

INVESTIGATING STUDENTS' EXPERIENCES IN IMPLEMENTING LISTEN-READ-DISCUSS (LRD) STRATEGY IN READING COMPREHENSION OF NARRATIVE TEXTS

Cut Adean¹, Nina Puspitaloka², Maya Rahmawati³

University of Singaperbangsa Karawang, Indonesia

¹ cut.adean17@gmail.com, ² nina.puspitaloka@fkip.unsika.ac.id, ³ maya.rahmawati@fkip.unsika.ac.id

Abstract

This study focuses on exploring students' experiences in implementing the Listen-Read-Discuss (LRD) strategy in reading comprehension of narrative texts. The primary objective is to investigate students' experiences in the implementation of LRD strategy in reading comprehension of narrative texts. A qualitative approach is employed in this study, specifically utilizing a case study design, to provide in-depth insights. Research methods included participatory observation, where the researcher actively engaged with students during learning LRD sessions and semi-structured interviews were conducted to gather detailed reflections and feedback from participants. The participants in this study were students from grade XI at a public high school in Karawang City. In this study, the researcher only took 6 samples of students who were selected to be interviewed using a combination of non-probability and purposive sampling techniques, to ensure the representation of various perspectives and experiences. The results highlight that students generally have a positive experience of implementing the LRD strategy. This strategy facilitates learning for students in their understanding of the text and fosters motivation to engage deeply in the reading comprehension learning process. However, the study also recognized certain limitations, particularly related to time constraints which may have impacted the depth of the research findings.

Keywords: Students Experiences; Listen-Read-Discuss (LRD) Strategy; Reading Comprehension; Narrative Texts

INTRODUCTION

In the field of education, the ability to read well is crucial. Nunan (2003), suggests that the process of reading requires fluency, in which the reader combines information in the text by implementing the reader's prior knowledge to develop their reading comprehension. Reading serves as a tool for the learners to develop their knowledge and skills, underscoring the importance of teachers having a clear understanding of how students use reading in their activities. Gaining deeper information, knowledge, and understanding of the text is the ultimate goal. Harvey and Goudvish (2007), also explain that without a thorough understanding of the meaning and identifying the text, students will struggle to answer questions about the material and will have difficulties comprehending the text's structure.

Considering the significance of reading comprehension, providing students with a positive reading comprehension learning experience is crucial. According to Siman et al. (2022), as a result of the various learning experiences gained from reading their textbooks, students need to understand various concepts such as describing, explaining, and illustrating what they have read. Stone (1985), also states about Tyler's theory that the learning experience is the result obtained by students and refers more to something students do while learning, not something the teacher does. This involves comprehending the content and details about the text, not just

the mechanical process of reading. Saraswati et al. (2021), state that reading comprehension problems are common among students and often manifest themselves in the form of difficulty in comprehending a text. Saraswati et al. (2021), also added that some of the factors that cause this problem include a lack of mastery of vocabulary and a lack of interest in reading activities. Therefore, it is very important to develop students' reading skills.

To develop students' reading ability, Teachers play a crucial role in enhancing students' reading skills, particularly in comprehension, as emphasized by Webb (2009). Teachers have an important role to play in this process during the classroom instructional process. In an educational environment, the learning process is an interactive and mutual relationship between the instructor and the learner. Therefore, in an effort to achieve the learning goals of reading comprehension, teachers can choose and implement appropriate learning strategies. According to Fatkhurrokhman et al. (2018), learning strategies are one of the tools to achieve the learning objectives that can organize the subject matter in the educational curriculum. An active approach should be employed to motivate students to participate actively in the learning process and to help prevent students from losing interest in the learning process. Traditional learning strategies may not be the most effective if Students are expected to read a text and respond to questions, which can lead to boredom during reading comprehension lessons (Harvey and Goudvish, 2007). In order to stimulate student interest, focus on reading comprehension, and implement strategies that are easy for students to understand, teachers should provide appropriate mastery strategies in learning opportunities. Therefore, an appropriate mastery strategy is needed to develop students' reading comprehension abilities.

