

The Implementation Of Listen, Read, And Discuss (LRD) Strategy To Improve Students' Reading Comprehension In Recount Text

Nur Syafira

Universitas Negeri Surabaya

Nur Fauzia

Universitas Negeri Surabaya

Korespondensi penulis: nrsyfira05@email.com

Abstract: Enhancing reading comprehension is essential for comprehending and acquiring proficiency in the English language. To improve students' understanding of reading comprehension skills, it is essential to employ an appropriate learning method during the learning process. Thus, this study employed the LRD strategy as a method for acquiring knowledge. The aim of this study is to ascertain whether the implementation of the LRD technique enhances students' reading comprehension in recount texts. Therefore, this study employed the quantitative approach, specifically a pre-experimental design. The study included 32 students from class VIII SMPN 33 Gresik. After that, pretest and posttest consisting of multiple-choice questions were used collecting the data for the study. As a result, the SPSS 25 Paired Sample T-test was utilized in this investigation concerning to conduct data analysis. The investigation revealed substantial findings when comparing pre-test and post-test. The pre-test provided a result of 54.69, while the post-test provided a result of 77.03. The 2-tailed significance analysis showed that the p-value of 0.00 is less than the significance level of 0.05. It indicates that there was a significant increase between the pre-treatment and post-treatment scores. According to these findings, students have the potential in improving their reading comprehension after implementing the LRD strategy.

Keywords: Reading comprehension; Listen, Read and Discuss (LRD) Strategy

Abstrak. Meningkatkan pemahaman membaca sangat penting untuk memahami dan memperoleh kemahiran dalam bahasa Inggris. Untuk meningkatkan pemahaman siswa terhadap keterampilan membaca pemahaman, perlu diterapkan metode pembelajaran yang sesuai pada saat-proses pembelajaran. Oleh karena itu, penelitian ini menggunakan strategi LRD sebagai metode untuk memperoleh pengetahuan. Tujuan dari penelitian ini adalah untuk memastikan apakah penerapan teknik LRD meningkatkan pemahaman membaca siswa dalam teks recount. Oleh karena itu, penelitian ini menggunakan pendekatan kuantitatif, khususnya desain pra-eksperimental. Penelitian ini melibatkan 32 siswa kelas VIII SMPN 33 Gresik. Setelah itu, pra tes dan pasca tes terdiri dari pertanyaan pilihan ganda yang digunakan untuk mengumpulkan data untuk penelitian. Hasilnya, uji T-Sampel Berpasangan SPSS 25 digunakan dalam penyelidikan ini untuk melakukan analisis data. Investigasi mengungkapkan temuan substansial ketika membandingkan pre-test dan post-test. Pre-test memberikan hasil sebesar 54,69, sedangkan post-test memberikan hasil sebesar 77,03. Analisis signifikansi 2-tailed menunjukkan bahwa p-value yaitu 0,00 lebih kecil dari tingkat signifikansi 0,05. Hal ini menunjukkan bahwa terdapat peningkatan yang signifikan antara skor sebelum pengobatan dan pasca pengobatan. Berdasarkan hasil tersebut, siswa mempunyai potensi peningkatan dalam pemahaman membaca mereka setelah menerapkan strategi LRD.

Kata kunci: Pemahaman Membaca; Strategi Mendengar, Membaca, dan Berdiskusi (LRD)

INTRODUCTION

Reading is the most important skill that students will need to acquire in addition to their listening, speaking, and writing abilities when studying English. This is because reading is the language's primary mode of communication. Throughout the course of their time spent in the classroom, teachers provide students with a variety of texts to support them in their reading and learning processes. Muhlis (2017) and Kasim & Raisha (2017) assert that learners must engage with diverse literary and informational materials in order to effectively address their assignments and meet other academic requirements. According to (Muhlis (2017), Kasim & Raisha (2017) stated that learners are required to read various types of books and texts to deal with their tasks and other academic demands. In this case, the learners must comprehend what they read about the material provided by the teacher. According to Yukselir (2014), students must develop the essential skill of reading comprehension in order to acquire new informations and obtain to various explanations and interpretations. This skill is crucial for their academic success. Reading also provides opportunities for students who get new information and also new cognition about the word list of vocabulary, the structure of sentences, the symbols of punctuation, and how to create sentences, paragraphs, and text (Harmer & Jeremy: 1998). Moreover, through reading helps students become lifelong learners as it continuously updates and enriches their knowledge whenever they engage with texts. Nevertheless, the reading process, learners should be able to read the material, obtain and analyze the knowledge in the passage.

