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THE EFFECT OF USING LISTENING-READING-DISCUSSION (LRD) STRATEGY ON STUDENTS UNDERSTANDING OF READING NARRATIVE TEXT AT MTS PALASA

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ABSTRACT

The reading comprehension of grade IX students of MTs Palasa is still low, especially in reading narrative texts. so that the researcher was motivated to discuss the thesis entitled "The Effect of Using Listening-Reading-Discussion (LRD) Strategy on Students' Understanding of Reading Narrative Text at Mts Palasa". This research aims to obtain empirical evidence about the effect of using listening-read-discussion strategies on students' understanding of reading narrative texts. This research method is quantitative. The research design used is quasi-experimental. In the experimental class, the researcher used the listening-read-discuss method and in the control class, the researcher methods that are often used by teachers at the school, in 8 meetings with a time of 80 minutes for each class. The researcher used an instrument in the form of multiple choice. The instrument is given in pre-test and post-test. Before giving the treatment, the researcher gave a pre-test for the second class. Then after the treatment, the instrument was given in the form of a posttest. After giving the pre-test and post-test, the researcher analyzed the data using SPSS 25 to calculate the independent sample t-test. From the analysis of the data calculated using SPSS 25, this research shows differences in the value of the final significant mean between the classes, from the experimental class, was 70.00, while the final mean of the control class is 58.50. The hypothesis test shows that sig. 2 tailed (p) is 0.001 with alpha (α) is 0.05, so $0.002 < 0.05$. It can be stated that H_0 (Null Hypothesis) has been rejected and H_a (Alternative Hypothesis) was accepted. Therefore, it can be concluded that the use of listening-reading-discussion strategi affects the reading comprehension of ninth-grade students of MTs Palasa on narrative texts in the 2021/2022 academic year.

Keywords: *LRD Strategy; Narrative Text; Reading Comprehension.*

INTRODUCTION

English has four important language skills that must be mastered by students. They read, write, speak, and listen. In Indonesia, these skills are taught at the high school and university levels, even in elementary schools. In the 2013 curriculum there are three texts that are studied by third grade students. They are telling, descriptive, and narrative. The researcher chose to focus on research using narrative texts because narrative texts are telling in nature so that they are suitable for measuring students' reading comprehension. As far as studying English, reading is considered as one of the important skills for student learners, especially in an academic context because students need to understand and deal with all aspects and difficulties of reading.

Reading is always presented in every learning theme. Every lesson requires good reading comprehension to be able to capture the contents of the reading. Comprehension is an active and constructive process of obtaining meaning in a text by involving the knowledge and experience of the reader relating to the content of the reading. It can be concluded that reading comprehension is done by linking the reader's prior knowledge and new knowledge gained while reading so that the comprehension process is built optimally. Because English is not the students' native language, they experience difficulties in learning and understanding the texts they read.

They find it difficult to understand English words. Students also lack prior knowledge and that makes them unable to understand the text well. The students felt that English was a very difficult subject, thus eliminating their motivation to listen to the teacher's explanation, while the aim of teaching reading was that students were expected to be able to read effectively and efficiently. That is, they must understand the content of the text. They must not only know about the structure of the text but also understand the meaning of what is written. However, understanding reading texts is not easy to learn because English is our foreign language while on the other hand students must really understand the text.

Based on the explanation above, the writer is interested in choosing an LRD strategy to help improve students' reading comprehension. Very simple and easy to implement for junior high school students where students will work individually and collaboratively through discussions. So that researchers are interested in discussing the title of "The Effect of Using Listening-Reading-Discussion (LRD) Strategy on Students Understanding of Reading Narrative Text at Mts Palasa".

Previous research can serve as a reference for current researchers. The first research is Purwanti's research, entitled *"The Strategy Using LRD (Listening-Read-Discussion) to Improve Students' Reading Comprehension of the Second Grade Students at SMP Negeri 2 Tembilahan Kota"*. This research shows that the application of the LRD strategy can improve students' reading comprehension skills. It was proven that at the end of the research there was a significant increase in students' reading comprehension.

