), cited in (Sudiby, Setiawan, & Rahmawati, 2020), in implementing the Listen-Read-Discuss (LRD) strategy there are three stages that represent the form of reading lessons, namely: 1) listen, where the teacher gives an explanation of the related material while students listen carefully to the teacher's explanation; 2) reading, where the teacher gives instructions to the students to read the selected text according to the text described in the first stage, namely listening; and 3) discuss, where the students instructed to doing discussion in a small group about the text material that they have been read.

There are several previous studies discussing teaching reading comprehension through the Listen-Read-Discuss (L-R-D) strategy. The first is a study conducted by (Warta, Joni, & Krismayani, 2023). It was classroom action research on tenth-grade students of SMA (SLUA) Saraswati 1 Denpasar as the subject of the research. The total number of subjects in the research was 30 students. The research found that using the Listen-Read-Discuss strategy improves students' reading comprehension. The mean score from the pre-test to the last post-test showed the significant improvement of the subjects' reading comprehension. The second study is from (Prayuda, Ginting, & Sakerengan, 2023). In this study, the authors collaboratively with SMA Budi Murni 3 Medan as the subject of the study. In conducting this research, the writer used Classroom Action Research (CAR) as the method of the research. The data collected used quantitative and qualitative data. The result showed that LRD Strategy can improve the students' reading comprehension especially in recount text.

English teacher at SMAN 3 Pandeglang, especially in the tenth grade, follows different learning strategy in their classes to enhance reading comprehension in English language learning, especially in the reading class. The writers decide to conduct her research at SMAN 3 Pandeglang with the consideration that it is important for her to know students' ability in English. The students have to prepare to face the international globalization. Based on the results of initial observations, implementing the Listen-Read-Discuss (L-R-D) strategy as an alternative strategy for students' reading comprehension makes it possible to enhance tenth graders' reading comprehension in SMAN 3 Pandeglang.



Furthermore, the objectives of this study are : 1) to find out the implementation of the Listen-Read-Discuss (L-R-D) strategy in teaching students' reading comprehension; 2) to find out what are the teacher's challenges in implement Listen-Read-Discuss (L-R-D) strategy in teaching students' reading comprehension; 3) to find out the students perceive of implementing Listen-Read-Discuss (L-R-D) strategy in teaching students' reading comprehension.

METHOD

This study used qualitative research design. This study uses a qualitative approach because in taking action on research subjects, the priority is to reveal the meaning, namely the meaning and the learning process as an effort to increase learning, excitement, and learning achievement through the actions taken. This approach is also used to examine the condition of a natural object, (as opposed to an experiment) where the researcher is the key instrument, the data collection technique is done by triangulation (combined), data analysis is inductive / qualitative, and the results of qualitative research emphasize the meaning of on generation (Sugiyono, 2019). The method used by the researcher is the case study method. The case study method is to examine a particular case or phoneme in society which is carried out in depth to study the background, circumstances, and interactions that occur. Case studies are carried out in a single system that can be in the form of programs, activities, events, or a group of individuals who exist in certain circumstances or conditions.

In this research, the participants are the teacher and students. Because the researcher analyzed the implementation of Listen-Read-Discuss (L-R-D) Strategy in teaching student's reading comprehension of the tenth grade of SMA Negeri 3 Pandeglang. The average age of the students involved is 15-16 years and the teacher is 31 years old and has been teaching since 2015. The primary data sources in this study were the principal, and English teacher and the tenth-grade students of SMAN 3 Pandeglang. Then, the secondary data sources in the form of documentation.

The writer used observation, interview, and documentation as data collection techniques. Observations made by researchers were interviewing school principals, English teachers, and the tenth-grade students of SMAN 3 Pandeglang, then documenting activities to obtain the data needed in this study. In the interview, the researcher interviewed the principal, English teacher, and the tenth-grade students of SMAN 3 Pandeglang, then documented these activities to obtain the data needed in this study. Documents can be in the form of writings, pictures, or monumental works of a person. Researchers used this technique for observation, interviewing principals, English teachers, and the tenth-grade students, as well as obtaining data and school profiles at



SMAN 3 Pandeglang. In analysing the data, the writer used data reduction, presentation of data, drawing conclusion and verification. To obtain the validity of the data, triangulation was used. Source triangulation is done by checking the data that has been obtained through several sources. Technical triangulation is done by checking data from the same source with different techniques. Data obtained by interview, then checked by observation, documentation, or questionnaire. The questionnaire was conducted to test whether the question was valid or not. The validity test is used to measure whether a questionnaire is valid or not.