According to Sandiku (2018) argued that through reading comprehension, the students can learn much knowledge from various reading materials, which is the most prominent language skill. Therefore, the students should aim to fully understand the reading text and the ideas presented within it in order to master this skill. Hence, reading is the knowledge of comprehension which involves not just reading the text but needed knowledge like interpreting and understanding the meaning of words. However, interpreting and understanding the English language for non-native speakers takes a lot of work to comprehend and express the information. Nevertheless, students will quickly understand the Indonesian text because of their mother language (Indonesian). As Qrquez and Ab Rasyid (2017) although it has been asserted that children struggle with reading in their home tongue, the difficulties increase when reading is required in a foreign language since kids may be falling behind in some reading skills, such as accuracy, comprehension, and speed. Reading in a foreign language presents a cognitive challenge known as lagging. Therefore, the students need more efforts to comprehend the English language content.

Furthermore, many students encounter difficulties and obstacles when understanding and comprehending what they read. The first factor is that the student still needs to learn the vocabulary words they have. So students need more confidence in themselves because they have a limited vocabulary. According to Rajab (2012), unfamiliar vocabulary may make it more complicated for learners to comprehend, leading to obstacles and anxiety. The second factor, they need help understanding how to decode and recognize the words in the text; this means that learners need a way to function easier to interpret and interpret the information in the text so that students can recognize written words without feeling difficulties in learning the reading process. The third factor is that the students need clarification about getting the implicit and explicit information because they need to learn the content of the text when they read a book; therefore, the students do not acquire the material ultimately. The last factor why students might struggle with learning English is a need for more motivation. It can lead to disinterest in the learning process. Most students ignore the teacher during teaching reading. Hence the students feel they need to be more excited and interested in the learning process. Therefore, the instructional approach employed in the classroom fails to facilitate the pupils' understanding of the text. Hence, the strategy used in the class does not help the students learning in comprehending the text. On top of that, learning strategies are particularly needed for students struggling with reading comprehension.

Concerning the issues, the teacher should devise a suitable strategy to help the students comprehend what they read and find engaging throughout the teaching and learning process. In order to teach and learn English in the classroom, the teacher should employ various tactics, methods, approaches, and strategies, such as jigsaw, think-pair, three-step interviews, LRD, etc. According to Melvina and Amir (2018), a language learning strategy is a technique that can aid students in understanding, absorbing, or remembering new material.

There are many various strategies related to reading comprehension used by some experts. According to Jennifer Hamilton's statement, the LRD strategy is applicable in teaching "actions" especially reading skill, and it allows learners for three steps; first, the students hear the teacher before they read the materials. Then, students read the material and discuss the material what they get from after reading. Furthermore, (Ngatimah & Hanapi, 2018), Tarek Elabsy's (2013) statement claims that the benefit of using LRD strategies is that to engage students in learning, the teacher can activate their prior knowledge by introducing the topic and encouraging them to listen, read, and discuss with each other. This approach is effective in helping students gain a better understanding of the subject matter. It is essential for the teacher to carefully select topics that are relevant and interesting to the students. One of the reading

abilities that students should develop is comprehension of the recount texts. A recount text is a form of writing that narrates a past event or story. It is like retelling an event or an experience to someone else.

Additionally, several research studies investigated LRD strategy and reading comprehension related to this present study. Mariana (2019) conducted research about "the implementation of LRD strategy for increasing reading skill and students' achievement on discussion material." It aimed to improve twelfth-grade students' reading skills and academic performance using the LRD strategy to teach discussion text material. In conclusion, this research increased learning activity from cycle I to cycle II, and students gave great responses for learning using the LRD strategy. Another study was taken from an article titled "The Influence of Using LRD strategy towards students' reading comprehension on the narrative text" by Sudibyo (2020) conducted research on the subject in the eleventh grade in Sorong. It aimed to investigate the LRD method's effect in comprehending the narrative text. The final result revealed improved students' reading comprehension through the LRD strategy in favor of the quasi-experimental design group, which used the LRD strategy. Moreover, the study indicated that utilizing the LRD approach could enhance students' reading comprehension.

