PROMOTING STUDENT READING COMPREHENSION THROUGH LISTEN-READ-DISCUSS (LRD) STRATEGY IN SMP NURUL JADID AL ISLAMI

UNDERGRADUATE THESIS



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

By:

MUHAMMAD RIZQI NADZARI
NIM: T20196059

STATE ISLAMIC UNIVERSITY OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHING TRAINING
ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
ISLAMIC AND LANGUAGE EDUCATION DEPARTMENT
JUNE 2026

PROMOTING STUDENT READING COMPREHENSION THROUGH LISTEN-READ-DISCUSS (LRD) STRATEGY IN SMP NURUL JADID AL ISLAMI

UNDERGRADUATE THESIS

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember in partial fulfillment one of the requirement to obtain a bachelor's degree of Sarjana Pendidikan (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Language Teacher Training

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

By:

MUHAMMAD RIZQI NADZARI
NIM: T20196059

STATE ISLAMIC UNIVERSITY OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHING TRAINING
ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
ISLAMIC AND LANGUAGE EDUCATION DEPARTMENT
JUNE 2026

PROMOTING STUDENT READING COMPREHENSION THROUGH LISTEN-READ-DISCUSS (LRD) STRATEGY IN SMP NURUL JADID AL ISLAMI

UNDERGRADUATE THESIS

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
in partial fulfillment of the requirement for Bachelor Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Language Teacher Training Department

By:

Muhammad Rizqi Nadzari
NIM: T20196059

Approved by Advisor



Zahratul Maujudatul Mufidah, M.Pd
NIP. 199201222019032009

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

PROMOTING STUDENT READING COMPREHENSION THROUGH LISTEN-READ-DISCUSS (LRD) STRATEGY IN SMP NURUL JADID AL ISLAMI

UNDERGRADUATE THESIS

Has been exmined and approved as the requirement to obtain
a bachelor's degree of *Sarjana Pendidikan* (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Program

Day : Wednesday
Date : 3rd of June 2026

The Board Examiners

Chairman	Secretary
Dewi Nurul Qomariyah, S.S., M.Pd	**Isnadi, S.S., M.Pd**
NIP. 197901272007102003	**NIP. 197106102014111004**

Members:

1. Prof. H. Moch. Imam Machfudi, Ph.D ( )
   NIP. 197001262000031002
2. Zahratul Maujudatul Mufidah, M.Pd ( )
   NIP. 199201222019032009

Approved by
Dean of Faculty of Tarbiyah and Teacher Training

Dr. H. Abdul Mu'is, S.Ag., M.Si
NIP. 197304242000031005

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

MOTTO

اِنَّمَا الْعِلْمُ بِالتَّعَلُّمِ, وَالْحِلْمُ بِالتَّحَلُّمِ, وَمَنْ يَتَحَرَّ الْخَيْرَ يُعْطَهُ, وَمَنْ يَتَوَقَّ الشَّرَّ يُوْقَهُ

"Indeed, knowledge is obtained by studying hard, and a patient attitude is obtained by getting used to being patient. Whoever tries to seek goodness, he will obtain goodness, and whoever protects himself from evil then Allah will protect him from evil".

(HR. Ibnul Jauzi and Al-Khathib, from the friend Abu Hurairah Radhiyallahu, anhu)[*]

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[*] Ibnul Jauzi dalam al'Ilal Mutanaahiyah (I/85, no. 93) dan Al-Khathib dalam Taariikh Baghdaad (VII/208, no. 2793) dari sahabat Abu Hurairah Radhiyallahu'anhu.
https://azzahrotun.com/2023/08/28/hadits-ilmu/

DEDICATION

By giving thanks to God Allah SWT. For all his mercies and blessings. I gladly dedicate this thesis to:

1. My beloved parents, my father Ahmad Riyadi, and my mother Sri Wahyuti, for all the support, motivation, guidance and prayers that have always accompanied me in every endeavor I have undertaken since I was little until now.
2. My beloved wife Lailatus Sholehah, S.Pd., my heavenly angel. Thank you for being my home, and for being my life partner who has always strengthened and prayed for me throughout the process of writing this thesis.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

ACKNOWLEDGEMENT

First of all, I would like to say how grateful I am to Allah SWT. for giving me a blessed age so that I can feel an education at this level of lecture. All praises are to Allah SWT. almighty, because of His blessings and mercy I am finally able to finish my thesis. Therefore, in this occasion I would like to express my sincere thanks to:

1. Prof. Dr. H. Hepni, S.Ag., M.M., as a Rector of State Islamic University of Kiai Haji Achmad Siddiq Jember who has given opportunity for me to study in this university.
2. Dr. Abdul Mu'is, S.Ag., M.Si., as a Dean of Tarbiyah and Teacher Training Faculty State Islamic University of Kiai Haji Achmad Siddiq Jember, who has facilitated me to study in this university.
3. Dr. Nuruddin, S.Pd.I., M.Pd.I., as the head of Islamic and English Education Department.
4. Dewi Nurul Qomariyah, S.S., M.Pd., as the coordinator of English study program, who has approved to the seminar of the thesis proposal.
5. Zahratul Maujudatul Mufidah, M.Pd as my supervisor who has helped, guided, and supported me to finish this thesis.
6. Prof. H. Moch. Imam Machfudi, Ph.D., as the main examiner in this thesis defense, who has graciously examine, provided guidance, and given suggestions for the perfection of this thesis.
7. All the lecturers of State Islamic University of Kiai Haji Achmad Siddiq Jember who has given a lot of knowledge.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

8. Abdul Hamid, S.Pd as the head of SMP Nurul Jadid Al Islami, who has given me a permission and allowed me to do a research.
9. Suryadi, S.Pd as the English teacher of SMP Nurul Jadid Al Islami, who has guided and supported me to collect data research.
10. Eight graders of SMP Nurul Jadid Al Islami as participant of this research, who has helped me to conduct this research.

May Allah SWT. Repay all of the kindness of the people who helped me to finish this thesis. I believe that this thesis might have some weakness, but I hope this thesis will be useful for future researcher.

Jember, 3rd of June 2026



Muhammad Rizqi Nadzari
NIM. T20196059

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

ABSTRACT

Muhammad Rizqi Nadzari, 2026 : Promoting Students' Reading Comprehension through the Listen–Read–Discuss (LRD) Strategy in SMP Nurul Jadid Al-Islami Jember."

Keywords: *Promoting Students' Reading, Reading Comprehension, Listen–Read–Discuss (LRD)*

Reading comprehension is one of the essential skills in learning English; however, many students still face difficulties in understanding texts due to limited vocabulary, lack of background knowledge, and low reading motivation. To address these challenges, teacher need to apply effective learning strategies that can support students in comprehending reading materials. One of the strategies that can be used is the Listen–Read–Discuss (LRD) strategy. Therefore, this study focused on investigating the implementation of the Listen–Read–Discuss (LRD) strategy in promoting students' reading comprehension at SMP Nurul Jadid Al-Islami Jember.

This study was guided by two research questions: (1) How is the implementation of the Listen–Read–Discuss (LRD) strategy in promoting students' reading comprehension at SMP Nurul Jadid Al-Islami Jember? and (2) How does the Listen–Read–Discuss (LRD) strategy promote students' reading comprehension at SMP Nurul Jadid Al-Islami Jember? The significance of this study is expected to provide theoretical and practical contributions to English language teaching, particularly in the use of innovative strategies to improve students' reading comprehension, classroom participation, and learning motivation.

This research employed a descriptive qualitative research design. The study was conducted at SMP Nurul Jadid Al-Islami Jember. The participants of the study consisted of eighth-grade students and an English teacher. Data were collected through classroom observations, interviews, and documentation. The collected data were analyzed using the Miles and Huberman model, including data collection, data reduction, data display, and conclusion drawing.

The findings revealed that the implementation of the Listen–Read–Discuss (LRD) strategy was carried out through three stages: listening, reading, and discussion. The strategy successfully promoted students' reading comprehension by helping them activate prior knowledge, understand vocabulary, identify main ideas, and engage actively in classroom discussions. Furthermore, students showed increased motivation, participation, and confidence during the learning process. In conclusion, the Listen–Read–Discuss (LRD) strategy proved to be an effective strategy for promoting students' reading comprehension at SMP Nurul Jadid Al-Islami Jember.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

TABLE OF CONTENTS

COVER ..... **i**
APPROVAL SHEET ..... **ii**
APPROVAL SHEET EXAMINERS ..... **iii**
MOTTO ..... **iv**
DEDICATION ..... **v**
ACKNOWLEDGEMENT ..... **vi**
ABSTRACT ..... **viii**
TABLE OF CONTENTS ..... **viii**
LIST OF TABLE ..... **xi**
LIST OF FIGURES ..... **xii**
LIST OF APPENDICES ..... **xiii**
CHAPTER I INTRODUCTION **1**
A. RESEARCH BACKGROUND 1
B. Research Question 6
C. Research Objective 6
D. Research Significance 6
E. Definition of key terms 7
CHAPTER II LITERATURE REVIEW **9**
A. Previous Research 9
B. Theoritical Frameworks 17
CHAPTER III RESEARCH METHOD **48**
A. Approaches and Types of Research 48
B. Research Setting 49
C. Research Subject 49
D. Data collection techniques 50
E. Data Analysis 53
F. Data Validity 55
G. Stages of Research 56
CHAPTER IV FINDING AND DISCUSSION **59**

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

A. RESEARCH FINDING..... 59
B. DISCUSSION 82
CHAPTER V CONCLUSION 86
A. Conclusion..... 86
B. Suggestion 87
REFERENCES 88
APPENDICES 90

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

LIST OF TABLE

Table 2. 1 Similaritas and Differences with Previous Study 13
Table 2. 2 Comprehension Checklist for Narrative Text 33
Table 2. 3 Step for Implementing LRD 40
Table 2. 4 Building Background Knowledge Before Reading 40

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

LIST OF FIGURES

Figure 2. 1 Levels of Processing in Reading Comprehension. 31
Figure 4. 1 Student Discussion Activity 71
Figure 4. 2 Concept Mapping Assignment Based On The Reading Text..... 74
Figure 4. 3 Vocabulary Translation and Question Answering Assignment 75

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

LIST OF APPENDICES

Appendix 1 Research Matrix 90
Appendix 2 Interview Guide 92
Appendix 3 The Ant and the Dove 94
Appendix 4 Documentation of the Research 95
Appendix 5 Plagiarism Data 96
Appendix 6 Worksheet 97
Appendix 7 Teaching Module 101
Appendix 8 Teacher Assessment Table 108
Appendix 9 Journal of Research 109
Appendix 10 Research Liscense Letter 110
Appendix 11 Research Finished Letter 111
Appendix 12 Declaration of Authorship 112
Appendix 13 Curriculum Vitae 113

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

CHAPTER I

INTRODUCTION

In this chapter, the researcher explains the background and rationale for selecting the research title. The background description is strengthened by studies from previous research and relevant theories as a foundation. The researcher also determines the scope of the problem and the goals to be achieved through this research. In addition, important terms and keywords are explained to clarify the meaning in question, so that readers can understand the content of the research more precisely without causing misunderstandings.

