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## The Effectiveness Of Using Listen-Read Discuss (Lrd) Strategy Toward Student Reading Comprehension On Recount Text At Grade XI Of SMA Negeri 1 Pematangsiantar

Grace Siadari<sup>1✉</sup>, Partohap Saut Raja Sihombing<sup>2</sup>, Leonita Maria Efipnias Manihuruk<sup>3</sup>  
Universitas HKBP Nommensen Pematangsiantar

Email: [gracesiadari2019@com](mailto:gracesiadari2019@com)<sup>1✉</sup>

### Abstrak

Penelitian ini bertujuan untuk mengeksplorasi dampak strategi Listen Read Discuss (LRD) terhadap kemampuan pemahaman bacaan siswa kelas sebelas di SMA Negeri 1 Pematangsiantar. Dengan menggunakan pendekatan kuantitatif, penelitian ini menggunakan desain kuasi-eksperimental yang mencakup dua kelompok: kelas eksperimen yang diajar menggunakan strategi LRD dan kelas kontrol yang diajar tanpa strategi tersebut. Untuk mengevaluasi hasil, para peneliti memberikan pretes dan posttes pada setiap kelas. Temuan penelitian menunjukkan bahwa kelas eksperimen memperoleh skor rata-rata 54 pada pretes dan 80,46 pada posttes, sedangkan kelas kontrol mencatat skor rata-rata masing-masing 53,21 dan 71,21. Dengan derajat kebebasan yang dihitung sebesar 54 ( $28 + 28 - 2$ ), nilai t-tabel adalah 2,00, dan nilai t-tes adalah 2,44. Hal ini menunjukkan bahwa t-test melebihi t-table ( $2,44 > 2,00$ ), yang mengarah pada penolakan hipotesis nol dan penerimaan hipotesis alternatif. Penerapan strategi LRD secara signifikan meningkatkan kemampuan pemahaman membaca siswa tentang teks recount di SMA Negeri 1 Pematangsiantar.

Kata Kunci: *Listen Read Discuss, Pemahaman Membaca, Teks Recount*

### Abstract

This research aims to explore the impact of the Listen Read Discuss (LRD) strategy on the reading comprehension abilities of eleventh-grade students at SMA Negeri 1 Pematangsiantar. Employing a quantitative approach, the research utilized a quasi-experimental design that includes two groups: an experimental class instructed using the LRD strategy and a control class taught without it. To evaluate the outcomes, the researchers administered both pretests and post-tests to each class. The findings revealed that the experimental class achieved mean scores of 54 in the pretest and 80.46 in the post-test, while the control class recorded mean scores of 53.21 and 71.21, respectively. With degrees of freedom calculated at 54 ( $28 + 28 - 2$ ), the t-table value was 2.00, and the t-test value was 2.44. This indicated that the t-test exceeded the t-table ( $2.44 > 2.00$ ), leading to the rejection of the null hypothesis and acceptance of the alternative hypothesis. The application of the LRD strategy significantly enhances students' reading comprehension abilities concerning recount texts at SMA Negeri 1 Pematangsiantar.

Keyword: *Listen Read Discuss, Reading Comprehension, Recount Text*

### INTRODUCTION

English serves as a global lingua franca, facilitating communication among individuals from diverse backgrounds across the world. In our increasingly interconnected era, acquiring English as a second language has become essential for young learners, who can easily embrace it following their first language acquisition. In Indonesia, elementary schools introduce English as a local content subject, enabling students to articulate their thoughts and emotions effectively. Recognizing English as a foreign language in the Indonesian educational system underscores the importance of teaching it from an early age, making it a mandatory subject from kindergarten through to university. This early exposure not only enhances linguistic skills but also prepares students to thrive in a globalized society.

Moreover, reading enriches individuals with knowledge and understanding, transforming them into proficient readers (Syafia and Fauzia, 2023: 150). When delving into a book, individuals do not merely seek information; they aim to comprehend the underlying meaning. The realm of reading encompasses various types of texts, including descriptive, narrative, recount, and exposition texts. Among these, mastering recount text is essential for students, as it enables them to articulate and reflect upon past experiences through retelling. The mastery of four fundamental language skills is crucial in English: reading, writing, listening, and speaking. Among these, reading stands out as a vital component. It serves as a bridge of communication between the writer and the reader, allowing the exchange of ideas through written text. Reading is not only foundational but

equally significant as the other skills—speaking, listening, and writing. By engaging with texts, readers endeavor to grasp the writer's intended message or information (Syafitri and Maisaroh, 2020: 86).