RESULT

The Implementation of Listen-Read-Discuss (L-R-D) Strategy in Teaching Reading Comprehension on the Descriptive Text

To answer the first problem, the researcher used an observation sheet. The observation sheet used by the researcher is based on the theory of reading teaching procedures using the LRD strategy by to (Manzo & Casale, 1985).

The researcher has conducted observations in class 10 of SMA Negeri 3 Pandeglang on October 1st, 2024. The researcher conducted observations once. The researcher initially obtained approval from the principal and Mr. Gian Tio Andi Pratama, S.Pd., an English teacher in class 10 at SMA Negeri 3 Pandeglang, before beginning any observations in the classroom. The findings of the observations demonstrated that the teacher had completed all of the pre-activities, including greeting students, brainstorming, encouraging their curiosity, assisting with assignments, and providing information about the descriptive text that would be the subject of their discussion that day. The teacher then completed every task in the grid throughout the core lesson or learning process. The teacher requested that the students read the prepared descriptive text. The pupils were split up into multiple groups. In addition to conducting a discussion of the provided material, the teacher also provided questions that were modified from Smith. After that, the teacher provided grades and commentary on the lessons learned. The teacher then bid the class farewell and left, concluding the day's lessons.

To support the finding of the observation that the researcher has done, researcher also interviewed Mr. Gian Tio Andi Pratama, S.Pd as an English teacher in class 10 grade of SMA Negeri 3 Pandeglang, he stated that:

“Delivering pertinent content to pupils is the first step in putting this LDR into practice. The teacher asks the class to listen as she/he explains the content. After explaining some of the material, the teacher asks the class to read some of it. The teacher then divides the class into



multiple groups, each with three to four pupils, for discussion. Students then engage in conversations with their groups”.

The following are photos documentation in class when the Listen-Read-Discuss (L-R-D) strategy was implemented in grade 10 of SMA Negeri 3 Pandeglang:



Figure 1. Photo of the activity



Figure 2. Photo of the activity

The teacher’s challenges in implementing the Listen-Read-Discuss (L-R-D) strategy in teaching students’ reading comprehension on the descriptive text of the tenth grade of SMA Negeri 3 Pandeglang

To answer the second problem formulation in this study, the researcher has conducted interviews with two English teachers in the tenth grade of SMA Negeri 3 Pandeglang. The outcomes of the teacher interviews are as follows:

Teacher 1

The researcher inquired about the difficulties encountered when using the Listen-Read-Discuss (L-R-D) technique to teach reading comprehension to tenth grade students at SMA Negeri 3 Pandeglang through descriptive texts, she answered:

“Sometimes there are still some students who do not follow the learning process well, they chat with their friends/in a crowd, especially when the discussion is taking place, only 1-2 children are discussing in their group if it is like that, I will definitely reprimand them. Then sometimes some children are less able to understand the contents of the reading, maybe because of the small amount of English vocabulary that they understand, that is still an obstacle for me to continue trying to improve their abilities”.

Teacher 2

The researcher inquired about the difficulties encountered when using the Listen-Read-Discuss (L-R-D) technique to teach reading comprehension to tenth grade students at SMA Negeri 3 Pandeglang through descriptive texts, he answered:



“Sometimes I still have difficulty in understanding the descriptive text material that I will convey to students, so to overcome this, I always prepare the text that I will give to students in advance, I always try to do it well in advance.”

In addition to the findings from the aforementioned teacher interviews, the researcher also discovered that teachers struggle to comprehend the reading material that is taught to students when using the Listen-Read-Discuss (L-R-D) strategy to teach reading comprehension on the descriptive text of the tenth grade at SMA Negeri 3 Pandeglang due to observations made in the classroom. This is evident when the teacher presents the topic in a rather perplexed manner. Some students then appear to participate less actively in group discussions. Following that, the teacher finds it challenging to pose questions and to respond to inquiries from pupils on the material.