Along with the development of the field of education, There have been a variety of models, strategies, methods, and learning techniques for learning activities in the reading comprehension course (Yanson, 2011). The Listen-Read-Discuss (LRD) strategy is one method for improving reading comprehension. According to Manzo and Casale (1985), the LRD strategy depends on students' prior understanding before they begin reading a text. This method consists of three steps. During the first phase, students listen the teacher present the content of the reading material, often using a graphic organizer to visualize and organize the information. The LRD strategy helps students understand the material by building on their prior knowledge, providing a structured approach to reading, and encouraging interactive discussions that develop their reading comprehension abilities (Terasne et al., 2018). In the second stage, students read the text on their own, using the prior knowledge and structure supplied by the reading demonstration of the teacher. Students discuss the text with their group members and the teacher in the last phase to clarify their understanding and clarify any misunderstandings. In other words, LRD is a comprehension strategy that develops on a student's pre-reading prior knowledge, during text selection, and during discussion to develop scientific inquiry strategies and understanding rather than independent reading.

In the previous study, it was found that the main focus was to evaluate the effectiveness and application of the LRD Strategy in the context of reading comprehension learning. In light of this case, the researcher is interested in investigating the responses and feelings of the students in relation to their experiences implementing the LRD strategy to learn in comprehend a narrative text. Therefore, this study is different from previous studies, where previous studies have never examined students' experiences in applying the LRD strategy in reading comprehension. In this case, the author conducted a study on Grade XI students' comprehension of narrative texts at a public high school in Karawang City through the implementation of the LRD strategy. In this regard, it is also expected that participants will have a positive to the implementation of the LRD strategy for learning reading comprehension of narrative texts. This study's primary research question is: " How are students' experiences in the implementation of the Listen-Read-Discuss (LRD) strategy in reading comprehension of narrative texts".

METHOD

The research method used in this study is qualitative research. According to Creswell & Creswell (2018), qualitative methods are seen as a form of research that produces descriptive data obtained through information obtained from research subjects or through observed actions using statistical analysis, instrumental questioning, and statistical interpretation. This study used a case study research design. Creswell & Creswell (2018), asserts that a case study design involves a detailed and in-depth analysis of a specific case or situation. The author chose this design because it fits the aim of the research, which is to investigate students' experiences in the implementation of Listen-Read-Discuss (LRD) strategy in reading comprehension of narrative texts. This approach allows for a thorough exploration of how students use and respond to the LRD strategy. In view of the qualitative type of this research, the research findings will be presented through descriptive analysis in the form of written or oral expressions that reflect students' experiences in the implementation of the LRD strategy for learning narrative text reading comprehension. For data collection, the researcher used participatory observational techniques and semi-structured interviews.

The participants of this research were students of Grade XI from a public high school in Karawang City. In this study, the researcher took only 6 samples to be interviewed with a non-probability sampling technique with a purposive sampling technique in accordance with Creswell and Creswell (2017). The researcher used the criteria of 2 students with high reading proficiency, 2 students with medium reading proficiency, and 2 students with low reading proficiency to request recommendations from English teachers. This study used a data analysis approach based on Miles and Huberman. This approach is commonly referred to as the interactive model. According to Miles and Huberman (1992), Qualitative data processing involves four interrelated stages: first, data collection; second, data condensation; third, data display; and, finally, inference or verification. These phases are sequential and interconnected, both during and following the data collection process, to ensure a thorough and systematic review of the data collected.

RESULTS AND DISCUSSION

Results

The researcher conducted a study to explore the experiences of students in implementing the Listen-Read-Discuss (LRD) strategy for learning reading comprehension of narrative texts. This investigation involved employing observation and interview techniques on six participants from eleventh grade in one of the high schools in Karawang City. As previously mentioned, the aim of this study was to explore the students' experiences with the LRD strategy in the context of reading narrative texts. The researcher describes the research findings as follows to achieve the research objectives.

Students Experiences in Implementing The Listen-Read-Discuss (LRD) in Reading Comprehension of Narrative Texts

On the first day of observation, the lesson began with a prayer, setting a respectful tone for the session. Afterward, the teacher greeted the class and took attendance to ensure all students were present. The teacher then introduced the concept, key components, and procedures of the LRD strategy, explaining how this approach would enhance their reading comprehension skills. The teacher begins by outlining the three primary components of the LRD strategy: (1) Listen, (2) Read, and (3) Discuss. To begin with the "Listen" phase, the teacher reads a narrative text aloud to the students, encouraging students to concentrate on the structure and components of the text.

Following this, the teacher moved to the "Read" phase. The teacher provided the students instructions to read the same narrative text on their own. This allowed students to engage with the material on their own, reinforcing their understanding and retention of the text. Then the learning activities are ended with prayers and greetings because the learning time has ended. The activity continues at the next meeting.