A. Research Background

English language learning has an important role for primary and secondary school children. English is widely recognized as a global language used for communication across different countries. widely used in business, education and global communication. In addition, learning English in primary and secondary schools will also help prepare children to master essential skills in the world of work and study abroad. In the English language learning curriculum for high school prepared by the National Education Standards Agency (BSNP) and referring to the content standards of primary and secondary education, English learning in high school/vocational school aims to further improve students' skills in speaking, listening, reading, and writing in English.[2] As a communication tool to master English, a learner needs to learn

[2] Mulyani et al, *English learning strategies* (Banten: Sada Kurnia Pustaka and Author, 2023), 55

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

the main communicative skills which consist of, and start from, listening skills, reading skills, and writing skills. However, according to experience the communicative skill that is easy to learn is the reading skill because the material is relatively easier than what has been applied for many years.[3]

Good reading skills are one of the important aspects of language learning. Reading is a basic skill that every individual must have. In reading we need precision so as not to cause misunderstanding of the meaning of a reading. Reading is an activity that involves various cognitive processes, such as, recognizing the letters and words that make up sentences, interpreting the meaning of words and sentences in the context of reading, imagining and visualizing what is being read, assessing and processing information in reading, combining new information with existing knowledge, assessing the quality of the truth of information in reading.[4] In line with this, Richard and Renandya define reading as the process of observing written texts to understand their content. There are two main processes in reading, namely word recognition and comprehension. Word recognition is the process of identifying language symbols, while comprehension is the process of understanding the meaning of words, sentences, and texts.[5] Based on the definition, it can be concluded that at its core, reading is an process that aims to understand and observe the text in depth.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[3] Henricus W. Ismanthono, *Learning English Made Easy for a Brighter Career* (Yogyakarta: Reference Library, 2019), 4

[4] Imam Prayogo, et al *The Use of Technology in English Learning (*Pekalongan : Nasya Expanding management (nem), 2019) 73

[5] Ni Made Ratminingish English Learning Methods and Strategies (Depok: Raja Grafindo Persada, 2017),129

One type of reading with the purpose of understanding texts in depth is reading comprehension, Reading comprehension is a fundamental skill that plays a significant role in supporting students' academic success across various fields of study. Mastery of this skill not only helps students better understand the content of texts, but also develops critical thinking, analytical abilities, and overall cognitive growth.[6] According to the Rand Reading Study Group, Reading Comprehension is the process of acquiring meaning through interaction with written language. McNamara and Magliano emphasize that this process involves a broader range of reader factors. Duke states that reading comprehension is a process in which the reader creates meaning by interacting with the text, using their prior knowledge, experiences, and views of the text.[7] In other words, reading comprehension is not only about reading words, but also understanding the meaning that exists in the text through the interaction between the reader and the text in a certain social context.

The main problem with reading learning in schools today is that reading learning is still carried out just reading written symbols without the aim of obtaining information. The results of various studies show that the effective reading ability of students from elementary school to high school is very low. The low effective reading ability of students in school is the main reflection of the failure of reading learning in school.[8] Good reading skills are indispensable

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[6] Ririn, hariyanti and Emeliya sukma *Improving Students reading Comprension Through Powtoon Application*, (Didaktika, Vol. 13 No 2 (2024)

[7] Abbas PourhoseinGilakjani *How Can Students Improve Their Reading Comprehension Skill?* Iran:Macrothink Institute, Islamic Azad University, ISSN 2162-6952, Vol. 6, No 2, 2016

[8] Sukatno, Computer-based Intensive Reading Learning, (Stone: Beta Aksara, 2019) 10

for all students, but not all students have them. According to the Jakarta Post, despite the crucial importance of reading skills, the literacy level of Indonesian students is ranked among the lowest globally, placing around 60th out of 61 countries. In addition, Iftanti carried out a survey to examine the reading habits of English learners, and the findings revealed that students lack strong reading habits, even though they acknowledge that reading skills are beneficial for academic success and future career prospects.[9]

Regarding the problem of reading comprehension of students, especially in learning English as in the example above, an effective strategy is needed to help students understand texts in English better, so as to be able to improve their English. One strategy that can be used as a solution to improve students' reading comprehension is the listen read discuss (LRD) strategy. LRD strategy is a learning method that aims to help students understand reading better through three main stages, namely listening, reading, and discussing. In the initial stage, the teacher conveys information or reads the material as an introduction. Next, students read texts related to the information to deepen their understanding. Finally, students engage in discussions with friends or teacher to clarify the content of the reading and strengthen their understanding of the material.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Several studies have shown the The effectiveness of the Listen–Read–Discuss (LRD) strategy in enhancing students' reading comprehension skills.

[9] Masrojatud Diniya, Ika Puspitasari *Reading Strategy for High School English Learners*, Gama Societa Journal, Vol.3 No 1, Universitas Brawijaya, 2019, 1-8

A study conducted by Mariana showed that applying the LRD strategy was able to improve the reading ability and academic performance of ninth-grade students, as reflected in increased classroom engagement and positive student responses. Meanwhile, a study by Sudibyo showed that the LRD strategy could improve students' comprehension of narrative texts, with better results in the group that used the LRD strategy compared to other groups. These two studies support the use of the LRD strategy in reading instruction to improve students' comprehension and skills. However, so far, studies using qualitative methods are still very limited; therefore, the researcher is interested in examining the impact of this strategy in more detail on the learning process.

The Listen–Read–Discuss strategy also needs to be chosen because it has already been implemented by teacher at the school and has been proven to be feasible in classroom learning. Teacher are accustomed to giving initial explanations before reading, asking students to read the text independently, and inviting students to discuss after reading. This shows that the steps in the Listen–Read–Discuss strategy are in line with the teaching practices that have already been carried out in the classroom. Since both teacher and students are already familiar with this pattern of activities, the implementation of this strategy does not require difficult adjustments and can be directly integrated into daily learning activities, making it more effective and realistic for improving students' reading comprehension skills.

Based on the reasons mentioned above, the researcher is interested in conducting a study titled "Promoting Student Reading Comprehension through

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

the Listen–Read–Discuss (LRD) Strategy in SMP Nurul Jadid Al-Islami Jember."

B. Research Question

Based on the background explained in the introduction, the established focus of this research is as follows:

1. How is the Implementation of LRD Strategy to promote Students Reading Comprehension in SMP Nurul Jadid Al-Islami Jember?
2. How is the impact of LRD Strategy to promote Students Reading Comprehension in SMP Nurul Jadid Al-Islami Jember?

C. Research Objective

The objectives of this research have been determined based on the research focus and referred to previous research and various literature:

1. To investigate How is the Implementation of LRD Strategy to promote Students Reading Comprehension in SMP Nurul Jadid Al-Islami Jember?
2. To investigate How is the impact of LRD Strategy to promote Students Reading Comprehension in SMP Nurul Jadid Al-Islami Jember?

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

D. Research Significance

The researcher hopes that the results of this study will be useful for:

1. Empirical Significance

This study aims to determine the extent to which the LRD strategy can contribute to improving students' reading comprehension in English language learning, particularly in the context of reading comprehension. In addition, the findings of this research are expected to serve as a

reference for applying the LRD strategy as a method to enhance students' ability to understand reading texts in depth.Practical significance

a. For English Teacher

This research is expected to contribute to educators, especially language teacher, by adding insights and methods that can be applied in classroom learning activities. In addition, this research also presents learning strategies that can be used as a reference, especially in finding ways to read texts and understand the meaning of words, sentences and understand the content of a reading text.

b. Future Researchers

This research is expected to be a reference for future researchers who pursue similar fields or topics. In addition, this study is also expected to be the basis for improvement, so that future researchers can improve and develop existing research to achieve more optimal results

E. Definition of key terms

1. Listen Read Discuss

Listen Read Discuss is a reading instruction format specifically created for students who have difficulty in reading. It consists of three stages that represent the pre-reading, during-reading, and post-reading phases of a reading lesson. This strategy is quite different from the Directed Reading Activity and the Directed Reading Thinking Activity.

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

2. Reading Comprehension

Reading comprehension refers to the skill of understanding, interpreting, and analyzing written material. It is not only about recognizing words but also about comprehending their meaning, context, and the ideas conveyed within the text.

3. Promote Students Reading Comprehension

Promote students reading comprehension refers to the efforts, strategies, and activities carried out by educators or learning programs to enhance students' ability to understand, interpret, and analyze written texts. This involves developing their skills in vocabulary, critical thinking, identifying main ideas, making inferences, and connecting information within a text

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

CHAPTER II

LITERATURE REVIEW

This chapter reviews previous studies and theoretical frameworks drawn from various sources, including books, journals, and other references. It also outlines earlier research relevant to the topic of this study. Furthermore, this chapter presents supporting theories that provide a strong foundation for the research being conducted.

A. Previous Research

In the previous research section, a number of studies that have been conducted before and have topics similar to this study are presented. Some of them are as follows:

First, Reniwati Putri, The study titled "The Effect of Using the LRD (Listen, Read, Discuss) Strategy on Reading Comprehension of Second-Year Students at State Junior High School 9 Tapung, Kampar Regency" applied a quasi-experimental research design, specifically a non-equivalent control group design. The participants were second-year students of State Junior High School 9 Tapung. The research focused on three questions: (1) how students' reading comprehension is when taught using the LRD strategy, (2) how students' reading comprehension after the implementation of the LRD strategy, and (3) whether the LRD strategy has a significant effect on students' reading comprehension. The findings revealed that the LRD strategy had a significant

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

impact on students' reading comprehension, as indicated by a t-value of 3.781 at the 5% significance level.[10]

Second, Putri Nabila "Implementation of the listen read discuss (LRD) Strategy in teaching reading comprehension" This study addresses the following research questions: how students perceive the implementation of the LRD strategy in learning reading comprehension, and what the strengths and weaknesses of using the LRD strategy in reading comprehension are. The participants consisted of 30 eleventh-grade students from SMA 8 Unggul Takengon. A quantitative approach was employed, with a questionnaire serving as the data collection instrument. The results indicate that the five positive statements achieved mean scores ranging from 3.9 to 4.86, while the two negative statements recorded lower mean scores of 2.06 and 2.73. Furthermore, the questionnaire findings reveal that statements related to the advantages of implementing the LRD strategy were rated highly by the students.11

Third, Revi Permatasari "Improving Students Reading Comprehension Through Listen Read Discuss Strategy (A Classrooom Action Research to the tenth Grade Students of SMA Negeri 2 Sungai Raya in the Academic Year of 2021/2022" The research question addressed in this study is: "In what way can the Listen Read Discuss strategy enhance the reading comprehension of tenth-

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ J E M B E R

[10] Reniwati Putri, "*The Effect of Using LRD (Listen, Read, Discuss) Strategy toward Reading Comprehension of the Second Year Students at State Junior High School 9 Tapung Kampar Regency"* Riau :(UIN Sultan Syarif, Thesis, 2013)

[11] Putri Nabila "*Implementation of the listen read discuss (Lrd) Strategy in teaching reading comprehension* (Aceh :UIN Ar-Raniry, Thesis, 2023)

grade students at SMA Negeri 2 Sungai Raya in the 2021/2022 academic year?" This study employed Classroom Action Research (CAR) as its methodology. It was conducted with tenth-grade students of SMA Negeri 2 Sungai Raya during the 2021/2022 academic year. The participants were students from class X IPA 3, consisting of 36 learners. Data were collected using field notes and reading comprehension tests. Based on the qualitative findings, it was observed that the implementation of the Listen Read Discuss strategy led to improvements in students' engagement and reading activities in the classroom. Meanwhile, the quantitative results indicated that the students' average reading comprehension scores increased from the first cycle to the second cycle, showing an overall improvement in their reading skills.12

Fourth, Ahmad Shofi Maulana conducted a study entitled "The Use of Cooperative Integrated Reading and Composition (CIRC) Strategy to Enhance Students' Reading Comprehension of Recount Text in the Eighth Grade of Asy–Syarify Junior High School." The main problem investigated in this study is: "How can the application of the Cooperative Integrated Reading and Composition (CIRC) strategy improve eighth-grade students' understanding of recount texts at Asy–Syarify Junior High School?" This study applied a Classroom Action Research (CAR) design consisting of one cycle implemented in four sessions. The subjects of the research were 25 students from class VIII D. The researcher followed the Kemmis and McTaggart model,

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

[12] Revi Permatasari "*improving Students Reading Comprehension Through Listen Read Discuss Strategy (A Classrooom Action Research to the tenth Grade Students of SMA Negeri 2 Sungai Raya in the Academic Year of 2021/2022"* (Pontianak : IKIP PGRI, Thesis, 2023)

which includes planning, acting, observing, and reflecting stages.The findings from the reading test in the first cycle revealed that 23 students (92%) achieved scores above the minimum mastery criterion (KKM), while only 2 students (8%) did not meet the required standard. Based on these results, it can be concluded that the implementation of the CIRC strategy was effective and the research objectives were successfully achieved.13