The students' proficiency in reading comprehension is currently below expectations, indicating that they continue to encounter significant challenges in this area. Observations made by the researchers reveal that a considerable number of students struggle with limited vocabulary, exhibit a lack of interest in reading, and find it difficult to grasp the content of texts. In response to these challenges, the researchers intend to implement the Listen Read Discuss (LRD) strategy with the eleventh-grade students at SMA Negeri 1 Pematangsiantar. The specific obstacles affecting the students' reading comprehension include their prior knowledge, interest levels, decoding skills, the nature of the texts used, vocabulary acquisition, the quality of literacy instruction, opportunities for independent practice, as well as their ability to answer and comprehend questions related to reading. Furthermore, fostering an interest in texts and encouraging active reading are essential components of this intervention.

The educator must thoughtfully select strategies aimed at fostering mastery in learning activities that not only captivate students' interest but also enhance their focus on reading comprehension. It is essential that these strategies are easily comprehensible to the students themselves. Effective learning—encompassing the development of teaching skills—requires a structured approach to prevent it from becoming random or misguided (Terasne et al, 2018: 114; Amaliya et al, 2023: 1497). In alignment with their insight on the elements necessary for successful learning, the teacher might consider implementing a strategy proposed by Manzo and Casale (in Syafitri and Maisaroh, 2020: 85) known as Listen-Read-Discuss. This method promises to engage students actively while promoting deeper understanding.

Kasyulita et al (2020: 35) demonstrated that the Listen-Read-Discuss strategy significantly enhances students' reading comprehension. Additionally, Adelia & Darmawan (2021: 589) highlight that a restricted vocabulary can hinder one's ability to grasp informational texts. Given this context, the Listen-Read-Discuss approach not only proves effective but also addresses critical needs in teaching and learning of reading comprehension (Terasne et al, 2018: 114; Lusiani et al, 2021: 690). It stands out as a robust tool for empowering students to elevate their reading skills.

Traditionally, teachers begin by reading a text aloud, followed by asking students to repeat it, and then pose several questions for them to answer. However, many students often struggle to respond effectively. To address this challenge, it is essential for teachers to impart foundational knowledge about the subject matter prior to commencing the

lessons. Furthermore, educators must identify and implement strategies that align with the specific challenges their students face. By understanding these difficulties, teachers can select the most appropriate techniques to facilitate learning. In line with Manzo's (1985) assertion, the Listen-Read-Discuss strategy is an effective teaching method that encourages greater student engagement and comprehension of the material. This strategy encourages students to engage more actively in their learning process. By fostering the development of prior knowledge before independent reading, it lays a solid foundation for comprehension. Additionally, this approach emphasizes collaborative discussion, allowing students to share their insights and ideas with their peers, thereby enriching the learning experience for all.

In their insightful research, Amaliya et al. (2023) delve into the effectiveness of the Listen-Read-Discuss (LRD) strategy in enhancing students' reading comprehension of recount texts. Titled "Improving Students' Reading Comprehension of Recount Text Through Listen-Read-Discuss Strategy (LRD)," their research addresses various challenges encountered in the classroom setting. Through a rigorous qualitative analysis, the findings compellingly illustrate that the adoption of the Listen-Read-Discuss model markedly enhances students' reading behaviors. The significant improvement in student performance from the first to the second cycle is robustly corroborated by a combination of observation checklists and field notes, underscoring the strategy's transformative impact on learning outcomes. In view of these encouraging findings, the researchers emphatically advocate for educators to implement strategies that nurture reading comprehension skills. Motivated by these impactful results, the current researchers are poised to investigate the effectiveness of the Listen-Read-Discuss (LRD) strategy in enhancing reading comprehension among the eleventh-grade students at SMAN 1 Pematangsiantar during the 2022/2023 academic year.

## RESEARCH METHOD

This research adopted a quantitative methodology, grounded in postpositive assertions aimed at enhancing our understanding of the subject matter. This approach involves a systematic exploration of cause-and-effect relationships, distilling concepts into distinct variables, and formulating hypotheses and research inquiries. Furthermore, it employs measurement and observation techniques, ultimately leading to the validation of theoretical frameworks. To collect data, the research utilized inquiry methods such as experiments and surveys, employing predefined instruments designed to yield statistical insights (Ary et al., 1985: 260). The research design was experimental in nature, as the researchers aimed to evaluate the impact of the Listen-Read-Discuss strategy on the

reading comprehension of recount texts. The primary objective of experimental research is to ascertain whether the variable in question exerts any significant influence (Ramadhana and Allo, 2021: 32).