Students' Perceptions of Implementing the Listen-Read-Discuss (L-R-D) Strategy in Enhancing Reading Comprehension of Descriptive Texts among Tenth Grade Students at SMA Negeri 3 Pandeglang

To answer the third problem in this study, the researcher used a questionnaire with two answer choices, namely yes or no. Based on the results of the questionnaire answers about the students perceive of implementing Listen-Read -Discuss (L-R-D) strategy in teaching students' reading comprehension on the descriptive text of the tenth grade of SMA Negeri 3 Pandeglang, it is known that in question number 1, the answer yes was obtained from 31 students (79,49%) and no from 8 students (20,51%), which means that the majority of students think that Listen-Read-Discuss (LDR) helps them to comprehend the text. In question number 2, the answer yes was obtained from 10 students (25,64%) and no from 29 students (74,36%), which means that the majority of students think that they have no trouble using LRD to learn reading comprehension. 35 students (89,74%) answered "yes" to question number 3, while 4 students (10,26%) answered "no." This indicates that most students believe their instructor can use LRD in the classroom to get them involved in their reading comprehension lessons. Eight students (20,51%) answered "yes" to question number 4, whereas thirty-one students (79,49%) answered "no." This indicates that most students believe they have no trouble comprehending the meaning of a word or sentence in the text.

In question number 5, the answer was yes from 11 students (28,21%) and the answer no from 28 students (71,79%) which means that the majority of students think that they are able to understand and deduce the text's meaning without difficulty. Most students believe that the teacher's descriptive texts can pique their interest, as evidenced by the fact that 31 students (79.49%) answered "yes" to question number 6 and 8 students (20.51%) answered "no." Twenty-five students (64.1%) answered "yes" to question number seven, while fourteen students (35.9%) answered "no." This



indicates that most students believe that students have varying abilities and that some take a long time to read and comprehend a text. In question number 8, the answer was yes from 26 students (66,67%) and the answer no from 13 students (33,33%) which means that the majority of students think that they have problems memorizing words, sentences, and the text that they had been discussed before. For question number 9, the answer yes was obtained from 25 students (64,1%) and the answer no from 14 students (35,9%), which means that the majority of students think that they have an interest in using and practicing reading English text even when they are not in class. The results of the questionnaire can also be seen in the following graph:

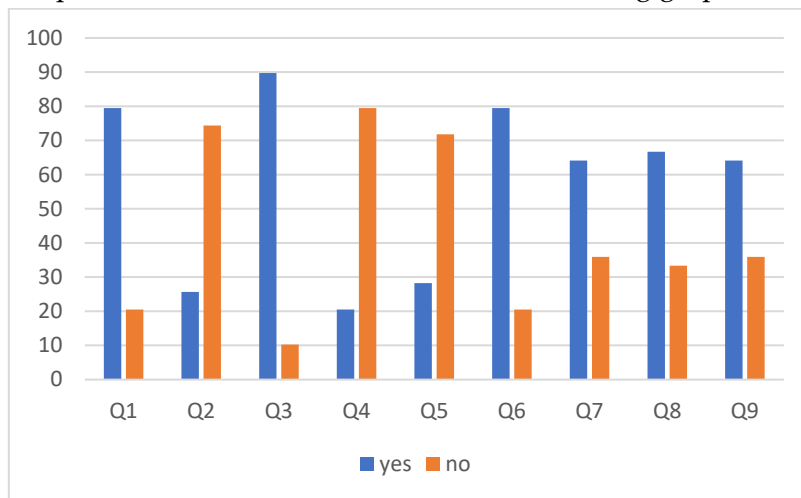


Figure 3. Overview of Questionnaire Results

DISCUSSION

Implementing the Listen-Read-Discuss (L-R-D) strategy in teaching students' reading comprehension on the descriptive text of the tenth grade of SMA Negeri 3 Pandeglang

By listening to a brief lecture from the teacher, reading a selection of the text, and having a discussion, LRD is a comprehension technique that helps students build their prior knowledge before, during, and after reading a text (Manzo & Casale, 1985). Data analysis results show that, despite a number of challenges, the Listen-Read-Discuss (L-R-D) technique has been successfully used to educate students' reading comprehension of descriptive texts in the tenth grade at SMA Negeri 3 Pandeglang. The implementation of the Listen-Read-Discuss (L-R-D) strategy started with the teacher giving related material to the students. Students were asked to listen as the teacher explained the content. In the listening stage, students were asked to listen to the teacher's explanation of the material. The teacher delivers material about the contents of the reading that contains descriptive text that will be discussed.