Fifth, Mai Zida Kamalia carried out a study entitled "Improving Students' Reading Comprehension through the Teams Games Tournament (TGT) Technique at the Tenth Grade of MA Darun Najah Lumajang." The research focused on two main questions: "How is the Teams Games Tournament (TGT) technique implemented to improve students' reading comprehension at the tenth grade of MA Darun Najah Lumajang?" and "In what way does the use of the TGT technique influence students' perceptions of reading comprehension at the same class?". This study employed Classroom Action Research (CAR) as its research design. The research was conducted in class X-2 of MA Darun Najah Lumajang, involving 20 students. The study was carried out in a single cycle consisting of several stages.The findings revealed three main results: first, 15 students (75%) achieved scores above the minimum mastery criterion (KKM ≥ 75) in the post-test. Second, there was a noticeable improvement between the pre-test and post-test scores of all students. Third,

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[13] Ahmad Shofi Maulana " *Implementing Cooperative Integrated Reading and Composition (CIRC) Strategy to Improve Students Reading Comprehension of Recount Text of 8 Grade of Asy – Syarify Junior High School* (Thesis, UIN KHAS Jember, 2024)

the questionnaire results indicated that students responded positively to the implementation of the TGT technique in learning reading comprehension.[14]

Table 2. 1
Similaritas and Differences with Previous Study

No	Research Name and title	Similarities	Differences
1	Reniwati Putri, "The Effect of Using LRD (Listen,Read, Discuss) Strategy toward Reading Comprehension of the Second Year Students at State Junior High School 9 Tapung Kampar Regency	Both have the same research focus namely Using LRD Strategy toward Reading Comprehension	• The design of the Previous research was quasi-experimental design. The research employed a quasi-experimental design. non equivalent control group design. This research use Qualitative descriptive • This previous study has three focus research question, How Using LRD strategy toward reading comprehension, implementation og using LRD strategy and is there any significant effect of using LRD strategy, this research have two research focus, implementation of LRD strategy and promoting reading

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[14] Mai Zida Kamalia, *Enhancing Students Reading Comprehension through Teams Games Tournament (TGT) Technique at the Tenth grade of MA Darun Najah Lumajang* (Thesis, UIN Khas Jember, 2024

			comprehension through LRD strategy
2	Putri Nabila "Implementation of the listen read discuss (LRD) Strategy in teaching reading comprehension	Both have the same research focus namely Using LRD Strategy toward Reading Comprehension	• Previous research use quantitative design research, this research use qualitative • Research focus of previous research is This study explores how students view the use of the LRD strategy in reading comprehension learning, as well as identifying its strengths and weaknesses when applied in the classroom.
3	Ahmad Shofi Maulana "Implementing Cooperative Integrated Reading and Composition (CIRC) Strategy to Improve Students Reading Comprehension of Recount Text of 8 Grade of Asy – Syarify Junior High School.	Both have the same research focus to improve students reading comprehension	• Previous research have design is a Classroom Action Research (CAR) with one cycle conducted in four meetings. This research use qualitative design research • Previous research improve reading comprehension through implementing Cooperative Integrated Reading and Composition (CIRC) Strategy, this research use LRD strategy

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

4	Revi Permatasari "Improving Students Reading Comprehension Through Listen Read Discuss Strategy (A Classrooom Action Research to the tenth Grade Students of SMA Negeri 2 Sungai Raya in the Academic Year of 2021/2022"	Both have the same research focus namely Using LRD Strategy toward Reading Comprehension	• Previous research have design is a Classroom Action Research (CAR) with one cycle conducted in four meetings. This research use qualitative design research • Research question in this previous research is "How can Listen Read Discuss strategy improve the reading comprehension to the tenth grade stuednts, and this research have two research question, how implementation of using LRD strategyto promoting students reading comprehension and How can used the LRD Strategy for promoting Students Reading Comprehension
5	Mai Zida Kamalia, Enhancing Students Reading Comprehension through Teams Games Tournament (TGT) Technique at the Tenth	Both have the same research focus to improve students reading comprehension	• Previous research have design is a Classroom Action Research (CAR) with one cycle conducted in four meetings. This research use qualitative design research

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

	grade of MA Darun Najah Lumajang"		• Previous research improve reading comprehension through Teams Games Tournament (TGT) Technique this research use LRD strategy to promoting Studentreading comprehension.

Based on the results of studies on previous studies that have similarities and differences with this study, it can be concluded that quite a lot of studies focus on Enhancing students' reading comprehension by using the Listen, Read, Discuss (LRD) strategy. Even though the Listen–Read–Discuss (LRD) approach strategy has been a topic in various previous studies that have focused on improving students' reading comprehension, most of the research is still limited to quantitative approaches or has not described the application of this strategy in depth and comprehensively. In other words, it is still very rare to find research that uses qualitative research methods to examine in detail how the LRD strategy is applied in the learning process, as well as how the strategy impacts students' reading comprehension contextually in the classroom. In addition, the LRD strategy has never been implemented in the schools where this research is located. Therefore, the researcher is interested in exploring the application of this strategy in the school to find out its effectiveness in improving students' reading comprehension.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

B. Theoritical Frameworks

1. Teaching for Reading Comprehension through LRD Strategy

In many schools, students are commonly asked to read a section of a text at home, then listen to the teacher's explanation, and finally take part in discussions and question-and-answer activities. However, the weakness of this listen–read–discuss pattern is that students are given very little assistance during the silent reading stage. Because of this, they often struggle and are not well-prepared to engage in post-reading discussions.The LRD strategy offers a simpler and more effective alternative by changing the order of learning activities. This adjustment helps students become more ready before reading the text. The approach also provides a "learning by doing" experience for both teacher and learners. After receiving guidance, teacher observe that even less confident students are more willing to read and understand the text. In addition, students tend to participate more actively and enthusiastically in discussions after reading. This method helps them realize that they are more capable of understanding reading materials than they previously believed, and it also increases their contribution during classroom discussions.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Several variations on the LRD These variations are designed to teach other components of strategic instruction and strategic reading skills. In addition, they help keep the learning process engaging and continuous for both teacher and students. The basic use of LRD can even serve as a

self-directed, year-long professional development program. The LRD method has been proven to be an effective approach for improving reading comprehension and content mastery, both for low-ability and proficient readers.[15]

According to Manzo, learning reading comprehension through the Listen-Read-Discuss (LRD) strategy is carried out in three main stages, namely preliminary activities, core activities, and closing activities.

Pre-Activities

- The teacher opens the lesson by greeting the students.
- Teacher brainstorm to explore students' initial knowledge related to reading topics.
- Teacher arouse students' curiosity, for example:
- Students are asked to predict the content of the text they will read.
- The teacher prepares students for reading tasks by:
- Conveying that the teacher will give a presentation containing complete material.
- Students are asked to read and find out what questions can be answered from the information provided

Core Activities (Whilst-Activities)

- Listening Stage:

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[15] Manzo Anthony V,, Ula C Manzo *Teaching Children to be literate A Reflective Approach* (Hardcourt Brace & Company:USA, 1995), 377

- The teacher conveys the main information from the text in the form of lectures or direct explanations.
- Reading Stage:
- Students are given time to read the same version of the written text as the teacher has delivered.
- Discussion and Deepening:
- The teacher divides students into small groups to delve into the topic in more detail.
- Examination and Deepening of Understanding:
- The teacher guides the discussion on the material that the students have heard and read.
- Teacher can ask guiding questions to stimulate discussion, such as: Which part do you understand best from what you hear and read?b. Which part of what you find most difficult to understand from what you hear and read?. What questions or thoughts come to your mind after this lesson, both related to the content of the material and effective ways of reading and learning

Post-Activities

- Teacher provide advanced reading skills exercises and feedback on the results of the discussion.
- The teacher gives assessments and reflects with students.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

- The teacher closes the lesson with a closing salute.[16]

2. Reading Comprehension

a. Definition of Reading

Reading can be understood in different ways. In a limited sense, reading refers to the activity of grasping the meaning found in written text. However, in a broader perspective, reading is viewed as a critical and creative process in which readers actively work with the text to achieve a full understanding. This process is followed by evaluating the content, including its condition, value, purpose, and impact.From the narrow viewpoint, reading is only about decoding written language such as words, sentences, and paragraphs to capture the author's message. If the reader successfully understands the message intended by the writer, the reading process is considered successful.On the other hand, the broader view sees reading as an intellectual activity of processing ideas. In this sense, a text is not only a carrier of the author's message, but it must also be further interpreted through critical and creative thinking, allowing readers to construct a deeper and more meaningful understanding of the content.[17] Readinging was a very important skill to master, because readinging activities are always student-centered. For example, in readinging activities in class or when students faced exams and so on. Reading

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ J E M B E R

[16] Casale and Manzo, *Listen Read Discuss : A Content Reading Heuristic*, Journal Of Reading, 1985

[17] Nurhadi, *Reading Techniques* (Jakarta: Bumi Aksara, 2016), 2-3

was one of the complex language skills. Reading was a cognitive activity or cognitive process that attempts to find various information contained in writing.[18] So, readinging was an activity in order to understand written words.

In KBBI, reading is defined as seeing and understanding the content of what is written, which is read orally or by heart. Hodgson in Tarigan defines reading as a process that is carried out and used by the reader to obtain the message that the writer wants to convey through the medium of words or written language. Reading is essentially a complex thing that involves many things, not only reciting the writing, but also involves visual, thinking, psycholinguistic, and metacognitive activities. Reading is one of the language skills that is included in rhetoric like other language skills (speaking and writing).[19] As stated in the world book encyclopedia, reading was the act of getting meaning from printed or written words.[20]

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

b. Purpose of Reading

In general, the purpose of reading is to understand the content of the reading depending on the selected reading text. Anderson stated that the purpose of reading is as follows:

---

[18] Meliyawati, *Basic Reading Comprehension* (Yogyakarta : Dee Publish, 2016), 1

[19] Darmadi, Reading Yuuk "Strategies to Foster Interest in Reading in Early Childhood Children" (Bogor: Guepedia, 2018) 13

[20] Dwita Risna, *Understanding Reading with Pictures* (West Jakarta: Tata Akbar, 2023),7

In reading activities, there are various purposes that need to be adjusted based on the type of text and the reader's needs. First, reading to get facts and details is done when the reader wants to find specific information such as names, dates, places, or important data in the text. Second, reading to understand the main ideas helps capture the core or key idea of a paragraph or the entire reading. Third, reading to find out the order or structure of the essay helps the reader understand how the writer organizes arguments or information logically. Fourth, reading to conclude involves drawing hidden meanings or making inferences from information not explicitly stated in the text. Fifth, reading to classify aims to group information based on specific types or categories. Sixth, reading to assess or evaluate is necessary when the reader needs to judge the content, arguments, or perspectives presented in the text. Finally, reading to compare enables the reader to identify similarities and differences between two ideas, events, or objects in the text. Each of these reading purposes enriches understanding and enhances the reader's critical thinking skills. [21]

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

According to Sadhono and Slamet in Muhsyanur reading has several functions, including:

- Intellectual function, namely reading, can increase the level of intelligence and develop the ability to think logically, for example by reading scientific works.

[21] Riyanti Asih, *Reading skills*, (Yogyakarta: K-Media, 2021), 10

- The function is to encourage creativity, namely through reading activities, a person is encouraged to work because they have broad insight and the ability to choose the right words.
- The practical function is reading to gain knowledge that can be applied in daily life, such as how to raise catfish or photography techniques.
- The recreative function, namely reading as a means of entertainment, for example reading novels or other light readings to refresh the mind.[22]

c. What is Reading Comprehension?