In this context, the term "population" refers to a collective of individuals who share specific characteristics (Ahmad et al., 2023: 20), while a "sample" signifies a smaller subset drawn from that population (Ahmad et al., 2023: 21). For the purposes of this research, the population comprised the eleventh-grade students at SMA N 1 Pematangsiantar. A sample was selected from class XI-2, consisting of 28 students who were instructed using the LRD strategy, while class XI-4, also comprising 28 students, served as the control group and received traditional instruction.

The researchers explored two pivotal variables: the LRD strategy, which functioned as the independent variable, and students' reading comprehension, regarded as the dependent variable. The primary instrument employed in this investigation was a test—an assemblage of questions, exercises, and evaluative measures crafted to assess the skills, knowledge, intellect, abilities, or attitudes of individuals or groups (Malik and Priyadi, 2021: 128). To evaluate the effectiveness of the listen-read-discuss method on students' reading comprehension, the researchers administered both a pre-test and a post-test, featuring multiple-choice questions centered on Recount Text.

Upon collecting the students' scores, the researchers undertook a thorough review of the data. Data analysis involved the systematic interpretation, calculation, verification, and organization of the gathered information. The scores from the experimental group were then compared with those from the control group to ascertain any significant differences in reading abilities attributable to the LRD strategy. For this analysis, the researchers employed the formula outlined by Hatch and Farhady (1982).

## FINDINGS AND DISCUSSION

Table 1. The Variance and Standard Deviation of Post test in Experimental Class.

No	The name of student	Experimental Class			Difference
		Score ( $x$ )	Mean ( $\bar{X}$ )	Difference ( $x-\bar{X}$ )	Squared ( $(x-\bar{X})^2$ )
1	SH	80	80,46	-0,46	0.2116
2	SP	83	80,46	0,46	0.2116
3	AS	77	80,46	-3,46	11.9716
4	YN	90	80,46	9,54	91.0116
5	LP	73	80,46	-7.46	55.6156
6	GBS	83	80,46	2,54	6.4516

7	PEM	73	80,46	-7,46	55.6516
8	LFP	77	80,46	-3,46	11.9716
9	APS	83	80,46	2,54	6.4516
10	ROP	80	80,46	-0,46	0.2116
11	JS	87	80,46	2,54	6.4516
12	JS	77	80,46	-0,46	0.2116
13	JH	87	80,46	6,54	42.7716
14	JVS	80	80,46	-3,46	11.9716
15	KPP	87	80,46	6,54	42.7716
16	KAG	80	80,46	-0,46	0.2116
17	KS	80	80,46	-0,46	0.2116
18	KS	80	80,46	2,54	6.4516
19	LCP	83	80,46	-3,46	11.9716
20	MT	77	80,46	-0,46	0.2116
21	NPS	80	80,46	6,54	42.7716
22	ROP	87	80,46	2,54	6.4516
23	RS	73	80,46	-7,46	55.6516
24	RMS	87	80,46	-3.46	11.9716
25	TJM	80	80,46	6.54	42.7716
26	YLH	87	80,46	2.54	6.4516
27	YTHS	80	80,46	-0.46	0.2116
28	BP	70	80,46	-10.46	109.4116
		(x-X <sup>2</sup> )	638.725		

Mean of pretest in experimental class :

$$\bar{X} = \frac{\sum fx}{n} = \frac{1521}{28} = 54$$

Mean of post test in experimental class :

$$\bar{X} = \frac{\sum fx}{n} = \frac{2253}{28} = 80.46$$

The data illustrated in the table unveils a remarkable advancement in participant scores. During the pretest phase, the highest score recorded was 73, while the lowest stood at 40. In stark contrast, the post-test results reflect a significant enhancement, with the highest score soaring to 90 and the lowest rising to 42. Additionally, the aggregate score for all pretests amounted to 1,521, resulting in an average of 54. In comparison, the post-test scores totaled an impressive 2,253, culminating in a mean score of 80.46.

The data presented in the table 1 revealed that the sum of the squared differences for the post-test results of the experimental class amounted to 638.725. This is essential for calculating the standard deviation of the experimental class's post-test scores, which will subsequently be compared to those of the control class. Therefore, the standard deviation on post test in experimental is as follows :

$$SD = \frac{\sqrt{\sum d^2}}{n-1}$$

$$SD = \sqrt{\frac{638,725}{28-1}}$$

$$28-1$$

$$SD = \sqrt{\frac{638,725}{27}}$$

$$27$$

$$SD = \sqrt{23,65} = 4,86$$

Table 2. The Variance and Standard Deviation of Post test in Experimental Class.