The second is Anggraini's research entitled *"The Reading Comprehension of Class VIII Students of SMP Negeri 1 Puncakwangi Pati Using the LRD Strategy"*. This research shows

that the listening-read-discussion strategy is a strategy that builds students' background knowledge before reading the text by the teacher guiding through short explanations orally, and can help students understand the text correctly so that students are able to explain their understanding with explanations or words themselves. It was proven at the end of the research that there was a significant increase in students' reading comprehension after using the LRD strategy.

LITERATURE REVIEW

Reading Comprehension

Reading is one of the most important skills in language learning. Reading activities are the only way to absorb and interpret written information. Reading as a means of language acquisition of communication and sharing information on ideas and knowledge. Jennifer defined stated reading as the process of thinking, understanding and making meaning from written texts. So, it is needed significant skills that have received a special focus on students reading proficiency it is also supported by the opinion of Pourhosein Gilakjani and Ahmadi in Abbas stated that the main goal of reading is to gain the correct message from a text that the writer intended for the reader to receive information, therefore reading is an interactive process between the reader and the text which results in smooth reading.

Scanlon, et.al stated that comprehension is an active process of acquiring meaning in the text by involving the knowledge and experience of the reader which is related to the contents of the reading. It means that comprehension is a process in which readers make meaning by interacting with the text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text. Catherin Snow stated that reading comprehension is a reading activity that constructs reasoning and extracts meaning through interaction with written language simultaneously. Reading in reasoning is a reading activity carried out by someone to understand the implicit meaning in written things, therefore to understand a meaning one must train reasoning power in order to be able to grasp the meaning implied in written things.

Based on the definition stated above, it can be concluded that reading comprehension is a reading activity carried out by someone to comprehend the contents of the reading as a whole. Reading comprehension is done by linking the initial knowledge that the reader has and new knowledge gained when reading so that the understanding process is built to the maximum. Reading comprehension requires a process of creating meaning from the text. The purpose is to get an understanding of the text rather than to acquire meaning from individual words or sentences.

Narrative Text

In teaching English, some texts should be learned and understood by students in Junior High School. The texts are descriptive, narrative, procedure, recount, and report text. in this paper the focus to do the research in narrative text.

According to Smith, the narrative is popular in everyday life since through narrative people construct social reality and make sense of their past experiences. It means that narrative

text is a kind of text that deals with telling about the event or something action real in life to someone.

According to Anderson, narrative text is a piece of text that tells a story and, in doing so, entertains or informs the reader or listener. It means that narrative text tells a story in form of text important and gives information to the reader and listener.

Listen-Read-Discuss (LRD) Strategy

LRD is a simple reading strategy. It is a good strategy to increase students' reading comprehension because in this strategy the students have to listen-read-discuss to the information that she/he got from the reading material.

According to Manzo, the LRD strategy is one teaching strategy for the teacher and a learning strategy for the students more active in comprehending the material it means that listen-read-discuss can help the students to comprehend about text and students' can discuss make students exchange ideas with their friends in a small group. In another word, LRD is a strategy to help students to comprehend the text before reading in small groups discussion.

According to Harahap, he stated that listening to a reading discussion is an effective strategy to be applied in teaching reading comprehension because the strategy can make students more confident when they share ideas with their friends and understand the text easily.

So, this strategy can help students to increase their knowledge in reading the text. Listen Read Discuss (LRD) is a strategy designed for students learning. The LRD strategy is suitable for understanding reading because the LRD strategy consists of innovative steps that help students better understand the purpose of reading.

METHOD

The method in this research is a quantitative research method, with a quasi-experimental research design consisting of an experimental class and a control class. In this research the experimental group, learning was carried out using the LRD strategy to improve students' reading comprehension skills and for control, group learning was carried out using the learning strategies used in schools.

The population in this research were all third-grade students of MTs Palasa. Researchers used total sampling as a sampling technique in this study. Total sampling is a sampling technique where the number of samples is equal to the number of population.