Then, on the second day of observation, the teacher continued the learning process of reading comprehension of narrative text that was delayed before by starting the learning by reading prayers together and then filling in the students' attendance list. Then the teacher carried out the last stage of this strategy, namely "discuss", by forming groups of 4 to 5 students to discuss the results of listening and reading. From the group formation process, 7 groups were formed. Then, the teacher distributes graphic organizer sheets to each group so that each group pours the results of their thinking and discussions on the sheet while the teacher monitors the discussion activities to make sure they go well. After the discussion stage with the group and the completion of the graphic organizer sheet, the teacher discusses what students found about the narrative text together in the classroom. Finally, after learning to understand narrative text using the LRD strategy, the teacher concludes the learning activities by reading prayers and greetings. In addition, to investigate students' experiences with the LRD strategy for learning narrative text reading comprehension, the researcher conducted interviews to collect data. Based on interviews with six student participants, there are two key aspects of their experiences with the LRD strategy: (1) implementation, regarding the knowledge students gained after applying the LRD strategy, and (2) feelings, regarding the emotions students experienced both during and after the implementation of the LRD strategy.

Implementation

Based on the findings from the interviews regarding the student's experiences with the implementation of the Listen-Read-Discuss (LRD) strategy in the reading comprehension of narrative texts, the findings show that the students have positive or good experiences with their reading comprehension. These findings are based on the responses from the interviews, with each student being anonymized for data presentation and analysis, labeled "IP.S1" for Implementation Student 1 and "IP.S2" for Implementation Student 2, and so forth. Based on the interview findings of students express their views on the implementation of the LRD strategy in learning reading comprehension of narrative text, the findings show that this strategy is easy to use and understand because students go through three stages, namely, listening, reading, and discussing, which makes students better understanding of the content of the text. In addition, students indicated that the most influential stage is the discussion stage, because, through the discussion stage, students can exchange ideas to analyze the correct text, then through this strategy, students are also allowed to fill in graphic organizers, which also helps students interpret the content, information, main points, purpose, and meaning obtained from the text in order to analyze the text and comprehend the structure it contains. This is consistent with the interview results of the six students who stated:

S1 stated:

"I agree because we can understand the text three times, we can listen first, then we read it ourselves, and finally we have a group discussion. So understanding the story can be easier." (IP.S1)

S2 stated:

"It's very helpful, because with us first doing, after listening, then after that after listening we will read or read, we will reread the text. So we can understand the text easily, so we also understand more about the content of the text." (IP.S2)

S3 stated:

*"I think **this strategy helps my reading comprehension because it's like repeating and understanding the content of the story by listening and reading repeatedly.**" (IP.S3)*

S4 stated:

"In my opinion, it is very helpful. So like that, we can cross-check and additionally, if for example it is discussed. So we can know the opinions of other people" And "...it makes it very easy to analyze or understand the structure of the text..." (IP.S4)

S5 stated:

"Yes, of course, this really helps me because I am given the opportunity to take three steps, starting from listening, reading, and discussing with my groupmates or my peers. So, the material from the narrative text has been recorded in my brain and the text analysis becomes easy..." And "Yes, of course, it is very helpful because starting from the three steps, it is very helpful because the graphic organizer helps me better understand the structure in the narrative text." (IP.S5)

S6 stated:

*"It helps me in ... **Interpretation because I already understand the important points of the content and meanings in the text through these steps.**" (IP.S6)*

It may be concluded that students had a positive experience with implementing the LRD strategy for learning narrative text reading comprehension. The LRD strategy is simple to implement and understand because students move through three stages: listening, reading, and discussing, which help students comprehend the content of the text. Furthermore, students revealed that the most influencing phase is the discussion phase because, through the discussion phase, students can exchange ideas to analyze the correct text; consequently, through this strategy, Students had the opportunity to fill out the graphic organizers, making students analyze the text and understand the structure of the text, it also assists students to interpret the content, the information, the important points, the purpose and the meaning contained in the text.