Based on the output of the previous investigation, it can be determined that using the LRD strategy in the guidance process can positively impact and make students effective in learning activities. Thus, it can assist in enhancing students' work or performance in reading comprehension. Due to reading comprehension is a complicated skill with numerous types, it is required to perform in-depth research on one of them. This study will investigate the different focuses of using the LRD strategy in recount text. It means that this study will analyze and examine both before and after using the LRD procedure in the classroom and learning of comprehension of reading.

Regarding the fact that the researcher discovered, therefore, leads the researcher to investigate the students' results about reading ability in recount through the implementation of the LRD strategy. Nevertheless, this present study is concerned with "to what extent does the LRD strategy help students to improve their comprehension on recount the text."

RESEARCH METHOD

This study was a quantitative method which is used pre-experimental research. The pre-experimental design is a method used to measure the difference in average scores before and after treatment. This experimental design involves three steps: administering a pre-test, providing treatment to the research sample, and conducting a post-test. The participants of this study consist of 32 eighth-graders at SMP Negeri 33 Gersik. In additional, the independent variable and dependent variable are the two categories of variables used in this study. The independent variable is implementing the LRD strategy in learning reading. Meanwhile, students' reading comprehension is a dependent variable that is influenced by reading strategies.

The tool utilized in this study is a test specifically designed to assess the ability to comprehend and produce recount texts. The assessment evaluates students' ability and advancement in the domain of reading comprehension. Furthermore, the tests are divided into two stages: pre-test and post-test. The prior test is a test performed before the participant of the research receives the treatment. Meanwhile, the following the test refers to a test that is conducted and collected after the treatment has been given to the subjects participating in the research. The therapy consisted of four sessions.

The data for this study was obtained from both a pre-test and a post test. The enhancement of learners reading comprehension could be seen by the testing results, namely the pre and post-tests. The data originates from the tests taken by students during the activities they participated in following the implementation of the method, as part of their classroom learning.

Furthermore, the efficacy of the LRD strategy in improving reading comprehension was assessed by comparing the prior-test and following-test results of the students. The students began with a pre-test, then received treatment, and concluded with a post-test. An analysis was conducted on the data from both experiments to ascertain the efficacy of the strategy.

As a result, in this research used Paired Sample T-test to compare the scores before and after using the LRD strategy on the pre-test and post-test data. Before that, the researcher conducted a validity and reliability assessment to ascertain the suitability of the instruments, in the form of pre-test and post-test, for use in this study. Afterward, the data should be calculated in a normality test to determine whether the data is normally distributed or not. Therefore, the analysis may be extended by employing a paired sample T-test. Moreover, the data was checked to know whether there was any significant difference between pre-test and posttest

scores. According to the Paired Sample T-test methodology, a score below 0.05 indicates a significant difference between the pre-test and post-test results. In addition to calculating the data, the researcher presented the conclusion regarding whether the implementation of LRD strategies could improve students' reading comprehension.

It was also used to assess whether a parametric or non-parametric test was utilized in the study. However, the data in this study were normally distributed, and this study used an analytical parametric test since the p value was more than .05. The prior test and the following test scores were analyzed using Paired Sample T-test. The data was inputted into the SPSS window version 25. The asymptotic significance level was compared to .05. If the final value was less than .05, it shown that there is a significantly difference score between the results of tests.

RESULTS AND DISCUSSIONS

After collecting the data, the researcher calculated the results of the test. Before calculating the scores, the researcher determined whether the initial and final tests were normally distributed. Following that, the researcher determined whether or not the data were normal. The results of the data analysis are presented in the following section.

In addition, the researcher assessed the normality of the both tests data with the aim of establish the appropriate method of analysis. According to Dornyei (2000), a parametric test could be used to analyse data if the distribution of the data was normal. However, because the findings revealed that the data were not normally distributed, thus this study used the Paired Sample T-test to analyse the data. The result is presented in the table below.

Table 1 Normality test

	Shapiro-Wilk		
	Statistic	df	Sig.
Pre-Test	.943	32	.089
Post-Test	.868	32	.078

The pre-test data was found to be normally distributed based on the outcome of a normality test utilising the Shapiro-Wilk test, as shown by a P value of .089. If the p-value is more than 0.05 and the significance level of the pre-test is also greater than 0.05, then the data can be considered regularly distributed. In addition, the post-test result had a normal distribution. Therefore, the P value of the post-test was 0.078, indicating that the significance

level of the post-test was more than 0.05. Consequently, this study employed a Paired Sample T-test due to the normal distribution of the data and the suitability of a parametric test.