The reason for using this technique is because the total population is less than 100, so all populations are studied to be used as research samples. The samples taken in this study were all students of class IX A and IX B MTs Palasa, totaling 40 students.

In this research there are two variables called the dependent variable and the independent variable. In this research the independent variable is LRD strategy and the dependent variable in this research is reading comprehension.

In this research, the researcher used the test as a research instrument, namely multiple choice consisting of 20 numbers. There are two stages of the test, the first is the pre-test and the second is the post-test, both stages are given the same treatment, namely measuring students' reading comprehension skills by giving assignments related to the given narrative text. The difference is the timing of the test.

This research used Statistical Product and Service Solutions (SPSS) 25 and Microsoft Excel 2010 to analyze the data. Before the researcher processes the data using SPSS, the researcher first calculates the individual student scores using the formula below:

$$\text{Score} = \frac{X}{N} \times 100$$

Where:

X = students correct answer

N = maximum score

After the researchers added up the individual scores of students, to classify the values of students' reading comprehension, this research used the "Classification of Student' Ability Level".

Table 1. The Classification of Students' Ability Level

Test Score	Category
0-34	Very low
35-59	Low
60-69	Enough
70-79	Good
80-89	Very good
90-100	Excellent

After collecting the data, the researcher was going to analyzed the data by using an independent sample t-test. There were two tests that must be done before analyzing the data by using an independent sample t-test. They were the normality test and homogeneity test.

Normality Test

Normality test was performed on both classes experimental class and controlled class. Used to find out whether the data from the sample group studied came from a population with a normal distribution or not, it normality test analysis in this research used Kolmogorov Smirnov and Shapiro Wilk using SPSS 25 software. Then, if the normality value is more than 0.05, It can be said that the data distribution is normal. On the other hand, if the normality test score shows less than 0.05, it can be said that the data distribution is not normal.

Homogeneity Test

After the normality test gave an indication that the data is normally distributed, then required for the homogeneity test. Used to determine the similarity of two conditions or

populations. The author calculated the homogeneity test using Levene Statistics Technique with SPSS 25 software with $\alpha = 0.05$. The data can be said homogeneous if the homogeneity value is more than 0.05.

T-test

T-test is the main data analysis process that is purposed to test if any significant difference between the two classes can be identified. By t-test, it determined which of the hypothesis offered, the null hypothesis or alternative hypothesis, is accepted or rejected. The t-test used in this research especially is *Independent Samples T-test* with a 2-tailed test of significance. If the result indicates p-value or sig (2-tailed) is higher than sig $\alpha = 5\%$ (0,05), then the null hypothesis is rejected. On the values, if p-value sig (2-tailed) is lower than sig $\alpha = 5\%$ (0,05), then the alternative hypothesis is accepted.

The hypotheses are:

Ho (Null hypothesis): The using of Listen-Read-Discuss (LRD) is not effective to improvement students' reading comprehension in narrative text.

Ha (Alternative hypothesis): The using of Listen-Read-Discuss (LRD) is effective to improvement students' reading comprehension in narrative text.

While the criteria for acceptance or rejection of the hypothesis are:

Ho is accepted if Sig. $> \alpha = 0.05$

Ha is accepted if Sig. $< \alpha = 0.05$

FINDINGS AND DISCUSSION

After doing the research, the researcher got the pre-test and post-test results. The test was carried out in two classes, the first was the experimental class and the second was the control class. Following are the results of the research:

a. The Data of Control Class

The control class is class IX-A MTs Palasa which consists of 20 students. This class was not given the LRD strategy treatment, after being given a pre-test and post-test in the form of multiple-choice the researcher added up the student learning outcomes if 1 was given a score of 1 if the wrong answer was not given a score. To assess students' answers to the test, the researcher used the following formula:

$$\text{Score} = \frac{X}{N} \times 100$$

Where:

X = students correct answer

N = maximum score

If the student is able to answer all the questions correctly then the student gets a value of 20. The value of 20 is multiplied by 100 and then divided by the number of questions, and the student gets the highest score of 100.