Reading comprehension is a cognitive process that involves thought or reasoning activities including memory. With these reasoning activities, readers try to find and understand the information communicated by the author through his writing.[23]

Sandiku stated that by reading and understanding texts, students can gain a wide range of knowledge from various types of reading, as this skill is one of the most important aspects of language skills. For this reason, it is important for students to really understand the content of reading and the ideas contained in it in order to master reading skills. Reading comprehension is not just reading word for

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ J E M B E R

[22] Supadmi Rejeki *"Improving Reading Skills Using the PAKEM Learning Model (Active, Creative, Effective, and Fun)"* National Workshop on Strengthening the Competency of SHEs Elementary School Teachers: Conference Series 3 (3) 2232- 22, (2020)

[23] Syamsul Rizal, *Reading Skill: Theory and Practice of Measurement* (Yogyakarta: Samudra Biru, 2018) 20

word, but also requires skills in interpreting and understanding the meaning of words in depth. However, for students who are not native English speakers, the process of understanding and interpreting information in that language requires more effort. On the other hand, when reading Indonesian texts, they will understand it more easily because it is their mother tongue.[24]

Reading comprehension is the application of skills that were initially developed for another purpose (listening or understanding orally) to a new form of input, namely text. In contrast to verbal comprehension, reading comprehension is not a skill that naturally develops in the human brain. If oral comprehension tends to develop "naturally" without much deliberate intervention, then reading comprehension is much more challenging and requires targeted teaching. Humans have mastered oral comprehension for more than 100,000 years and almost any human can do it; whereas reading comprehension has only been practiced for about 5,000 years, and in most of that time only a small fraction of humans do it, Therefore, it is not surprising that reading comprehension is considered difficult. The application of comprehension skills to texts expands human

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[24] Nur Syafira, Nur Fauzia *The Implementation Of Listen, Read, Discuss (LRD) Strategy To Improve Students Reading Comprehension In Recount Text*, Journal of English Education and Literature (Jupensi) Vol. 3 No. 3 DOI:https://doi.org/10.55606/jupensi.v3i3.2985, 2023

mental capacity. These skills are essential for full participation in people's lives, both while and in the future.[25]

Comprehension is a deliberate thought process that occurs when we read. In addition, according to Tankersley, comprehension is at the core of reading activities. This shows that to understand reading requires a deliberate thinking process and high focus in order to understand the content of the text. Furthermore, Karen stated that when understanding is done deeply and thoroughly, readers are able to understand, evaluate, synthesize, and analyze information through interaction between readers and writers. Reading comprehension is a highly interactive process that requires the evaluation, synthesis, and analysis of information obtained through the reading process. Thus, the reader can construct the meaning of the text read. In addition, successful comprehension allows the reader (or listener) to gain information, feel and recognize other worlds (including fictional worlds), communicate effectively, and achieve academic success. This comprehension can be measured through several criteria that are commonly used to assess students' mastery of reading comprehension, namely:

To comprehend reading materials effectively, readers must master various reading skills. First, understanding main ideas (topics)

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[25] John R. Kirby, *Reading comprehension: Its nature and development. In Encyclopedia of Language and Literacy Development.* (Canadian Language and Literacy Research Network, 2007)

is the ability to identify the central point of a paragraph or the entire text. Second, recognizing expressions, idioms, or phrases in context helps the reader interpret the meaning of certain phrases according to the situation in the text. Third, making inferences (implied meaning) is the skill of grasping information that is not directly stated but can be understood from context. Fourth, recognizing grammar features is important to understand how sentence structure contributes to meaning. Fifth, looking for explicitly mentioned details allows readers to find clear facts or data stated in the text. Sixth, ignoring unwritten or unstated information requires readers to focus only on what is truly provided, not assumptions or guesses. Seventh, identifying supporting ideas is useful to reinforce understanding of the main idea. Lastly, understanding vocabulary in context helps readers deduce the meaning of unfamiliar words based on surrounding sentences or paragraphs. These skills work together to support deep and critical reading comprehension. [26]

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

d. Strategic Approach To Comprehension and Factors Influencing Reading Comprehension

Children who are skilled at comprehension typically use, either consciously or unconsciously, a set of strategies to extract meaning from texts and to critically evaluate what they read. They develop a

[26] Rija Dwiono "*Listen-Read-Discuss In Teaching And Learning Reading Comprehension: A Case Study Of Private Senior High School In Lampung* "
Surakarta : Universitas Sebelas Maret, Proceeding of 2nd International Conference of Arts Language And Culture ISBN 978-602-50576-0-1 433

mental plan of action aimed at achieving a particular reading goal. For instance, common strategies that readers may use to support understanding include previewing the text before reading, asking themselves questions (such as what they already know or whether they agree with the ideas presented), reading some parts in detail while skimming others, identifying key ideas, disregarding unnecessary information, rehearsing important points for later recall, re-reading complex or significant sections, reflecting on and critically analyzing the content, and summarizing main ideas along with supporting details. These cognitive strategies are typically taught to children through structured strategy-training programs. Research has consistently shown that such training has positive effects on reading comprehension. However, some children with weak comprehension skills may be able to recognize words adequately but lack a systematic approach to understanding text. They often do not apply effective or consistent strategies when processing reading materials. As a result, these learners are considered suitable candidates for intensive instruction in reading strategies.[27]

Dole Comprehension strategies can be defined as organized routines or procedures that enable readers to actively process information in order to achieve understanding. If the aim is to develop

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[27] Peter Westwood, *Reading And Learning Difficulties Approaches To Teaching And Assesment (*Australia : Acer Press, 2001) 22

independent readers who are capable of choosing appropriate strategies and managing their own learning, then it is necessary to teach student-centered reading strategies that support this objective.There is sometimes a distinction between student-centered strategies, which learners use to monitor their own understanding, and teacher-centered strategies, which are used by teacher to facilitate comprehension. However, these two approaches often overlap, particularly when teacher demonstrate or model how to apply comprehension strategies. The key focus is to maintain the ultimate goal, which is active student engagement leading to systematic and independent learning.Several basic principles guide effective strategy instruction: (1) it should be explicitly taught, (2) the selection of strategies must be purposeful, (3) students should be given opportunities to practice until they become proficient, (4) instruction should be well-connected and meaningful, (5) it should be coordinated across the whole school, (6) learning activities should be enjoyable, and (7) the effectiveness of strategy instruction should be regularly evaluated.[28]

A reader's understanding of text is influenced by a broad range of factors, Reading comprehension is influenced by various factors, including a reader's motivation, interest, vocabulary knowledge,

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[28] Jeanne Shay Schumm *Reading Assesment and Instruction for All Learners* (New York, London,Guilford Press, 2021), 229

general and subject-specific knowledge, word recognition skills, reasoning ability, use of effective strategies for identifying main ideas and supporting details, as well as an understanding of text structure. Reading with understanding requires the smooth integration of higher-order cognitive processes such as thinking, reasoning, analyzing, connecting ideas, and reflecting with lower-order processes like word recognition and decoding. Some learners experience difficulties in comprehension because they are not fluent in these lower-level skills. For instance, slow reading due to weak decoding skills can significantly reduce comprehension, whereas fluent reading generally supports better understanding. For proficient readers, automatic word recognition allows working memory to focus mainly on comprehension tasks. In contrast, when readers lack automaticity in decoding or word recognition, their cognitive resources become overloaded, as they must spend additional effort figuring out words using context or other clues. Students with limited vocabulary often struggle with comprehension because they are unfamiliar with many words in the text, except in very simple materials. According to Birsh, reading comprehension is strongly connected to a child's oral language development and vocabulary knowledge.[29]

e. Levels of processing in reading comprehension.

[29] Peter Westwood, *Reading And Learning Difficulties Approaches To Teaching And Assesment (*Australia : Acer Press, 2001) 22

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Reading is a process that takes place on many levels, and it's important to understand how each of these levels is interconnected. One of the models that describes this level can be seen in Figure below. At the bottom of the model is the level of word recognition, which is actually still above the other basic cognitive processes that are not discussed in this paper.

The ability to recognize words accurately both in terms of pronunciation and understanding of meaning is a key requirement before the reader can understand the text in its entirety at a higher level. If there are unrecognized words, the higher-level comprehension process can help on a limited basis, which in this case is known as top-down processing. This strategy allows the reader to guess the meaning of the word from the context, but it is not always effective because it only works on certain types of words, is limited in number, and requires great mental effort.[30]

Richard states that the level of reading comprehension can be divided into four, namely:

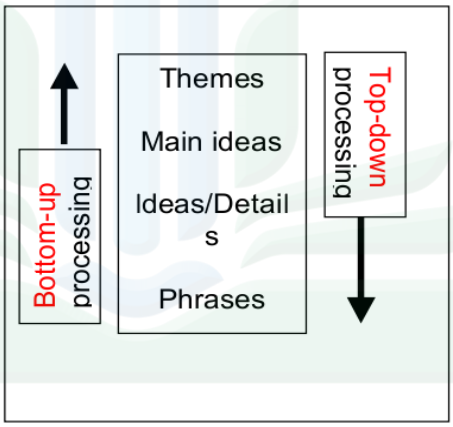
1. Literal comprehension: readers are required to be able to understand, remember and repeat information clearly about the content of the reading they read.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[30] John R. Kirby, *Reading comprehension: Its nature and development. In Encyclopedia of Language and Literacy Development.* (Canadian Language and Literacy Research Network, 2007)

2. Inferential comprehension: the reader is required to get information from a reading that is not so clear by using his experience and intuition and being able to make a conclusion
3. Critical comprehension: the reader is required to make a comparison between the information in the reading and the experience he has
4. Appreciation comprehension: readers are required to be able to make a response or make an appreciation from reading.[31]

Figure 2. 1
Levels of Processing in Reading Comprehension.



f. Indicators and measuring tools Reading comprehension ability

The aspects measured by reading ability according to Richard and Sharpe include the following aspects:

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[31] Syamsul Rizal, *Reading Skill: Theory and practice of measurement* (Yogyakarta: Samudra Biru, 2018) 21

1. Finding Main Idea

   Main idea is the main idea or core of a discourse. Determining the main idea usually starts with reading the title, looking at the picture in the text, and reading the sentences in the first paragraph which usually represent the whole idea.

2. Identifying Supporting Details

   Supporting details or in terms of supporting sentences are sentences that are assembled with the aim of exploring topic sentences.

3. Identifying Rerefences

   References are references to something that has been found before. This interpreting reference has two properties, namely anaporic and cataporic. Anaporic when the reference or reference is before the word being replaced. Conversely, if the reference is after the substituted word is called cataporic.

4. Finding vocabulary

   Vocabulary search is the ability to find and understand the meaning of unfamiliar or new words in the text.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

5. Making inference

Making inferences is the ability to make inferences or predictions based on the information present in a text or situation.[32]

Comprehension Checklist for Narrative Text

Legend : - indicates first time skill is observed

\+ indicates second time skill is observed

- Indicates third time skill is observed and that the students has accomplished the skill

Note : Although several skills are listed for each part of the reading lesson, modify the ones you use so that they are those that you have taught and those that are age-appropriate for your students,

Table 2. 2
Comprehension Checklist for Narrative Text

Student name:						
Before Reading						
Uses titles, pictures, caption to predict						
Uses background knowledge to predict						
During Reading						

[32] Syamsul Rizal, *Reading Skill: Theory and practice of measurement* (Yogyakarta: Samudra Biru, 2018) 67

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

Is aware when text does not make sense						
Ask for help when comprehension is diffcult						
Make inferences						
Uses preceding text to predict						
After reading						
Can discuss elements of the story						
Recalls importan information						
Can summarize of the story						
Can identify literacy elements (setting, character, theme stc)						

3. Listen Read Discuss (LRD) Strategy

a. Definition of Listen Read Discuss (LRD) Strategy

Listen read discuss is a reading lesson format especially designed for struggling readers. The three phases reflect the pre-reading, while-reading, and post-reading stages found in most reading lesson structures. However, the Listen–Read–Discuss strategy differs significantly from directed reading activity or directed reading thinking activity, mainly because of its initial stage. In this first phase, the teacher delivers the entire content in advance, almost as if students are not required to read on own. This approach greatly enhances

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

students' prior knowledge, which in turn makes the reading process much easier. The subsequent steps then complete the overall method.[33]

Manzo and Casale stated that the LRD strategy is a comprehension strategy that builds students' initial knowledge before they read a text. LRD are also an effective tool for engaging readers who are having difficulty in classroom discussions. Since the material is first presented orally, students who may struggle to read the full text on their own are still able to grasp its basic ideas. Those who lack prior knowledge about the topic can build that understanding during the listening phase, which helps them comprehend the text more easily when they move on to the reading stage.[34]

b. Steps of the LRD Strategy

Following are the recommended guidelines for using the L-R-R heuristic:

- Choose a specific section of the text for students to read.
- Explain the content of that section in your usual teaching style for about half of the lesson time.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[33] Michael C. Mc Kennna, *Helping For Struggling Readers*, (New York,: The Guilford Press, 2002) 94

[34] Sri Erma Purwanti "*The Use Of Lrd (Listen-Read-Discuss) Strategyto Improve Students' Reading Comprehension Of The Second Grade Students Atsmp N.2 Tembilahan*" English Journal of Indragiri (EJI) Vol. 1, No.2, 2017,

- Ask students to read the same material from the textbook; this helps them feel more confident because they are already familiar with the content.
- Engage the class in a discussion about what they have listened to and read.[35]

Step 1 Choose a section of the text that will be read.