No	The name of Students	Experimental Class			Difference Squared (x-X) <sup>2</sup>
		Score (x)	Mean (X)	Difference (x-X)	
1	SH	60	71.21	-11.14	125.6641
2	YP	67	71.21	-4.14	17.7241
3	AS	70	71.21	-1.14	1.4641
4	YN	83	71.21	11.86	139.0041
5	LP	63	71.21	-8.14	67.4041
6	GBS	67	71.21	-4.14	17.7241
7	PEM	80	71.21	8.86	77.2641
8	LFP	63	71.21	-8.14	67.4041
9	APS	67	71.21	-4.14	17.7241
10	ROP	87	71.21	15.86	249.3241
11	JS	80	71.21	8.86	77.2641
12	JS	60	71.21	-11.14	125.6641
13	JH	70	71.21	-1.14	1.4641
14	JVS	63	71.21	-8.14	67.4041
15	KPP	60	71.21	-11.14	125.6641
16	KAG	73	71.21	1.86	3.2041
17	KS	77	71.21	5.86	33.5241
18	KS	70	71.21	-1.14	1.4641
19	LCP	73	71.21	1.86	3.2041
20	MT	67	71.21	-4.14	17.7241

21	NPS	77	71.21	5.86	33.5241
22	ROP	80	71.21	8.86	77.2641
23	RS	77	71.21	5.86	33.5241
24	RMS	70	71.21	-1.14	1.4641
25	TJM	73	71.21	1.86	3.2041
26	YLH	77	71.21	5.86	33.5241
27	YTHS	70	71.21	-1.14	1.4641
28	BP	77	71.21	5.86	1.4641
$(x-X)^2 = d^2$					1422.7148

Mean of pretest in control class :

$$\bar{X} = \frac{\sum fx}{n} = \frac{1490}{28} = 53.21$$

Mean of post test in control class :

$$\bar{X} = \frac{\sum fx}{n} = \frac{1994}{28} = 71.21$$

The data presented in the table illustrated a notable progression in scores from the pretest to the post-test. The pretest revealed a highest score of 70 and a lowest score of 40. In contrast, the post-test demonstrated an improvement, with the highest score rising to 80 and the lowest to 60. Furthermore, the cumulative total of all post-test scores reached 2,490, yielding an average score of 71.21, while pretest total was 1,796, corresponding to a mean score of 53.21.

The data presented in the table 2 revealed that the sum of the squared differences for the post-test results of the experimental class amounted to 638.725. This figure is essential for calculating the standard deviation of the experimental class's post-test scores, which will subsequently be compared to those of the control class. Therefore, the standard deviation on post test in control is as follows :

$$SD = \frac{\sqrt{\sum d^2}}{n-1}$$

$$SD = \sqrt{\frac{1422,7148}{28 - 1}}$$

$$SD = \sqrt{\frac{1422,7148}{27}}$$

$$SD = \sqrt{52,69}$$

$$SD = 7,25$$

$$SD = 7,25$$

$$SD = 7,25$$

Then the calculation of standard Error of the difference of Mean is as follows :

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$SE(x^e - x^c)$  = Standard deviation of experimental

$$SE(x^e - x^c) = \sqrt{\frac{(4.86)^2}{\sqrt{28}} + \left(\frac{7.25}{\sqrt{28}}\right)^2} = \sqrt{\left(\frac{23.23}{\sqrt{28}}\right)^2 + \left(\frac{52.56}{\sqrt{28}}\right)^2} = \sqrt{\left(\frac{75.79}{\sqrt{14.32}}\right)} = \sqrt{14.32}$$

$$SE(x^e - x^c) = 3.78$$

The result of T-test is as follows :

$$T\text{-test} = \frac{\bar{x}_e - \bar{x}_c}{SE(x^e - x^c)} = \frac{80,46 - 71,21}{3,78}$$

$$T\text{-test} = \frac{9,25}{3,78}$$

$$T\text{-test} = 2,44$$

The degrees of freedom (df) are:  $df = (N_x + N_y) - 2 = (28 + 28) - 2 = 56 - 2 = 54$ . At a significance level of 0.05, the critical value of the t-table is 2.00, which is determined by the pre-set hypothesis formula. If the t-test result exceeds this t-table value, the null hypothesis is rejected. Therefore, the hypothesis can be stated as follows :

$$t\text{-test} > t\text{-table of } (0.05) \\ 2.44 > 2.00$$

The t-test results revealed a compelling value of 2.44, exceeding the critical threshold of 2.00 as outlined in the t-table for a two-tailed test at a significance level of 0.05. As a result, this research decisively rejected the  $H_0$  (null hypothesis) in favor of the  $H_a$  (alternative hypothesis).