After the research got the result of the student's tests. The research provided category provisions for the given test, namely:

Table 2. The Classification of Students' Ability Level

Test Score	Category
0-34	Very low
35-59	Low
60-69	Enough
70-79	Good
80-89	Very good
90-100	Excellent

Table 3. The Score of Pre-test, Post-test, and Gained Scores of Control Class

No	Initial Name	Score		Gained Score
		Pre-Test	Post-Test	
1.	Abm	60	70	10
2.	Ali	55	60	5
3.	Fit	45	50	5
4.	Fit	50	55	5
5.	Hik	60	70	10
6.	Iva	50	65	5
7.	Mof	50	55	5
8.	Hb	45	50	5
9.	Nas	60	65	5
10.	Ntg	40	45	5
11.	Nmv	35	65	5
12.	Nuf	45	60	5
13.	Ram	50	55	5
14.	Riy	45	50	5
15.	Sar	40	45	5
16.	Abi	50	55	5
17.	Nur	45	50	5
18.	Nhi	40	70	30
19.	Rd	60	65	5
20.	Zn	45	70	25
The Total Score (Σ)		970	1170	155
The Mean Score		48.50	58.50	7.75

Based on table above, the highest pre-test score was in the control class 65, and the lowest was 35. Meanwhile, the highest post-test score was in the control class 70 and the lowest was 50. After the researcher collected data on Ms. Excel 2010, the average score of the pre-test in the control class was 48.50, which means that it means low qualifications, and the average post-test score of 58.50 is also still included in the low qualifications, so the average value obtained by the control class is 7.75.

b. The Data of Experimental Class

The experimental class is class IX-B MTs Palasa which consists of 20 students. This class was given the LRD strategy treatment, after being given a pre-test and post-test in the form of multiple choices, the researcher added the student learning outcomes if 1 was given

a score of 1 if not given the wrong answer. score. To assess students' answers to the test, the researcher used the following formula:

$$\text{Score} = \frac{X}{N} \times 100$$

Where:

X = students correct answer

N = maximum score

If the student is able to answer all the questions correctly then the student gets a value of 20. The value of 20 is multiplied by 100 and then divided by the number of questions, and the student gets the highest score of 100.

After the research got the result of the student's tests. The research provided category provisions for the given test, namely:

Table 4. The Classification of Students' Ability Level

Test Score	Category
0-34	Very low
35-59	Low
60-69	Enough
70-79	Good
80-89	Very good
90-100	Excellent

Table 5. The Score of Pre-test, Post-test, and Gained Scores of Experimental Class

No	Initial Name	Score		Gained Score
		Pre-Test	Post-Test	
1.	Adi	60	90	30
2.	Aza	65	80	15
3.	Fni	55	65	10
4.	Fwa	45	60	15
5.	Fma	50	60	10
6.	Fti	55	70	15
7.	Hza	55	65	10
8.	Igi	60	70	10
9.	Iyn	65	85	20
10.	Ani	50	60	10
11.	Lia	60	70	10
12.	Mna	50	90	40
13.	Mta	60	65	5
14.	Mdi	65	80	15
15.	No	50	65	15
16.	Sb	60	65	5
17.	Tls	55	65	10
18.	Tmi	45	55	10
19.	Umi	65	80	15
20.	Zik	55	60	5

The Total Score (Σ)	1125	1400	275
The Mean Score	56.25	70.00	17.35

Based on table above, the highest pre-test score was in the control class 65, and the lowest was 45. While the highest post-test score was in the control class 90 and the lowest was 55. After the researcher collected data on Ms. Excel 2010, the average pre-test score in the control class is 56.25, which means low qualification, and the post-test average score is 70.00, which means good qualification, so that the average value obtained by the control class is 17.35.