After determining whether or not the data were normally distributed, the researcher analysed the subjects' pre-test and post-test scores using paired sample T-test in SPSS 25. The Paired Sample T-test was conducted to analyse the pre-test and post-test scores of the learners. The purpose of the paired sample t-test is to determine whether there is a significant difference between the preand post-treatment scores of experimental students. Subsequently, the test scores were computed to assess the extent of the statistical difference between the pre-test and post-test. The results of the paired sample t-test are presented in the table below

Table 2 Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	54.69	32	8.418	1.488
	Post-Test	77.03	32	6.332	1.119

The data presented in the table that follows represents the findings of paired sample statistics on the pre-test and post-test responses provided by students. As seen, there was an increase in the mean scores of students both before and after receiving the treatment. The mean score on the pre-test was 54.69, and the mean score on the post-test was 77.03. To summarize, the mean score of post-test was higher than pre-test after implementing the listen, read, and discuss strategy with recount text, students' reading comprehension scores improved.

Table 3 the Result of Paired Sample T-test

Paired Samples Test									
		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test – Post-Test	-22.344	9.244	1.634	-25.677	-19.011	-13.673	31	.000

Furthermore, based on the table above, the significant difference in students' pre-test and post-test scores could be shown from Sig. (2-tailed) of paired sample t-test. The significance level (two-tailed) was 0.000. Pallant stated that if the significance (2-tailed) / (p) value is below 0.05, it indicates the significant distinction between pre-test and post-test scores. However,

the paired sample t-test findings indicated the significant gap in reading comprehension among students who utilized the listen, read, and discuss technique.

Concerning the second aspect of this study, the researcher evaluated students' reading comprehension using four reading indicators. Subsequently, the researcher examined the data and identified the indicators that showed the greatest improvement after the students had the therapy. The next section provides a detailed explanation of the reading indicators that showed the most significant improvement following the implementation of the LRD strategy.

a) Pre-test

No	Indicators	P
1	Social Function	52%
2	Language features	45%
3	Main idea	51%
4	Explicit & implicit information	52%
Mean		50%

According to the table above, each reading indicator had improved prior to applying the LRD approach. It seems that some students have not completely grasped the notion of recount text before receiving the LRD strategy treatment. Out of all the students, 52% were able to answer the pre-test questions related to social function. Additionally, 45% of students could answer questions about the language features that indicate social function. Furthermore, 51% of students were able to answer the question tests related to the main idea indicator. However, only 52% of students were able to answer questions related to recount text for both explicit and implicit information indicators. The pre-test findings indicate that, prior to implementing the LRD technique, around 50% of students showed comprehension of the recount text.

b) Post-Test

No	Indicators	P
1	Social Function	84%
2	Language features	72%
3	Main idea	80%
4	Explicit & implicit information	77%
Mean		78%

It can be seen in the table above the results of the students' post-test after implementing the LRD strategy. The result is an increase in students' understanding of

reading. The increase is 84% of students for social functions. Then, for language features, there are 72% of students who can answer the test. Besides that, 80% of students can answer the questions with the main idea indicator. Thus, 77% of students can answer explicit and implicit information indicators. After implementation with the LRD strategy, it can be concluded that the post-test scores of the students improved in each indicator. In addition, the LRD strategy also helps students in reading comprehension activities.

DISCUSSIONS

According to the result had been shown that the students of UPT SMPN 33 Gresik, especially for VIII C as the experimental class had significant differences in the pre-test and post-test results. According to the results of the study, students showed improved the scores in the post-test after receiving treatment with the LRD strategy. The average score for students from the pre-test was 54.69, and the post-test was 77.03. The result of the t-test is a t score higher than the score t table. Additionally, the Paired Sample T-test data results were significant because of the Asymp sig. (2-tailed) the score was .000 that is .05. Furthermore, in this research, students as an experimental class were given to listen, read and discuss to improve reading comprehension of recount text.

In addition, students also experienced an increased understanding of recount text, for the indicators of understanding, namely social functions, language features, main ideas, and explicit and implicit information. From the pre-test and post-tests results, students' understanding indicators experienced an excellent increase. As for increasing social function indicator, 52% to 84% of students. Thus, the language features indicator is 45% of students, increasing to 72%. Then, for the main idea indicator, 51% of students increased to 80% of students. The last indicator, namely explicit and implicit information, increased from 52% to 77% of students. Based on the results of increasing students' understanding of each indicator, the LRD strategy helps students learn, which is reading comprehension.