## 1. Findings

Based on the data analysis presented above, it is evident that the students instructed using the LRD strategy have shown remarkable progress. The findings and results of this research are detailed below :

- 1) The range of results for the experimental group reveals a pre-test score that spanned from a modest 40 to a commendable 73, while the post-test scores consistently reached a remarkable 70. In contrast, the control group exhibited a pre-test range starting at 40 and peaking at 70, with post-test scores ranging from 60 to an impressive 87.
- 2) The experimental group demonstrated a remarkable increase in performance, with pre-test and post-test means of 50 and 80.46. In contrast, the control group exhibited improvement, recording pre-test and post-test means of 53.21 and 71.21.

- 3) The experimental post-test standard deviation score was 4.86. Whereas, the control post-test standard deviation score was 7.25.
- 4) The standard error of mean difference was 3.78.
- 5) The df of research was 54.
- 6) The t-table value was 2.00 based on the pre-established hypothesis formula.
- 7) The t-test score found was 2.44.

In light of the preceding discussion, the researchers have determined that the LRD strategy was effectively implemented, resulting in significant enhancement of reading comprehension skills among the eleventh-grade students at SMA Negeri 1 Pematangsiantar.

## 2. Discussion

This research seeks to explore the impact of the Learning through Reciprocal Dialogue (LRD) strategy on the reading comprehension of eleventh-grade students at SMA Negeri 1 Pematangsiantar. The LRD strategy is an innovative approach that encourages students to collaboratively gather and share information with their peers during classroom activities. Within this strategy, each student plays a vital role in contributing to the collective learning experience, ensuring that everyone is an integral part of the solution. Specifically, the LRD approach emphasizes the importance of retelling and paraphrasing texts, which not only enhances students' comprehension skills but also fosters their overall reading competence. Through this study, teachers aim to illuminate the transformative potential of the LRD strategy in enriching the educational experience and advancing literacy skills among learners.

The research findings compellingly demonstrated the beneficial effects of the LRD strategy on students' reading comprehension. This conclusion was reinforced by the post-test results obtained by the researchers after the implementation of the intervention in each class. A thorough analysis of the data revealed that the experimental group achieved a mean score of 80.46, significantly surpassing the control group, which recorded a mean score of 72.21. Moreover, the experimental class boasted an exceptional highest score of 90, while the control class reached a commendable maximum score of 87.

Subsequently, building upon the findings of this research, the investigator analyzed the data through the lens of the theoretical framework and formula established by Hatch and Farhady (1982). Prior to this analysis, the researchers conducted a thorough assessment of the students' reading abilities through both pretests and posttests,

subsequently calculating and comparing the scores of the two classes. Following this, the mean scores were computed alongside the degrees of freedom (df), resulting in a T-test value of 2.44. The total degrees of freedom utilized for the two-tailed test amounted to 54, while the T-table indicated a critical value of 2.00. This outcome clearly demonstrated that the T-test result surpassed the T-table value at a significance level of 0.05 for two tails. Listen, Read, Discuss strategy enhances the reading learning experience, making it more engaging for students. By leveraging their prior knowledge and the insights provided by their teachers, students can delve into the text in greater detail, ensuring a deeper comprehension and a more meaningful understanding of the material. Therefore, it is evident from the data that the LRD strategy significantly enhances 11<sup>th</sup> grade students' reading comprehension on recount text at SMA N 1 Pematangsiantar.

## CONCLUSSION

After a thorough investigation into the impact of the LRD strategy on the reading comprehension of recount texts among eleventh-grade students at SMA Negeri 1 Pematangsiantar, the researchers have drawn a compelling conclusion. The implementation of the LRD strategy during the teaching and learning process significantly enhances students' ability to grasp the meaning of words as they engage with texts or books. Throughout the duration of the experimental classes, students demonstrated a remarkable proficiency in identifying the main idea of each paragraph when prompted with specific questions, as well as in making inferences and recognizing references within the text. This success can be attributed to the engaging nature of the lessons delivered through the LRD strategy, which fostered an enjoyable learning environment for the students.

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