Analysis of the Data

To answer the researcher's question about whether the LRD strategy is effective in reading comprehension of narrative texts in the ninth grade of MTs Palasa. Normality Test, Homogeneity Test, and T-Test were used to answer research questions conducted in both the experimental class and the control class:

1. The Normality Test

Tests of Normality Pre-test							
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
pre-test experimental	experimental	.169	20	.136	.916	20	.082
pre-test control	control	.175	20	.109	.907	20	.056

a. Lilliefors Significance Correction

Based on table showed $p > \alpha$ in which the significance of the experimental class was ($0.082 > 0.05$), and the significance of the controlled class was ($0.056 > 0.05$) which means that the pre-test data in this research was normally distributed. The score of p can be checked through the Sig. In the table of Shapiro-wilk columns.

Tests of Normality Post-test							
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Post-test experimental	experimental	.233	20	.006	.890	20	.027
Post-test control	control	.181	20	.086	.914	20	.075

a. Lilliefors Significance Correction

While the results of table above show that the significance of the experimental class is ($0.027 > 0.05$) and the significance of the control class is ($0.075 > 0.05$). If the data is higher at significance = 0.05, the data is normally distributed. It can be concluded that the data is normally distributed because the significance of both classes is above 0.05 and the LRD strategy is effective in teaching reading comprehension of narrative texts.

After the normality test is carried out, a homogeneity test is carried out which aims to show that two or more groups of data samples have been taken from the same research population.

2. The Homogeneity Test

Test of Homogeneity of Variances Pre-test

		Levene Statistic	df1	df2	Sig.
Pre- test	Based on Mean	.269	1	38	.607
	Based on Median	.340	1	38	.563
	Based on Median and with adjusted df	.340	1	37.376	.563
	Based on trimmed mean	.259	1	38	.614

The pre-test homogeneity test in table shows that the significance of the pre-test was 0.607. Therefore, it can be concluded that the distribution of pre-test data in the experimental class and control class is homogeneous because the significance level is higher than the significance level. other words $0.607 > 0.05$.

Test of Homogeneity of Variances Post-test

		Levene Statistic	df1	df2	Sig.
Post- test	Based on Mean	.406	1	38	.528
	Based on Median	.059	1	38	.810
	Based on Median and with adjusted df	.059	1	27.212	.810
	Based on trimmed mean	.380	1	38	.541

From table above, it can be seen that the significance of post-test homogeneity in the experimental class and control class was 0.528 and the degree of significance was 0.05. This means that the distribution of the post-test in the experimental class and control class is homogeneous because the post-test significance is higher than the significance level in other words $0.528 > 0.05$.

3. The Hypothesis Test

Based on the prerequisite test, statistical analysis showed that the data were normally and homogeneously distributed. Then, the data were analyzed using the T-test. This test aims to determine whether there is a significant effect on the difference in the results of students' reading comprehension scores on the post-test between the experimental class and the control class after being given treatment held. This test was carried out with SPSS 25. To calculate the data, the formulation used the average value of the experimental class and the control class. Then, 0.05 was determined as the significance value or alpha (α). As for the names in the calculation table, there is an experimental class and a control class. Furthermore, the results of the t-test with SPSS are presented in the table as follows:

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Post-test	Equal variances assumed	.406	.528	3.787	38	.001	11.500	3.037	17.648	17.648
	Equal variances not assumed			3.787	36.6	.001	11.500	.037	5.344	17.656

The data of the Independent Sample Test as depicted in Table above showed the statistical hypothesis of this research. The data of the population was distributed normally, the count of the Equal variances assumed was 3.787 with the Sig. (2-tailed) was 0.001. It meant that

the score was lower than the determined significance value of 0.05. As the result, it can be seen that $0.001 < 0.05$ which meant that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. As the result, there is an effect of using the Listen-Read-Discuss strategy on students' reading comprehension of narrative text.

CONCLUSION

Based on the results of data analysis with the help of SPSS 25, the average pretest score of the experimental class students was 56.25, while the posttest average score was 70.00 so that the score obtained in the experimental class was 17.35. The pretest score in the control class was 48.50 and the average posttest score in the control class was 58.50, so the value obtained in the control class was 7.75. From the post-test scores of the two classes, the results of the t-test showed 0.002 which was $<$ degree of significance (0.05) meaning that there were differences in the reading comprehension of the students in the experimental class and the control class.

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