Feeling

Based on the findings from the interview results, in the students' experiences regarding students' feelings towards the implementation of Listen-Read-Discuss (LRD) strategy in learning reading comprehension of narrative texts, the results show that students have good or positive experiences towards their reading comprehension. These findings are based on the responses from the interviews, with each student being anonymized for data presentation and analysis, labeled "F.S1" for Student 1's feelings and "F.S2" for Student 2's feelings, and so on. Based on the findings of interviews with students who expressed their experiences regarding students' feelings toward the LRD strategy in the learning reading comprehension of narrative texts, it is shown that this strategy makes the students feel comfortable, students feel that learning becomes fun, not boring, relaxed, then students do not feel pressured or anxious when the learning process takes place because students experience three stages of learning, namely listening, reading, and discussing, where this supports learning styles such as auditory, visual, and kinesthetic. Discussion sessions that make students happy and make the classroom atmosphere fun and exciting make students have become a more active and involved role in the learning process. Then, referring to the discussion also makes students more involved in the

reading comprehension learning process. This is consistent with the results of interviews from the six students who said:

S1 stated:

"This LRD strategy is also very much based on discussion, and honestly I am also more involved in the learning process, I like it when learning is related to discussion, so this method is very helpful in the learning system ..." (F.S1)

S2 stated:

"For me personally, with this strategy we can be more comfortable to learn, we also become, what's the name... enjoy learning, not boring. Because by listening, after that we read, after that discuss with friends, in my opinion it will be an enjoyable lesson, so we are also not bored in the lesson from beginning to end." (F.S2)

S3 stated:

"It's fun because it supports various learning styles such as auditory, visual, and kinesthetic." (F.S3)

S4 stated:

"Yes, of course. Because it is very fun because the class atmosphere becomes more enjoyable, and exciting and can discuss with group friends and also discuss with their own benchmates. It is even more exciting when the discussion is between the group and my mates." (F.S4)

S5 stated:

"Yes, of course, because this LRD strategy really makes me comfortable and there is no pressure or anxiety. Like learning becomes more enjoyable and relaxed in the future because of listening and being able to think more critically in the future." (F.S5)

S6 stated:

"Yes, it motivates me to practice reading, because with this step I get new understanding or new knowledge to read the text so that I understand it better." (F.S6)

It can be concluded that students have a good experience after implementing the LRD strategy in the process of gaining reading comprehension of narrative text because this strategy makes students comfortable, students feel learning becomes fun, not boring, and relaxed. Students feel no pressure or anxiety when learning takes place. Students do not feel pressured or anxious when the learning process takes place because students experience three stages of learning, namely listening, reading, and discussing, where this supports learning styles such as auditory, visual, and kinesthetic, and this strategy helps students more involved and more active in the process of developing reading comprehension abilities.

The students also reported on the challenges of implementing the LRD strategy in English reading narrative texts. The students stated that the challenge of this strategy is that students become less focused due to the noisy classroom situation during the discussion. This finding is based on the interviews, with each student anonymized for the purpose of presenting and analyzing the data, labeled "CH.S1" for Challenges Student 1 and "CH.S2" for Challenges Student 2, and so on. Based on the student's experiences regarding the challenges in using the LRD strategy for learning narrative text reading comprehension that has been mentioned, this was expressed in the interviews by representatives of three students out of the six students who stated the same. where the second student stated:

S2 stated:

"I think the challenge in this LRD learning strategy method or listen read discuss is in the classroom atmosphere. Because when we use this strategy if, for example, the class atmosphere is chaotic or noisy. We won't be able to hear clearly with the listening method. Or when we read the text if for example, the atmosphere is chaotic. It's not peaceful. Yes, so we also don't focus on reading it so it's less effective. If for example, the class atmosphere is not conducive." (CH.S2)

Here is the state that supports by the fifth and sixth students:

S5 stated:

"Yes, there are many challenges than one, which is that the class becomes crowded because it is too noisy caused by the group of students in the class..." (CH.S5)

S6 stated:

"The challenge is, hm... the class becomes more noisy and it becomes more difficult for me to focus," (CH.S6)

Based on this, it can be concluded that the challenge faced by students is the noisy classroom atmosphere, where students will conduct discussions with their group mates. This makes the classroom atmosphere noisy so students find it difficult to focus.

Discussion

This section will further investigate the results that emerged from the observations and interviews conducted by discussing students' experiences in implementing the Listen-Read-Discuss (LRD) strategy in reading comprehension of narrative texts.

Students Experiences in Implementing The Listen-Read-Discuss (LRD) In Reading Comprehension Of Narrative Texts

The students had a good experience, according to observations performed immediately in the school. Implementing the LRD strategy in learning reading comprehension of English narrative texts. The observation process took two days. On the first day, the learning process began with prayer, followed by the teacher greeting and taking attendance. The teacher then explained the concept, key components, and methods of the LRD strategy for reading comprehension learning. After presenting the LRD strategy, the teacher begins the first phase, "Listen," in which students listen to the teacher reading the narrative material in front of them. Following that, the teacher continues with the second stage, which is "Read", by asking students to read the teacher's narrative text so that students can read it independently. Then the learning activities are ended with prayers and greetings because the learning time is over. The activity continues at the next meeting.