Step 2: Deliver the content of that section in a clear and structured lecture for 5–15 minutes.

Step 3 : Ask students to read the same material in the textbook. At this stage, they read with greater confidence because they have already gained an overview of the content.

Step 4: Lead a discussion on the material that students have both listened to and read. To guide this post-reading discussion, three questions adapted from Smith (1978) can be used.

What did you understand most from what you heard and read?

- What did you understand least from what you heard and read?
- What questions or thoughts did this lesson raise in your mind about the content and/or about effective reading and learning?[36]

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ J E M B E R

[35] Manzo Anthony V,, Ula C Manzo, *Content Area Reading A Reading Heuristic Approach*, (London: Merril Publishing Company, 1990), 11

[36] Manzo Anthony V,, Ula C Manzo *Teaching Children to be literate A Reflective Approach* (Hardcourt Brace & Company:USA, 1995), 378

To help teacher ease into the actual use of more sophisticated, strategic teaching approaches, we have developed a ladder of elaborations on the basic L-R-D heu-ristic. You can use L-R-D elaborations to explore and develop your skills as a strategic teacher. These are described in the following list in order of increasing difficulty for teacher and/or students. Try ascending this ladder as your own read-iness and students' needs suggest. It's a good idea to keep notes of your thoughts and questions as you try each elaboration. Your notes and thoughts will be useful in discussions with your instructor and coursemates and in your own processing of your teaching experiences.

1) Ask students to quickly reread the material presented through the L-R-D approach to improve both their reading speed and thinking skills. As prior knowledge increases, reading speed usually improves, although it can also be enhanced through consistent practice and focused effort.
2) Tell students that you will give a lecture but deliberately leave out some key details, which they must find by reading the text. This helps them recognize gaps in their knowledge and develop careful reading habits.
3) Explain that your lecture will include all the details of the lesson, but students must read to identify the questions those details are

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

meant to answer. This encourages them to actively seek the main concepts or central ideas of the topic.

4) inform students that there will be a quiz after the L-R-D sequence. Provide a short study session beforehand. This can increase concentration, train students in test-taking skills, and encourage discussions about effective study strategies.
5) Occasionally reverse the sequence into R-L-D (Read–Listen–Discuss), where students first read for about 15 minutes, then listen, and finally discuss. This variation can sharpen listening skills and improve learning from lectures, especially when combined with note-taking techniques.
6) Let students watch a video or educational film related to the topic before reading. Visual media can match students' learning habits and help connect new ideas to the text.
7) Ask students to identify parts of the text they find unclear, poorly written, or difficult to understand. This helps them learn when to seek help and also allows the teacher to better understand students' needs, while introducing elements of good writing.
8) Give students a clear purpose for reading and discussion that requires critical or creative thinking. Write this purpose on the board so it remains visible and guides their focus.
9) Conduct post-reading discussions about learning strategies. Keep the tone positive by highlighting what students or the teacher did

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

effectively, helping develop metacognitive skills (thinking about one's own thinking).

10) Form research groups and allow students to explore topics more deeply. For example, some groups can compare other textbooks, others can consult additional references, while others can connect the material to real-life problems or creative expressions like stories, art, or music. These activities help link classroom learning with the real world and other forms of knowledge.[37]

c. Implementation of LRD Strategy

To implement LRD strategy is vey simple, it is represented in table to implemented LRD strategy, you start by delivering a fast-paced lecture before reading a specific text. You can introduce your lecture by reviewing what the class have been learning and telling students that you want them to be successful in engaging with a text that you have chosen to meet your instructional objectives about those learning goals. You then provide a brie preview of the text. Here, students listen as you offer an outline of what they will read and explanation of the diffcults concepts in the order in which they are found in the text. After the preview stage, you could end by posing a focus question or by setting a specific purpose for their reading. Next, students read the text that you have selected. Comprehending the text

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[37] Manzo Anthony V,, Ula C Manzo, *Content Area Reading A Reading Heuristic Approach*, (London: Merril Publishing Company, 1990), 13

will be made easier for students because you have already provided definitions of difficult words and concepts and have previewed the texts structure during the listen phase of the strategy. Afer students have listened to your lecture and read the text, they discuss the text with the focus question or purpose in mind, identifying ideas that students understood clearly, those that need to be clarified, and those about which students still have questions. The power of this stratey is that students have three opportunities to learn the information : once through your preview, a second time through their reading of a complex text, and third time through a whole-class discussion.[38]

Table 2. 3
Step for Implementing LRD

Listen	Deliver a lecture that the previews the content and structure of a reading selection, explaining diffcut concept in the order they appear in the text and ending with a focus question or purpose
Read	Students read the selection, guided by the focus uestion or purpose set before reading
Discuss	Conduct a discussion based on the focus question or purpose reading. Identifying ideas that are clear and those that need explanation.

Table 2. 4
Building Background Knowledge Before Reading

Association	• What are your initial thoughts about….? • What comes to mind when you hear…?
Reflection	What made you think of…

[38] Lewis E. William, Strong Z John, *Literacy Instruction with Disciplinary Texts* (New York: Guilford Publications, 2020)76

Reformulation	Based on our discussion before reading do you have any new ideas about?

d. Advantages and Disadvantage Listen Read Discuss Strategy

The LRD (Lecture-Reading-Discussion) strategy has several advantages for teacher, students, and school programs, including:

1) For Teacher:

Looks more carefully at text, organizes lectures more carefully, in alignment with text and curriculum, can expect more participation, is better able to provide necessary repetitions, is not pressured to talk constantly, is less inclined to resort to defensive teaching, has a ladder of elaborations to promote strategic teaching

2) For Students:

Gets sympathetic help with reading the text, has a preview of key words, facts, and ideas, Is able to read to learn, is better prepared for discussion, has positive experiences with tex, spends more time reading and discussing, gets needed repetitions, has a ladder of elaborations to meet varied needs

3) For School Progam:

A Introduces and initiates CAR strategies to staff and students, increases staff receptivity to innovation, provides for basic skills and needs of special students without penalty to

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

content, Has a ladder of elaborations to keep teaching and learning fresh and growing[39]

Following the lecture and empowered reading, the lesson design calls for cussion, providing a third repetition and elaboration of the material. This bu redundancy factor is the most basic-and probably most often overlooked- ciple of good teaching. Finally, a teacher who follows the L-R-D guidelines will have begun to restru class time and expectations from a typical 90% lecture format to one conta greatly increased proportions of purposeful reading and informed discussion achieves yet another important precept of all effective teaching-learning: inc "time on task." Some have argued that the simple lack of attention to read content classes accounts for a great part of the current literacy crisis in the sc This conclusion seems justified by the fact that several observational stu content area courses have revealed that virtually no purposeful readingg during class time.

Some advantages LRD strategy also has disadvantages such as, this strategy takes a long time to use. Students who have slow ability to get the material need a long time to understand the material because the teacher only presents the material. In addition, this strategy makes students bored if the teacher cannot manage the class and make students to concentrate about the material. Therefore teacher

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[39] Manzo Anthony V,, Ula C Manzo, *Content Area Reading A Reading Heuristic Approach*, (London: Merril Publishing Company, 1990), 11

must focus on their understanding while reading is active and conducive. So that feeling bored when reading does not occur[40]

e. The Impact of Listen Read Discuss Strategy to promote Reading Comprehension

To ensure students reading comprehension in teaching reading through Listen Read Discus, the teacher should select a good strategy that encourages the students to become more active at a classroom especially in reading activities. LRD consist of three stages; listening stage, reading stage, and discussing stage. It has many benefits for the students in the learning process in the term of comprehending text.

Impacts of Reading Strategies on Students' Reading Comprehension

- Improves Overall Reading Comprehension

  Reading strategies help students understand texts more effectively by guiding them on how to process information. When strategies are applied, students are better able to identify main ideas, understand details, and construct meaning from the text.

- Supports Students With Limited Prior Knowledge

  Reading strategies are especially beneficial for students who lack background knowledge. By providing information

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ J E M B E R

[40] Mita Dewi Putri, *TEACHING READING COMPREHENSION BY USING LISTEN, READ, AND DISCUSS (LRD) STRATEGY,* Jurnal Griya Cendikia, Volume 6 No 2 2021

before reading, these strategies reduce confusion and allow students to comprehend difficult texts.

- Helps Students Monitor Their Own Understanding

  Reading strategies teach students to be aware of their comprehension while reading. Students learn to recognize when meaning breaks down and take action to restore understanding.

- Enhances High-Level Comprehension Skills

  Strategic instruction encourages students to answer higher-level comprehension questions, generate questions, summarize texts, and identify text structures, leading to deeper understanding.

- Develops Automatic and Efficient Reading Skills

  With repeated practice, reading strategies become automatic skills. This helps students read more fluently, efficiently, and accurately.

- Strengthens Vocabulary and Concept Understanding

  Reading strategies help students understand unfamiliar vocabulary and concepts before and during reading, which directly improves comprehension.

- Encourages Active and Purposeful Reading

  Using reading strategies helps students read with clear goals, making them more engaged and active in constructing meaning.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

- Increases Confidence and Motivation

As students experience success in comprehension, their confidence and motivation to read increase, especially for struggling readers.[41]

According to Manzo, impact is defined as follows:

- Builds Background Knowledge and Vocabulary

The LRD strategy introduces key vocabulary, facts, and ideas through the listening phase before reading begins. This preparation helps students build the background knowledge necessary to understand the text, especially for those with limited prior knowledge.

- Improves Reading Comprehension Through Repetition

LRD provides multiple exposures to the content through listening, reading, and discussion. This built-in repetition strengthens understanding, helps students retain information, and supports deeper comprehension.

- Encourages Active and Purposeful Reading

By reducing reliance on lengthy lectures and increasing reading and discussion activities, LRD encourages students to read with clear purposes. Students become more engaged and actively construct meaning from the text.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[41] McKenna, Michael C, *Assesment for reading instruction* (USA : Guilford Press, 2009) 211

- Enhances Student Participation and Discussion Skills

  Because students are well prepared before discussion, they participate more confidently and meaningfully. Discussion helps clarify misunderstandings and reinforces comprehension through shared understanding.

- Creates Positive Reading Experiences and Increases Confidence

  The preparation and support provided by LRD allow students to experience success in reading. These positive experiences improve students' confidence and motivation to read, particularly for struggling readers.[42]

This strategy allows the students to better understand the reading materials, to read more written texts, and to learn to speak by presenting the result of their discussion. In short, this strategy can help students to write their own words after listen read discuss which can be proven by giving the graphic organizer, influencing their comprehension, then enabling them to learn and remember what students read. By using LRD strategy, students will not be passive as they have to be active.[43]

The students' proficiency in reading comprehension is currently below expectations, indicating that they continue to encounter significant challenges in this area. Observations made by

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ J E M B E R

[42] Manzo Anthony V,, Ula C Manzo, *Content Area Reading A Reading Heuristic Approach*, (London: Merril Publishing Company, 1990), 11

[43] Affidah Nurul Tania, *Listen Read Discuss (LRD) Strategy in Teaching Reading Comprehension* (Malang: MNC Publishing, 2022), 9

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. Kasyulita et al demonstrated that the Listen-Read-Discuss strategy significantly enhances students' reading comprehension. Additionally, Adelia & Darmawan highlight that a restricted vocabulary can hinder one's ability to grasp informational texts. [44]

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[44] Grace Sidari, et al *The Effectiveness of Using Listen-Read -Discuss (lrd) Strategy Toward Student Reading Comprehension On Recount Text At Grade XI Of SMA Negeri 1 Pematang Siantar* Vol 4 Nomor 6, Journal of Social Science Research, 2024

CHAPTER III

RESEARCH METHOD

A. Approaches and Types of Research

Methodologically, the implementation of this research was carried out using a qualitative research approach. Which basically aims to examine, explain, critically describe, or describe a phenomenon, an event, or an event of social interaction in society to find and find meaning in a real context (natural setting).[45] The discovery of meaning in depth must be done with detailed information and description, it cannot be done with only numerical data.