The teacher requested that the class read some of the material that had been covered. During the reading phase, the instructor requested that students read the material in order to comprehend it. Students read a passage with the intention of offering an alternative interpretation or comprehension of the descriptive text's substance. After that, the instructor split the class up into groups of three or four for discussion. Students then had separate group discussions. To determine the students' comprehension of the text, the instructor led the class in a discussion on descriptive passages. The teacher has adapted questions from Smith, namely when the teacher asks students "What do you understand most from what you hear and read?" most students have been able to answer correctly and carefully related to the descriptive text discussed in their groups. Then when the teacher asks students "What do you understand least from what you hear and read?" students also honestly say anything they do not understand related to the text discussed in the group. Additionally, when the instructor poses the question, "What questions or thoughts come to mind about the content or reading and effective learning?" The majority of pupils were able to offer opinions that aligned with how the classroom learning process was being implemented.

The teacher urged the students to consider how their presentation of the data differed from how they had read the material. By giving explanations in the preceding part, the teacher attempted to help the pupils comprehend the material. This mimicked what the kids were thinking during the conversation. Additionally, the LRD technique helped students read descriptive texts and matched their comprehension of the reading to what they had learned in class. At this point, students worked in small groups to discuss how well they understood the descriptive text.

The classroom atmosphere in learning to read comprehension using LRD is that students look active and enthusiastic in following each step, but some students look less responsive, not focused, or even chat with each other in class. Although the teacher followed the procedure correctly, Manzo claims that some of the following obstacles had not been addressed by the teacher during the learning process: The teacher only talks about the material without addressing the challenges that students face when learning to read comprehension using LRD; additionally, while some students appear bored during the teaching and learning process, this indicates that some of these students are less interested in learning to read comprehension using LRD.

Based on observational data, the researcher believes that LRD is a very effective way to teach reading comprehension. According to research by Amaliya et al. (2023), students' reading comprehension skill levels before and after getting instruction using



the Listen, Read, Discuss method differ significantly. The pupils' improved performance was due to the effectiveness of LRD as a reading comprehension approach. Following that, study by Viona (2024) found that the LRD technique can be utilized to help students with the Listen, Read, and Discuss phases of reading comprehension. The researcher discovered that the English teachers have given positive responses regarding the use of the LRD strategy to help students improve their listening skills, reading skills, and speaking skills. In this strategy, students have the opportunity to evaluate oral and written information.

The teacher’s challenges in implementing the Listen-Read-Discuss (L-R-D) strategy in teaching students’ reading comprehension on the descriptive text of the tenth grade of SMA Negeri 3 Pandeglang

According to Durkin (1993), comprehension is a conscious thought process that happens when we read. Evaluation, synthesis, and analysis of information are all necessary for reading comprehension, which is a highly involved process that also involves information intake through interaction. Thus, readers are able to construct meaning in the text. Teachers encounter a number of difficulties when putting the Listen-Read-Discussion (L-R-D) technique into practice when instructing class X students in descriptive texts for reading comprehension at SMA Negeri 3 Pandeglang. From the results of interviews with teachers and the observation in class, the researcher obtained information that the application of LRD in reading comprehension learning by teachers went well even though there were still some weaknesses in various aspects. There were obstacles faced by teachers and students. This can be explained as follows:

Table 1. The Teacher’s Challenges in Implementing The Listen-Read-Discuss (LDR)

No	Challenges
1	The teacher experienced difficulties in understanding the reading material taught to students. This can be seen when the teacher was a little confused in delivering the material
2	Some students seemed not very active in their group discussions. They do not follow the learning process well, they chat with their friends/in a crowd, especially when the discussion is taking place, only 1-2 children are discussing in their group
3	The teacher had difficulty when giving questions



4	The teacher had difficulty when answering questions asked by students related to the text
5	Some students less able to understand the contents of the reading

Appertaining on the facts obtained by the researcher above, it is hoped that teachers can overcome the obstacles that occur, To ensure that every step of the LDR method goes smoothly and that they can capture more students' attention, teachers should put in more effort to manage their time. The teachers are expected to continue implementing the Listen-Read-Discuss (L-R-D) strategy in teaching students' reading comprehension. According to (Manzo & Casale, 1985), the LRD strategy is a comprehension strategy that builds the students' prior knowledge before they need a text. According to Manzo, this strategy has three advantages: it is an effective way to engage struggling readers, particularly L2 learners; it helps students who don't know much about the subject matter learn it during the listening stage, making it easier for them to understand the text when they read it; and it is an effective way to teach and learn to read.