On the second day of observation, the teacher continued the learning process by beginning the learning with a common prayer and then filling in the student's attendance. Then the teacher conducts the last phase of this strategy which is "Discussion" by forming groups of 4 to 5 students to discuss the results of listening and reading. The teacher then distributes graphic organizer sheets to each group so that each group can write the results of their thinking and discussion on the graphic organizer sheet. The teacher then discusses the students' findings about all the components or content of the narrative text as a class. Finally, the teacher concludes the learning activity by offering prayers and greetings.

It is also known from the findings of the students' interviews that through the implementation of the LRD strategy, the students have positive responses and feelings towards their reading

comprehension learning experience. This is in line with the results of interviews from representatives of one of the participants who stated the same thing, as can be seen in the first student (IP.S1) who asserted that implementing the LRD strategy may assist students to incorporate the text's material more easier, analyze and comprehend the narrative text's structure, and further develop their ability to comprehend text, and facilitate students to interpret the content, information, important points, purpose, and meaning contained in the text this statement is also consistent with Lusiani (2021) who states that this strategy makes it easier for students to comprehend the text, students can analyze and understand the text components or structure correctly. Then, utilizing the graphic organizer sheet, students may more easily analyze and understand the narrative material of narrative text. According to Manzo and Casale (1985), the LRD strategy helps the students understand the content of text. A guide or graphic organizer can assist students in following the information, combining prior knowledge, and comprehending the text.

Then, it is also known from the research that seen in the feelings represented by the second student (F.S2) who stated the same thing, which stated that students have a good experience after using the LRD strategy in learning reading comprehension process because this strategy makes students feel comfortable, students feel that learning becomes fun so that learning is not boring, relaxed, then students do not feel depressed or anxious when learning takes place, because students experience three stages of learning, namely listening, reading, and discussing, where this supports learning styles such as auditory, visual, and kinesthetic. This strategy makes students become more involved and active in the learning process. This is in line with Cahyani and Handayani (2020), who assert that students are friendlier and have more fun during the learning process when implementing the LRD strategy.

As for the challenges that students face when implementing the LRD strategy, namely the noisy classroom atmosphere where students will be conducting discussions with their group mates. Piaget's theory emphasizes the importance of supportive environmental conditions to facilitate effective learning. Distractions such as noise can interfere with the process of information delivery and student acceptance (Lefa, 2014). This is in line with Tampubolon & Panjaitan (2019), who assert that students enjoy having time for discussions with other friends. However, there are some things that students do not like, especially during discussion sessions when the students' opinions are not heard, the class becomes noisy and students lose their concentration. It can be concluded that students have a positive experience after implementing the LRD strategy in the process of gaining reading comprehension of narrative text, which is further assisted by the use of graphic organizers. This is in line with Terasne et al. (2018), assert that by providing a graphic organizer orally, the LRD strategy assists students in understanding the topic. It helps students develop their comprehension abilities by developing their prior knowledge before they even begin to read the text. It allows students to better understand the text, examine and comprehend the structure of a narrative text, promote their reading comprehension, and interpret the content, information, key points, purpose, and meaning of the text.

Furthermore, students have positive experiences after implementing the LRD strategy in the process of gaining reading comprehension of narrative text. This strategy makes students feel comfortable, then students feel learning becomes fun, not boring, and relaxed, students feel no pressure or anxiety when learning, and makes The students take an active role and are involved in their learning process. Then there are the challenges that students confront when implementing the LRD strategy, specifically the noisy classroom environment in which they will discuss with their group members. The conclusion regarding the discussion from the findings of the observations and interviews shows that the students have many positive experiences through reading comprehension of narrative texts by implementing the LRD strategy on the student's learning outcomes in reading comprehension. Therefore, further

implementation of the LRD strategy to other materials, such as English reading comprehension of narrative text, descriptive text, and others, is suggested to the teachers and schools where this study was carried out. Then it can apply this method to other subjects in the process of comprehending material through reading. As a result, students feel that reading comprehension is easy because they have the information they require and can further develop it (Pebriana et al. (in Ningtyas, 2023).