The students taught through the LRD strategy showed higher scores in the post-test. The strategy makes the students learn effectively and give effect in the learning process. Because of this, during this learning activity, the students learned detailed information from the text and simplified their task in comprehending the text. Hence, the utilization of the LRD process can facilitate students' learning process by initially establishing and enhancing their existing knowledge prior to engaging with the text. The students can acquire a limited understanding of the book through reading. After that, in the discussion activity, students can discuss with each other and answer the questions given. This result is supported by Ningrahyu's

(2021) research, which stated that the discussion activity could help the students answer and correct the task.

Furthermore, the students' ability to find information was enhanced as a result of the discussions held during the implementation of LRD strategies. In the discussion stage, students can work with their groups to complete the assignment. Students demonstrate active engagement in group discussions and proactively seek clarification by asking questions when faced with challenges or encountering unfamiliar information. It occurs as a result of students' familiarity with the learning pattern established by the instructor. Moreover, the students' capacity to locate information was improved due to the conversations conducted when implementing LRD tactics. During the discussion phase, students have the opportunity to collaborate with their peers in order to successfully accomplish the project. Students demonstrate active engagement in group discussions and proactively seek clarification by asking questions when faced with obstacles or encountering unfamiliar content. It occurs as a result of students' familiarity with the learning pattern established by the instructor. Moreover, the implementation of the LRD strategy resulted in a significant improvement in students' activity scores as it enhanced their motivation to actively engage in the learning process. Highly motivated students actively participate in educational tasks.

On the contrary, the students learned how to complete problem-solving through a discussion session in each group. In addition, Syamsir (2021) claimed that the discussion activity encourages students to socialize actively to solve problems and creates a chance for personal development. Therefore, a strategy in the learning process is the most important because the strategy can have many positive impacts on students. According to Brown (2007), a strategy can be defined as a specific way of approaching a problem or task, modes of operation for accomplishing a given purpose, and deliberate strategies for controlling and manipulating certain information.

In conclusion, the result of post-test showed a significant difference between before and after using the LRD strategy. The score of students' post-test statistically proved that the LRD strategy might be an alternative strategy to enhance students' understanding and motivate them in reading activities. The Listen-ReadDiscuss strategy combines multiple modalities (listening, reading, and speaking) to support comprehensive learning. It allows students to approach the text from different angles and encourages active engagement with the material. Students can improve their reading comprehension, vocabulary acquisition, and critical thinking skills by actively listening, reading independently, and participating in discussions. Nevertheless, the

LRD strategy can be implied to help the students improve their cognitive reading comprehension and make the students more effective in discussion sessions.

Conclusion

According to the findings of the research, there was a discernible change in performance level between the pre-test and post-test results for the group of students who had been instructed to incorporate the listen, read, and discuss strategy throughout the process of reading instruction. Therefore, the outcome of paired sample ttest, the asymptotic significance (two-tailed) was less than .05, namely .000. There was a notable difference in scores between the pre-test and post-test. The average score difference between the pre-test and post-test was - 22.344. The mean value indicated that students who were instructed to utilize the listen, read, and discuss technique achieved greater outcomes following the intervention. Therefore, the alternative hypothesis (H_a) was validated, indicating that there exists a distinction among the students who were instructed utilizing the LRD technique. It signifies that the act of listening, reading, and engaging in discussions is more efficacious in the process of acquiring knowledge. The implementation of the LRD strategy has the potential to improve students' reading comprehension skills. The implementation of the LRD method in reading activities facilitated students' collaborative problem-solving discussions during group work. Through group discussion, students get the opportunity to articulate their ideas to their peers and engage in dialogue with other classmates. Furthermore, employing the listen, read, and discuss technique might enhance students' understanding of the reading material. Moreover, implementing listening, reading, and talking strategy might serve as an alternative approach to instructing pupils in reading, so improving their classroom experience with increased enjoyment and motivation.

Suggestions

According to this research, the suggestions and recommendations of the study are for the following;

1. English Teacher

In reading, there are many various texts that the students should read in the learning process. Listen, read, and discuss strategy can be used as the consideration for the teacher as the effective media that can be used to improve students' comprehension in reading activities. Therefore, the LRD strategy could be chosen by the teacher to be one alternative strategy for reading activities in the classroom. LRD strategy can also attract students' motivation through discussion and help them understand the text's content.