The type of research used is descriptive research. Which intends to provide a description of situations or events.[46]. In essence, descriptive qualitative research is a research method that describes the results of research in depth that is written in detail.

The approach and type of descriptive qualitative research were chosen in this study because the researcher wants to understand the phenomenon of learning in depth and detail, so that the researcher can gain a broader insight into the LRD strategy in English learning and can help produce recommendations that are contextual and relevant to the needs of English learning in schools. So that it can have a positive impact on learning.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[45] Muri Yusuf, *Quantitative, Qualitative and Research Methods and Combined* Research (Jakarta :P renada Media Group, 2014) 350

[46] Sumadi Suryabrata, *Research Methodology* (Jakarta: Raja Grafindo Persada. 2011), 75

B. Research Setting

The location of this research is SMP Nurul Jadid Al-Islami Jember, Jl. K.H Salim No 99, Sumber Wringin, Sukowono District, Jember Regency. This location was chosen as the object of research because of the following things, namely:

Schools are the most relevant place to conduct research on education, learning, and the development of effective learning strategies for students. With their diverse populations of students, teachers, and curriculum, schools offer a rich source of data for educational research. Furthermore, the presence of an organized administrative system in schools enables researchers to access important data such as student records, grades, and other academic information. Conducting research in schools can contribute significantly to improving the quality of education and learning, which ultimately has a positive impact on both students and the wider community. In addition, the school involved in this research has never implemented the LRD (Listen-Read-Discuss) strategy in English language learning, making it an interesting subject to explore how this strategy might enhance students' English learning outcomes.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

C. Research Subject

In this study, the research subjects or informants were determined using purposive sampling. In this technique, sub-subs are selected to be used as a sample from the population. This method is based on certain characteristics or

traits found in the population. This research is based on the specific objectives of the researcher.[47]

In this study, some of the research subjects are:

This study involves several key stakeholders who play a direct role in the learning process at school. The primary subjects of this research are Class VIII students of SMP Nurul Jadid, who will be the focus of the implementation of the learning strategy, consisting of 27 students. In addition, the English teacher serves as the facilitator responsible for applying the Listen-Read-Discuss (LRD) strategy in the classroom. To support the effectiveness of this method, a language trainer will be involved to provide technical guidance or training related to the strategy. Equally important, a curriculum developer will participate to ensure that the LRD strategy aligns with the curriculum goals and meets the English learning needs of the students at the school. Thus, the total participants of this research were 27 students and 1 English teacher.

D. Data collection techniques

The data collection technique in this study was carried out by means of interviews, observations and documentation. Because for qualitative researchers, the phenomenon can be understood well, if interaction with the subject is carried out through an in-depth interview based on information that must be explored in accordance with qualitative characteristics.

There are three techniques that are often used in qualitative research, the three techniques will be described as follows

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[47] Maryam Gainau, *Introduction to Research Methods*, (Yogyakarta: Kanisius, 2016), 96

1. Interview

All qualitative research is conducted by data collection through interviews. Interviews are one-on-one conversations and group interviews. The interview is conducted by asking questions orally to the subject (informant) to get information.[48]Interviews are a data collection technique used by researchers if they want to find out more in-depth information from informants and the number of informants is small.[49] In this study, the interview technique used by the researcher is an unstructured interview, which is a free interview where the researcher does not use interview guidelines that have been systematically and completely compiled for data collection. The interview guidelines used are only in the form of outlines of the problems that will be questioned. The interviews were conducted in Indonesian, since it is the language commonly used by the teacher and students in daily communication, so that the informants could express their opinions and experiences more freely and naturally. The results of the interviews were then translated by the researcher into English for the purposes of data presentation and analysis in this study.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

The data to be obtained from the in-depth interview method is

a. The application of LRD strategies in improving students' reading comprehension

[48] Nurul Ulfatin, *Qualitative Research Methods in the Field of Education: Theory and Its Application* (Malang: Media Nusa Creative, 2015), 189

[49] Sugiyono, *Qualitative Quantitative Research Methods and R&D*, (Bandung: ALFABETA, 2012), 137.

b. How LRD Strategies Can Be Used to Improve Students' Reading Comprehension at SMP Nurul Jadid Al-Islami Jember

2. Observation Techniques

Observation as a data collection technique is a technique that is commonly used in collecting qualitative research data in addition to or to complement interview techniques. In research, observation can be interpreted as looking at the pattern of human behavior or objects in a situation to get information about the phenomenon of interest.[50]This observation technique is a technique in which the researcher makes an observation about the entire object with which additional data is obtained in addition to the interview. The observation technique used in this study is a non-participant observation. In which the researcher is not directly involved in the learning activities to be researched, but rather becomes an observer when learning is carried out by teacher and students.

3. Documentation Techniques

A document is a record or someone's work about something that has passed. Documents about a person or group of people, events or occurrences in social situations that are appropriate and related to the focus of the research are very useful sources of information in qualitative research. The document can be in the form of data, artifacts, images or

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

[50] Nurul Ulfatin, *Qualitative Research Methods in the Field of Education: Theory and Applications* (Malang: Media Nusa Creative, 2015), 209

photos. According to the researcher's view, documents seem to be or indeed are mandatory in data collection techniques in a research.

E. Data Analysis

Qualitative data analysis starts with preparing and structuring the data whether in the form of textual data like transcripts or visual data such as images so it is ready to be examined. Next, the data is condensed into themes through coding and summarizing the codes. In the final stage, the results are presented in formats such as tables, charts, or descriptive discussions.[51] Data analysis is a systematic process of examining and assembling data collected from interviews, field notes, and documentation. It involves classifying the data into categories, breaking it down into meaningful units, synthesizing information, identifying patterns, selecting the most relevant aspects to focus on, and drawing conclusions that are clear and understandable for both the researcher and others.[52] There are two data analysis techniques that will be carried out by researchers, namely:

1. Analysis Before in the Field

   Qualitative research has conducted data analysis before researchers enter the field. The analysis is carried out on the data from the preliminary study, or secondary data, which will be used to determine the focus of the research. However, the focus of this research is still temporary, and will develop after the researcher enters and while in the field.

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

[51]John W. Cresswell, *QUALITATIVE RESEARCH AND RESEARCH DESIGN (*Yogyakarta: Pustaka Siswa, 2015), 251

[52]Sugiono, 244

2. Data analysis in the field

Analysis while in the field is a continuation of the analysis before in the field, in this qualitative research, this field analysis aims to consider the focus of the research, still continued or revised according to conditions in the field.

The researcher who will be carried out by the prospective researcher will use the Mile and Huberman model by carrying out three data analysis activities in a row, namely:

a. Data Collection

Data obtained from data collection techniques such as interviews, observations and documentation.

b. Data Condensation

Condensation data means that data is edited, coded, tables are made, by reducing data, means that researchers make an overview of the results of data collection as complete as possible, and then sorting them into a set of concepts, categories and themes. The set of data reduction results also needs to be organized into a certain form of presentation (display data)

c. Data Display

After the data is reduced, the next step is to display the data. In quantitative research, this data presentation can be done in the form of tables, graphs, phie chard, pictograms and the like. Through the presentation of this data, the data is organized, arranged in a

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

relationship pattern, so that it will be easier to understand. However, in qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships, between categories, flowcharts and the like.

d. Conclusion / Verification

The conclusion in qualitative research is that it is a new finding that has never existed before. Findings can be in the form of a description or description of an object that is still dim or dark so that after research it becomes clear, it can be in the form of a causal relationship, or interactive, hypothesis or theory.[53]

F. Data Validity

In qualitative research, findings or data can be declared valid if there is no difference between what the researcher reported and what actually happened to the object being studied. The data validity in this study was obtained through triangulation technique, namely by cross-checking the data obtained from classroom observations against the data obtained from interviews. This cross-checking was carried out by comparing the observation results that the researcher recorded during the learning process with the information conveyed by the teacher and students during the interviews, so that the findings used in

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

[53] Nurul Ulfatin, *Qualitative Research Methods in the Field of Education: Theory and Its Applications*, 256

this study are data that are consistent and mutually corroborated by both techniques.[54]

This triangulation process was carried out through several concrete steps. First, the researcher conducted classroom observations during the implementation of the Listen-Read-Discuss (LRD) strategy and recorded the activities of the teacher and students at each stage of learning. Second, the researcher conducted interviews with the English teacher and students to explore their experiences and perceptions regarding the implementation of the strategy. Third, the results of the observations and the results of the interviews were compared point by point to identify whether the information obtained from both sources was consistent. When the data from observations and interviews showed the same pattern, for example regarding the activities carried out by the teacher and students at the listening, reading, and discussing stages, the data were considered valid and were used as findings in this study. Through this process, the researcher ensured that the findings presented in Chapter IV were not based on a single data source, but were supported by at least two data collection techniques that mutually reinforce each other.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

G. Stages of Research

This section outlines the research implementation plan that will be carried out by the researcher, starting from preliminary research, design development, actual research, and to writing a report. The stages of research

[54] Nurul Ulfatin, *Qualitative Research Methods in the Field of Education: Theory and Its Applications*, 278

will be more easily described in the process of planning, implementation, data planning and analysis to the writing of reports.

1. Pre-field

   Before conducting research, the researcher must carry out several important preparatory steps to ensure the process runs smoothly and systematically. The first step is to develop a research plan that includes the objectives, research questions, methods, data collection techniques, and a timeline. Next, the researcher must choose a research field or location that aligns with the topic being studied, such as a school or classroom setting. Following this, it is necessary to draft permission letters addressed to relevant authorities, such as the school principal, to formally request approval for conducting the research. The next step involves selecting appropriate informants, namely individuals who possess relevant and valuable information related to the research topic, such as students, teachers, or other school personnel. Finally, the researcher needs to prepare research supplies, such as interview guides, questionnaires, stationery, or recording devices, to support the data collection process in the field. All of these steps are crucial to ensure that the research is conducted systematically, legally, and produces valid results.

2. Stage of field work

   After completing the preparation phase, the researcher moves on to field implementation. The first step is entering the research field, which involves the researcher being physically present at the research site to

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

begin engaging with the subjects and the environment being studied. Next, the researcher conducts interviews and follow-up observations to gather in-depth information and record behaviors or phenomena that occur in the field. Interviews are carried out with relevant informants, while observations are used to reinforce and complement the collected data. Once the initial data has been gathered, the researcher proceeds to fine-tune the data by reviewing the collected information, clarifying any unclear points, and ensuring that all data is accurate and relevant to the research focus.

3. Post-Implementation Stage

After collecting the data, the researcher proceeds to analyze the data obtained, which involves interpreting, categorizing, and drawing conclusions based on the information gathered during the study. This analysis aims to answer the research questions and align the findings with the research objectives. Following the analysis, the researcher must take care of the research completion letter, an official document that confirms the research has been conducted and completed at the research site. The next step is to present the data in the form of reports, either as written documentation or a presentation, outlining the findings, discussions, and conclusions in a structured manner. Finally, the researcher revises the report based on feedback from supervisors, teachers, or other relevant parties, to ensure that the report is thorough, accurate, and ready for academic publication or presentation.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

CHAPTER IV

FINDINGS AND DISCUSSION

This section provides a discussion based on the research findings. The data obtained through observations, interviews, and document reviews are explained in the findings. Meanwhile, the discussion interprets the findings in relation to the research problem being investigated to add new insights that emerged as a result of the research.

A. Research Findings

Based on the research results, the implementation of the Listen–Read–Discuss (LRD) strategy takes place in stages and is structured. In the (1) introductory stage, the teacher builds students' learning readiness through apperception and conveying learning objectives. Next, in the (2) implementation stage, students are actively involved in listening to explanations, reading texts, and discussing to construct understanding. Meanwhile, in the (3) post-activity stage, learning evaluation and follow-up are carried out as an effort to strengthen students' understanding of the material that has been studied.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Research findings reveal that the Listen–Read–Discuss (LRD) strategy plays an important role in improving students' reading comprehension skills. Through the listening stage, students gain an initial overview of the reading material and relate it to their existing knowledge, thus facilitating the process of understanding the text during the reading stage. In the discussing stage,

students are given the opportunity to discuss the content of the reading, clarify main ideas and supporting information, and overcome obstacles in understanding vocabulary and the meaning of the text. In addition, the implementation of this strategy encourages students' active involvement in learning, increases interest and motivation in reading, and fosters self-confidence in reading comprehension. In general, the LRD strategy has a positive impact on improving students' reading comprehension learning outcomes, as demonstrated by improvements in text comprehension skills and reading evaluation results after the strategy is implemented.