CONCLUSION

In conclusion, Finally, the study's findings indicate that students have positive experiences implementing the Listen-Read-Discuss (LRD) strategy to develop their ability to comprehend narrative texts through reading. According to the findings from observations and interviews, the LRD strategy assists students in the context of comprehending the content of the text, helps students analyze the structure of narrative text, and helps students improve reading comprehension skills, as well as helps students interpret the content, information, key points, purpose, and meaning contained in the text. Students also felt comfortable using this strategy. Students also said that they feel comfortable, students feel that learning becomes fun so that learning is not boring, and relaxed, then students do not feel depressed or anxious when learning takes place, because students experience three stages of learning, namely listening, reading, and discussing, which supports learning styles such as auditory, visual, and kinesthetic. Students are encouraged to participate more actively in the learning process through the implementation of the LRD strategy. However, students experienced challenges when implementing the LRD strategy because of the noisy classroom environment in which they will be discussing with their group members. Overall, this strategy has significantly developed students' reading comprehension. As a result, it is advised that teachers and schools where this research has been conducted apply the LRD strategy to other materials, such as English reading comprehension on narrative and descriptive texts, and others. Then it can also implement this strategy in other subjects in the process of understanding material through readings.

ACKNOWLEDGMENTS

The researcher expresses deep appreciation for the invaluable advice, direction, assistance, and support provided by the institution, lecturers, parents, and colleagues, as well as teachers and students at a public high school in Karawang City that were the object of this research. Most importantly, the high school students enthusiastically took part in the study, contributing significant engagement and assistance that was very helpful in completing the study results of this research are intended to provide valuable perspectives for teachers, students, other researchers, and readers interested in the field of education.

REFERENCES

- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Creswell, W. (2018). John, and J David Creswell. *Research Design: Qualitative, Quantitative Adn Mixed Methods Approaches, Journal of Chemical Information and Modeling*.
- Fatkhurrokhman, M., Leksono, S. M., Ramdan, S. D., & Rahman, I. N. (2018). Learning strategies of productive lesson at vocational high school in Serang City. *Jurnal Pendidikan Vokasi*, 8(2), 163-172.
- Harvey, S., & Goudvis, A. (2007). *Strategies that work: Teaching comprehension for understanding and engagement*. Stenhouse publishers.

- Lefa, B. (2014). The Piaget theory of cognitive development: an educational implications. *Educational psychology*, 1(1), 1-8.
- Manzo, A. V., & Casale, U. P. (1985). Listen-Read-Discuss: A content reading heuristic. *Journal of Reading*, 28(8), 732-734.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. sage.
- Ningtyas, I. A., Samsi, Y. S., & Ridwan, I. (2023). Exploring EFL Student's Reading Comprehension of Narrative Text Through Listen-Read-Discuss (LRD) Strategy: A Case Study At Second Grade of SMK PGRI Lemahabang. *Jurnal Ilmiah Wahana Pendidikan*, 9(7), 218-227.
- Nunan, D. (2003). *Practical english language teaching*.
- Saraswati, N. K. R., Dambayana, P. E., & Pratiwi, N. P. A. (2021). An analysis of students' reading comprehension difficulties of eighth grade students at SMP Negeri 4 Tegalalang. *Jurnal IKA*, 19(1), 34-45.
- Siman, M., Bakri, R. A., & Alimuddin, A. H. (2022). Improving The Students' reading Comprehension Through Listen-Read-Discuss (LRD) Strategy at Tenth Grade of Sma YP PGRI 2 Makassar. *Journal English Education*, 3(1), 57-69.
- Stone, M. K. (1985). Ralph W. Tyler's principles of curriculum, instruction and evaluation: past influences and present effects.
- Tampubolon, A., & Panjaitan, N. B. (2019). A Comparative Study between TPS and LRD Strategy to Enhance Students' Reading Comprehension. *Acuity: Journal of English Language Pedagogy, Literature and Culture*, 4(2), 128-152.
- Terasne, T., Sugianto, N., Wahab, A., & Ulfa, M. (2018). Improving Students' Reading Comprehension Through Listen-Read-Discuss (LRD) Strategy at MA Nurussabah Praya Tengah. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 5(2), 113-120.
- Webb, N. M. (2009). The teacher's role in promoting collaborative dialogue in the classroom. *British Journal of Educational Psychology*, 79(1), 1-28.
- Yanson, L. (2011). Strategies Used in Teaching Reading at Two Senior High Schools in Surabaya. *Magister Scientiae*, (29), 80-104.