2. Future Researcher

The research of this study may be used as additional information for future researchers. The researcher may conduct related the topic with different kinds of text, skills, instruments, or levels of the students.

REFERENCES

- Amir, Melvina (2018). "Language Learning Strategies Used By Junior High School EFL Learners." *Language and Language Teaching Journal* 21, no. 1: 94–103. <https://doi.org/10.24071/ilt.v21i1.924>.
- Ary, Donald. Jacobs, Lucy Cheser. Sorensen, Chris. Razavieh, Asghar. (2010) *Introduction to Research in Education*. Edited by Chris Shortt. 8th Edition. Canada: WADSWORTH CENGAGE Learning.
- Bamford, Julian, and Richard R. Day. "Teaching Reading." In *Annual Review of Applied Linguistics*, 18:124–41, 1998. <https://doi.org/10.1017/s0267190500003512>.
- Bamford, J., & Day, R. R. (Eds.). (2004). *Extensive reading activities for teaching language*. Cambridge University Press.
- Dornyei, Z (2007). *Research methodology in applied linguistics Quantitative, qualitative, and mixed methodologies*. Oxford University Press.
- H.Douglas Brown. (2000). [H._Douglas_Brown]_Teaching_by_Principles,_Second_(BookFi.Org).Pdf. *Teaching by Principles An Interactive Approach to Language Pedagogy*,(p.491). Pearson Education.
- Hanapi, Hanapi & Ngatimah. (2018). "The Listen, Read, And Discuss (LRD) Strategy in Improving the Student Reading Skill of Recount Text at SMP N 2 Buru," <https://www.researchgate.net/publication/328538545>
- Harmer, Jeremy. *How to Teach English*-Jeremy Harmer.Pdf. Addison Wesley Longman Limited 1998, 1998. www.longman-elt.com.
- Ibrahim, Robby. (2016) "THE USE OF LISTEN, READ, AND DISCUSS STRATEGY AND READING MOTIVATION TOWARD THE STUDENTS' READING COMPREHENSION" 4, no. 2: 25–36.
- Kasim, Usman & Raisha, Siti (2017) "EFL STUDENTS' READING COMPREHENSION PROBLEMS LINGUISTIC AND NON-LINGUISTIC COMPLEXITIES." *English Education Journal (EEJ)* 8, no. 3: 308–21.
- Lerv, Arne, Charles Hulme, and Monica Melby-lerv. 2018. "Unpicking the Developmental Relationship between Oral Language Skills and Reading Comprehension : It's Simple, But Complex." *Child Development* 89(5):1821–38. doi: 10.1111/cdev.12861.
- Lupo, Sarah M., and John Z. Strong. 2019. "An Exploration of Text Difficulty and Knowledge Support on Adolescents ' Comprehension." *International Literacy Association* 1–23. doi: 10.1002/rrq.247.
- Mariani, 2020. "Implementation of LRD (Listen, Read, Discuss) Strategy Learning for Increasing Reading Skill and Student Achievement on Discussion Text Material in Class XII IIK 3 Madrasah Aliyah Negeri 1 Banjarmasin Academic Year 2019/2020." *Jurnal PTK Dan Pendidikan* 5(2):73–81. doi: 10.18592/ptk.v5i2.3334.

- Ningrahyu WP (2021). The Utilization of Modified Listen-Read-Discuss Strategy to Teach Reading Comprehension. *International Journal of Research and Review.*; 8(12): 94-99. DOI: <https://doi.org/10.52403/ijrr.2021121>
- Pallant, J. (2016). *SPSS Survival Manual: A Step By Step Guide to Data Analysis Using IBM SPSS*. New York: Open University Press.
- Perdana, Iwan. Ratna & Rasidah, Noor (2020). "The Effect of Using Listen Read Discuss (LRD) Strategy in Teaching Reading Comprehension": 216–18.
- Sudibyo, Doni. Setiawan, Agus. Rahmawati, Anis (2020). "the Influence of Using Listen-Read-Discuss (LRD) Strategy towards Students' Reading Comprehension on Narrative Text." *Journal Pendidikan Bahasa* 7, no. 1: 8–14 Bandung, ALFABETA
- Syamsir, Faindah, Nur. Zul Astri, Suhartina, and Fhadli, Noer (2021). "Improving Reading Comprehension Skill through Listen-Read-Discuss (LRD) Learning Strategy." *Journal of Science and Education (JSE)* 1, no. 2: 60–71. <https://doi.org/10.56003/jse.v1i2.28>.