1. **Implementation of LRD Strategy to promote Students Reading Comprehension in SMP Nurul Jadid Al-Islami Jember?**

   As explained above, the implementation of the listen, read, and discuss strategy is divided into several stages: pre-activity, core activities (whilst activities), and post-activity. These three stages were explained as follows:

   a. Pre-Activity

      The initial stage in implementing the **Listen–Read–Discuss (LRD) strategy** plays a crucial role in preparing students for learning before entering the core learning activities. The teacher explains that the preliminary activities begin with opening the lesson with a greeting, prayer, and attendance check. Furthermore, the teacher conveys the learning objectives and the benefits students will gain from participating in the reading activity.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

This explanation is supported by the researcher's observations, which directly observed how teacher conducted preliminary activities, similar to those typically conducted in learning. These findings were also corroborated by interviews with English teacher implementing this strategy. The original interviews was in Indonesian lamguange and was then translated by the researcher as follows:

> "In the introductory stage, I open the lesson by greeting the students and inviting them to pray to create a comfortable and conducive learning atmosphere. Next, I conduct "I check attendance and ensure students' readiness to participate in the learning process, both physically and mentally. After that, I conduct an apperception activity by connecting the reading material to the students' daily experiences or previously studied material. The goal of this activity is for students to gain a basic understanding and become more familiar with the reading topic to be discussed. This way, students become more focused, motivated, and ready to receive the learning."

Teacher also motivate students by asking provocative questions and explaining the procedures for the listening, reading, and discussing phases. Teacher believe this approach is effective in increasing student focus, fostering interest in learning, and preparing students mentally for the core learning activities.

> Yes, I always convey learning objectives in clear, easily understandable language. I explain the skills I expect students to master, such as identifying main ideas, understanding vocabulary, and summarizing the content of a reading. By understanding learning objectives, students become more focused, understand the direction of their activities, and realize the benefits of the learning process, fostering a sense of responsibility in following them. Furthermore, I explain the stages of learning activities sequentially, from listening to

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

> explanations (listening), reading texts independently (reading), to discussions (discussing).[55]

This presentation is also supported by interviews with students as follows:

> Before starting the learning activities and strategies, the teacher invited us to pray together, took attendance of the students, then provided motivation and explained the lesson material and steps.

b. Core Activities (Whilst-Activities)

This implementation stage contains listen, read, discuss which were explained as follows:

1) Listen (Step teaching process about listening)

At this stage, students listen to the teacher's explanation regarding the text as explained in the pre-activity, only at this stage the teacher's explanation is more specific regarding the core of the listen read discuss activity, at this stage the teacher provides an overview of the main information of the text in the form of a lecture or direct explanation as well as points of text structure and others. At this stage, the teacher also provides an overview of the reading topic and introduces vocabulary that is considered difficult in the text. This step is done to reduce students' difficulties when reading so that they can focus more on understanding the content of the reading.

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

[55] Interview with Mr. Abdul Rafif, S.Pd as an English teacher

Based on observations made during the learning process, the Listen stage was implemented systematically and had a deeper focus than the pre-activity. At this stage, the teacher not only provided a general introduction but also explained in more detail the core implementation of the Listen–Read–Discuss strategy.

Researchers noted that teacher conveyed key information related to the text through direct explanations at the front of the class. They provided an overview of the reading material, explained the main points of discussion, and conveyed the learning objectives to be achieved. Furthermore, they clearly outlined the text's structure, from the beginning to the end. These explanations aimed to provide students with a basic understanding of the reading structure before moving on to the reading stage.

> **Teacher:** "Yes, that's right. After this Listen stage, you will read the text in the Read stage. Then we will discuss it in the Discuss stage. So, now focus on listening and understanding the general outline of the story."

LRD Strategy Steps in the Listening Stage Reflected in Conversation:

1. The teacher provides a general overview of the contents of the text.

   Based on classroom observations, the teacher began the Listen stage by introducing the title of the text and explaining the learning objectives before students started

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

reading. The teacher explained that the text entitled *The Ant and the Dove* was a narrative text in the form of a fable. In addition, the teacher informed students that the purpose of the activity was to help them understand the content and structure of narrative texts. This explanation provided students with initial context about the topic and learning goals so they could follow the lesson more easily.

> “Before reading, the teacher explains the title and learning purpose first, so we know what text we will study and what we should understand from it.”

Teacher :

> "The text we're going to study is titled The Ant and the Dove. This text is a narrative text in the form of a fable. So, the characters are animals that behave like humans. Have any of you ever read this story?" And do you know what the text conveys about this story?

Student 1:

> “Not yet sir, but usually there is a moral message.”

I will explain the text you were reading. Therefore, everyone, please listen carefully."

Teacher :

> "The text we're going to study is titled The Ant and the Dove. This text is a narrative text in the form of a fable. So, the characters are animals that behave like humans. Have any of you ever read this story?" And do you know what the text conveys about this story?

Student 1:

> “Not yet sir, but usually there is a moral message.”

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

2. The Teacher Explains the Structure of Narrative Text (Orientation, Complication, Resolution)

Based on observations, the teacher explained the meaning and structure of narrative text systematically. The teacher described orientation as the introduction of characters, setting, and time, while resolution was explained as the solution to the problem in the story. Through this explanation, students became more familiar with the organization of narrative text and were instructed to identify these parts while reading.

Teacher :

> "The teacher explains the parts of narrative text first, like orientation and resolution, so we understand the structure of the story before reading."

The findings and observations were confirmed by the results of interviews with teacher as follows:

Teacher :

> "We are given a brief explanation about the text that will be studied on the projector, then the teacher explains the contents of the text and also the important things that we will continue to read, for example, a narrative text about a fable, the teacher gives a lecture in class and then explains what the content overview and reading structure are, like narratives have orientation, complication and conclusion".

3. The teacher explains the next steps (Read and Discuss)

Observation data showed that the teacher explained the next stages of the Listen–Read–Discuss strategy after

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

giving explanations about the text. The teacher informed students that in the Read stage they would read the text independently or in groups. The teacher also directed students to pay attention to vocabulary, content, and text structure during reading activities. This explanation helped students understand the learning procedures and prepared them for the next activities.

Teacher:

> "Yes, that's right. After this Listen stage, you will read the text in the Read stage. Then we will discuss it in the Discuss stage. So, now focus on listening and understanding the general outline of the story."

Student 1

> "The teacher tells us that after listening, we will read the text and focus on vocabulary, content, and structure before discussing it together."

4. Students listen and respond simply

Based on classroom observations, most students paid attention to the teacher's explanation during the Listen stage. Students listened carefully, focused on the explanation, and gave simple responses such as answering questions or nodding. Some students also asked questions to clarify their understanding about the text and its structure. This interaction indicated that students were actively involved in the learning process even though the activity mainly focused on listening.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Teacher :

> “Some students also ask short questions to clarify information, especially about the structure of the text or unfamiliar vocabulary.”

Student 1

> “We listen carefully to the teacher’s explanation first, then answer simple questions or ask if there is something we do not understand.”

Student 1

> We listen to the teacher's explanation first, then ask what the text is about. Then, what's the content? Basically, the outline, then the sections of the text. The point is, we listen to the teacher's explanation first, then what we'll learn so we won't be confused later.

2) Read

Based on the researcher’s observations, the Read stage was implemented systematically after the teacher completed the Listen stage. Students were instructed to read the text independently while using the initial explanation from the teacher as guidance to understand the content of the text. During the reading activity, students did not only read the text superficially, but they were also directed to identify the main ideas, important information, and structure of the text. In addition, students marked difficult vocabulary, translated unfamiliar words, and translated several parts of the text to support their comprehension.

The teacher repeatedly emphasized that students should read actively and carefully in order to achieve the learning

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

objectives. Clear instructions were given so students understood what aspects should be focused on during reading activities, such as vocabulary, main ideas, and text structure. Observation data also showed that the initial explanation provided during the Listen stage helped students become more motivated and interested in reading because they already had prior understanding about the content of the text. As a result, students appeared more focused during reading activities and actively highlighted unfamiliar vocabulary.

This finding was supported by the teacher's interview. The teacher explained that the Read stage was not only intended to train students to read the text, but also to assess students' comprehension skills.

> "After listening to the teacher's explanation of the text to be read, students then read and study the text provided by the teacher. This activity also serves as a starting point for assessing each student's comprehension skills."

The teacher also emphasized the importance of active reading during the learning process.

> "I repeatedly explain to students not only to read the text at a glance, but also to understand the contents of the text, the main ideas, important information and vocabulary that is difficult and the meaning of which they don't know so that it can be marked and translated to make it easier to understand."

Student interview results also supported these findings. Students stated that the teacher's explanation during the Listen

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

stage helped them understand the text more easily during the Read stage. Students felt more interested and motivated because they already knew the general overview of the text before reading independently.

> "After listening to the teacher's explanation, we were asked to read the text given. The text was as explained by the teacher in front of the class."

Another student explained:

> "We were told the main point of the text as a starting point, so we were more interested and enthusiastic about reading, and it was easier to understand the text and avoid difficulties."

Observation data from classroom conversations also showed that the teacher consistently guided students during the reading process. The teacher instructed students to read carefully, identify the main ideas, and translate difficult vocabulary.

> Teacher: "Please read the text independently. Remember, read with a clear purpose. Don't just skim. Understand the content. Look for the main idea and important information in each paragraph."

When students asked about unfamiliar words, the teacher gave clear directions:

> Teacher: "Mark the words and translate their meanings. It will help you understand the text."

Students also confirmed that the initial explanation helped them during reading activities:

> Student: "Yes, sir. It makes it easier for us to understand the text."

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

These findings indicate that the Read stage in the Listen–Read–Discuss strategy functioned effectively to improve students' reading comprehension, vocabulary understanding, and ability to identify important information from the text.

3) Discuss

The final core activity is Discussion, after students listen to the teacher's explanation and read the text, they form small groups to discuss the results of their reading findings about the contents of the text such as main ideas and others.

In the Discuss stage of the Listen-Read-Discuss strategy, after students have read the text independently, they form small groups, guided by the teacher, to conduct a discussion. Within the group, each member shares their understanding of the text and then exchanges ideas. Students work together to compare and determine the main idea of each paragraph, discuss important information, and discuss previously marked difficult vocabulary. Through this collaboration, the group develops and agrees on a conclusion based on the results of their discussion.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

The teacher provided clear instructions to ensure a focused discussion, such as asking students to form groups, compare answers about the main idea, agree on important information, discuss difficult vocabulary, and determine conclusions from the text. The results of this discussion stage

showed a positive impact, as students gained a better understanding of the text's content through collaborative exchanges. The main idea could be determined more precisely, difficult vocabulary became easier to understand, and communication and collaboration skills among students improved. This strengthened students' understanding before drawing final conclusions with the teacher.

The results of these observations were confirmed by interviews with students and teacher as follows:

> After reading, we were asked to form discussion groups with our friends. Then, the teacher guided us, discussing what was discussed in the text, finding the main idea, and drawing conclusions from the text with our group members. Afterward, we presented our work to the front of the class.
>
> In discussions, we are asked to determine the main idea and the main story of the text, answer questions based on the text, determine the text's structure, such as the introduction, problem, and solution, and are asked questions by the teacher.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R



Figure 4. 1
Student Discussion Activity

Based on the results of observations and interviews and observations that have been carried out by researchers, the discussion stage is a stage that makes students more enthusiastic because they are able to exchange ideas with friends as well as a comparison of the findings that have been obtained by each individual student at the reading stage and at this stage, the process of students collecting information more clearly to do the tasks that will be given by the teacher.

c. Post Activity

The final stage in the listen read discuss strategy is a post activity that contains evaluation and reflection on the implementation of the learning strategy that has been carried out, in this stage the teacher provides an evaluation in the form of questions either directly orally or test assignments, the assignments given by the teacher are assignments for each individual so that the teacher knows the extent of each individual student's understanding in understanding the reading text given.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

> The final stage in this strategy is the evaluation and reflection activity of the text that students have studied and discussed. They come forward in class and the teacher asks each group about the main idea information they found verbally and in writing in front of the class. The things that I use as a benchmark for evaluating student understanding are by giving reflective questions, giving individual assignments such as answering questions related to the reading and giving them the task of summarizing in the form of a main map while looking for the structure of the text such as conclusions and messages taken.