Like previous research conducted by (Nur & Nur, 2023), the researcher discovered the analysis results that showed potential for improvement in students' reading comprehension after implementing the LRD strategy. Then, research conducted by (Prayuda et al., 2023) also showed that the LRD strategy can improve the students' reading comprehension. The student's mean score on the pre-test was 52.41, on the formative test it was 74.48, and on the post-test it was 80, indicating improvement. Additionally, the fact that more than 90% of the students are motivated, engaged, and comprehend the lesson using the LRD Strategy suggests that the students' reactions to the teaching-learning process are excellent.

Students perceive of implementing the Listen-Read-Discuss (L-R-D) strategy in teaching students' reading comprehension on descriptive text of the tenth grade of SMA Negeri 3 Pandeglang

Based on the data analysis, the results obtained that most students agree that LRD helps them understand the text. The majority of students do not have difficulties learning reading comprehension with LRD, as evidenced by data number two, which shows that just 25.64 percent of students struggle with this skill. One of the reasons for this is that teachers can engage students in the teaching and learning process by involving them in it, and the texts they employ can pique students' attention.



However, some students claimed that they had problems during the learning process such as they had difficulty translating words or sentences in the text due to their lack of vocabulary mastery, they had problems understanding and finding out from text inferences, some students have a habit of reading slowly, and there are 35,9% of students rarely practice using or reading English texts outside the classroom.

Based on the description above of the results of student perceptions related to the implementation of the Listen-Read-Discuss (L-R-D) strategy in teaching students reading comprehension, it is hoped that teachers can overcome problems that occur during the learning process. According to research, students' opinions about the employment of LRD tactics in reading comprehension instruction are highly beneficial for boosting their attention and engagement. With the help of the LRD technique, it is feasible to concentrate on a single session in which each student listens to the teacher's audio and explanations, reads the text with the teacher present, and has the opportunity to engage more actively with both the teacher and their peers through group discussions. Additionally, the LRD approach inspires students to read texts with greater bravery.

CONCLUSION

The implementation of the Listen-Read-Discuss (L-R-D) strategy in teaching descriptive text reading comprehension to tenth-grade students at SMA Negeri 3 Pandeglang has been generally effective, despite some challenges. The process involves students listening to the teacher's explanation, reading the text to gain further understanding, and then discussing the content to deepen comprehension. Most students appeared active and engaged, although a few were unresponsive or distracted. Some obstacles remained, such as the teacher not addressing students' individual difficulties with reading comprehension and a few students showing signs of boredom or lack of interest in this method.

The teacher faced several challenges in implementing the Listen-Read-Discuss (L-R-D) strategy for teaching reading comprehension on descriptive texts to tenth-grade students at SMA Negeri 3 Pandeglang. Difficulties included the teacher's occasional confusion in delivering the material, students' lack of active participation during group discussions, and the teacher's struggle in formulating and answering questions related to the text. Additionally, some students had trouble understanding the reading content, which further complicated the teaching process.

Most tenth-grade students at SMA Negeri 3 Pandeglang do not face significant problems learning reading comprehension using the Listen-Read-Discuss (L-R-D)



strategy. They feel engaged because the teacher encourages active participation and uses interesting texts. However, some students struggle with vocabulary, understanding inferences, slow reading habits, and lack of practice with English texts outside the classroom.

Based on the conclusions, it is suggested that teachers carefully prepare and select appropriate strategies, methods, and materials to ensure effective teaching and learning. Teachers should clearly identify learning objectives and closely monitor student activities to achieve these goals. Since the Listen-Read-Discuss strategy effectively improves students' reading comprehension, it is recommended for future use in classrooms. Additionally, future researchers can apply this strategy to assess reading comprehension. Students should also become familiar with learning strategies that help enhance their understanding.

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