> That way, students will see whether they have understood the contents of the reading or not.
>
> After the discussion, we were given the task of summarizing the contents of the reading from the results of the discussion and presenting them in front of our friends. We were also given tasks for each child, such as answering questions from the reading, there are questions below the text, and making a summary of the structure of the text and its conclusions.

Findings related to the implementation of the Listen Read Discuss Strategy based on the results of interviews with teacher and students above, such as observations made by researchers where after reading the text, students were seen marking and translating difficult words in the text that had been given, also during the discussion, students actively presented the results of their findings about the text to then be discussed with their friends, and finally students did the assignments by the teacher as explained.

Based on interviews with teacher and students, the final stage in implementing the Listen–Read–Discuss (LRD) strategy focuses on assessment and reflection on the texts studied. This stage plays a crucial role in determining students' understanding of the reading. The teacher explained that the assessment process was conducted through group presentations in front of the class. Each group was asked to present the main ideas and important information contained in the text. Furthermore, the teacher provided verbal and written questions to check students' understanding.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Assessment is also carried out through reflective questions and individual assignments, such as working on reading comprehension questions, making text summaries, compiling concept maps (mind maps), and determining the structure of the text which includes main ideas, conclusions, and messages.

Through these various assignments, teacher assess students' critical thinking skills, understanding of reading content, and skills in compiling and presenting information.

Students reported that after the discussion, they were asked to draw conclusions from the reading, present them to the class, and complete assignments independently. This demonstrates their active involvement in the learning process.

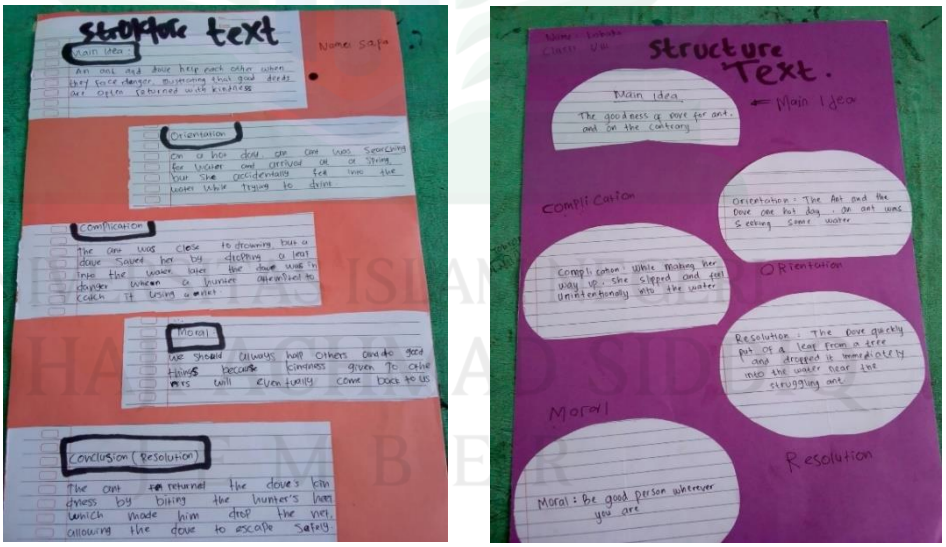


Figure 4. 2
Concept Mapping Assignment Based On The Reading Text

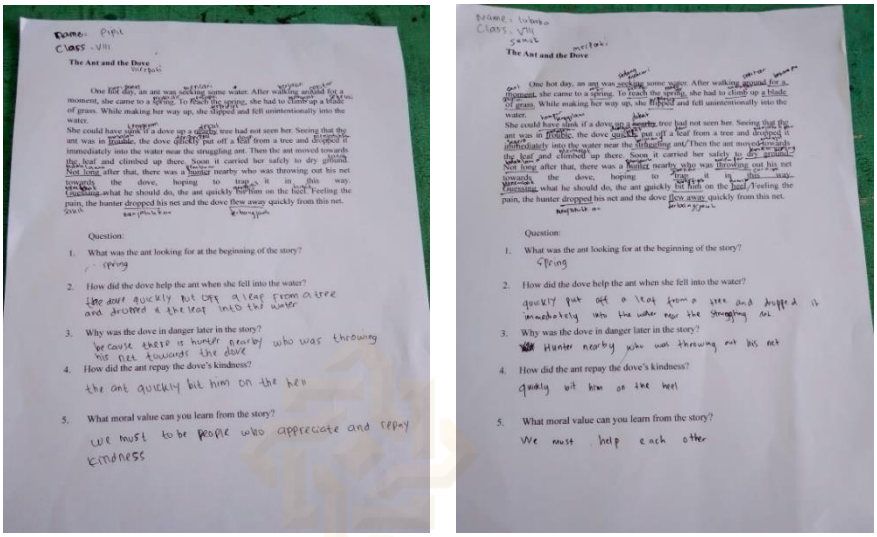


Figure 4. 3
Vocabulary Translation and Question Answering Assignment

2. Impact of LRD Strategy to promote Students Reading Comprehension

The implementation of the Listen Read Discuss strategy has a significant impact on improving students' reading comprehension skills, not only that, there are several impacts or benefits from implementing this listen read discuss strategy such as improving students' reading comprehension, improving critical thinking skills, being able to detail text elements, improving communication skills and growing students' learning motivation.

> Alhamdulillah, the implementation of the LRD strategy has had a very positive impact on students, especially in understanding the text more deeply. Furthermore, this strategy is very detailed in student learning. For example, in the listening stage, students are given an overview of the text's content, which can help them acquire information and find the main idea. Through discussions, they can exchange ideas and understanding related to the text's content from reading and discussion. Students can become more active because they are required to play a role in the discussion.

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

> Yes, it's very helpful. Before the discussion, I'm given a text and read it, then each student translates difficult vocabulary from the reading text. Then, during the discussion, my friends and I share our reading and interpretations, and help each other with the teacher's assignments, especially understanding the text's content.
>
> This strategy makes learning more engaging because we don't just listen to the teacher lecture; we also help translate the text and complete the assignments. This strategy is fun because we discuss it together with our friends, then write a summary on paper and post it.
>
> I'm not very good at understanding texts, but I can understand their content through discussions with my friends. I can listen to their opinions and compare what I've translated. Plus, the teacher will help, so every student should be able to understand.

Based on observations and interviews with teacher and students, the implementation of the Listen–Read–Discuss (LRD) strategy has been shown to have a significant impact on students' reading comprehension. This is because each stage of the LRD strategy is designed to train students' thinking skills and increase their active involvement in the learning process, thus optimizing text comprehension.

The listening stage builds student readiness, helps them anticipate the reading content, and directs their attention to the main ideas before reading independently. In the reading stage, students read the text and highlight unfamiliar vocabulary. This process helps expand students' vocabulary and deepen their understanding of the meaning of sentences and the overall text. The discussing stage is a core part of implementing the LRD strategy because through discussion activities, students can share their understanding, compare reading materials, and help each other complete teacher-assigned tasks.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Furthermore, interview results showed that the use of the LRD strategy created a more lively and enjoyable learning environment. The learning process was not solely dominated by teacher explanations but also involved students directly through reading, translating, discussing, and summarizing.

Impact of LRD Strategy to promote Students Reading Comprehension:

1. Improving Overall Reading Comprehension

Based on classroom observations, the implementation of reading strategies in the Listen–Read–Discuss strategy helped students understand the text more effectively. During the learning process, students were guided to identify the main ideas, important information, and text structure while reading. The teacher repeatedly reminded students not to read the text only superficially, but to understand the meaning of each paragraph in depth. As a result, students became more focused when reading and were able to connect the teacher's initial explanation with the content of the text. Observation data showed that most students could answer questions related to the text and identify important points correctly after completing the reading activity.

> "Using reading strategies helps students understand the text better because they already know what they should focus on while reading, such as main ideas and important information."

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

> **Teacher** : "Students become more able to understand the content of the text because they do not only read, but also analyze the information in the text."
>
> **Students** : "The strategy helps us understand the text more easily because we already know the important points we should look for while reading."
>
> **Students** "After reading carefully and finding the main ideas, it becomes easier to answer questions about the text."

2. Supporting Students with Limited Prior Knowledge

Based on observations, reading strategies were very helpful for students who had limited background knowledge about the topic of the text. Before reading activities, the teacher provided an initial explanation regarding the topic, storyline, vocabulary, and structure of the text. This explanation reduced students' confusion and prepared them to understand the reading material more easily. Observation data showed that students appeared more confident during reading activities because they already had a general understanding of the text beforehand. Students also became more interested and motivated to read because the teacher connected the topic with their experiences and prior knowledge.

> "Some students usually have difficulties understanding English texts because they do not know the topic or vocabulary. The initial explanation helps them prepare before reading."
>
> "The teacher's explanation before reading makes it easier for us to understand the text because we already know the topic first."

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

3. Improving Students' Critical Thinking Skills

Based on classroom observations, students were encouraged to think critically during reading and discussion activities. Students analyzed the content of the text, identified important information, and connected the story with moral values or real-life situations. In addition, during the Discuss stage, students shared opinions, answered questions, and drew conclusions about the text together with their classmates. Observation data showed that students became more active in expressing ideas and giving responses during discussions. This activity trained students to analyze information more deeply rather than only reading passively.

> "During discussions, students learn to compare opinions and make conclusions from the text they have read."
>
> "When discussing the text, we are asked to explain our opinions and conclusions about the story."

4. Enhancing Students' Vocabulary

Observation data showed that students improved their vocabulary mastery during reading activities. Students marked unfamiliar words, translated them, and wrote down their meanings while reading the text. The teacher also guided students to use dictionaries or ask questions about difficult vocabulary. Through repeated exposure to new words in the text, students gradually became more familiar with English vocabulary. Observation results indicated

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

that students were more active in identifying and translating unfamiliar words during the Read stage.

> "Vocabulary activities are important because understanding difficult words helps students understand the content of the text better."

> "When reading the text, we usually find new vocabulary and translate it to understand the meaning."

5. Increasing Student Activity in Learning

Based on observations, students became more active during the implementation of the Listen–Read–Discuss strategy. Students were directly involved in listening to explanations, reading texts independently, identifying vocabulary, answering questions, and participating in discussions. During the Discuss stage, students expressed opinions, responded to classmates' ideas, and worked together to understand the text. Observation data showed that the classroom atmosphere became more interactive because students participated actively in each stage of learning.

> "Students become more active because they are involved in every stage of the activity, from listening and reading to discussing the text."

> "We are more active because we do not only listen to the teacher, but also read, answer questions, and discuss together."

The triangulation technique described in Chapter III was also applied to verify the impact findings presented above. For each impact identified, the researcher cross-checked the classroom observation data against the interview statements of both the English teacher and the students to ensure that the three sources pointed to the same

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

finding before it was reported. Regarding the improvement in overall reading comprehension, the observation showing that students could answer questions and identify important points after reading was consistent with the teacher's statement that students were able to analyze textual information rather than merely reading it, and was further corroborated by students' statements that knowing the main ideas in advance made it easier for them to answer questions about the text. Regarding support for students with limited prior knowledge, the observation that students appeared more confident and prepared during reading matched the students' own statements that the teacher's initial explanation of the topic and vocabulary made the text easier to understand. Regarding critical thinking, the observation that students were more active in expressing ideas during the Discuss stage was consistent with students' statements describing how they compared opinions and drew conclusions together. Regarding vocabulary mastery, the observation that students actively identified and translated unfamiliar words was corroborated by students' statements confirming that they regularly encountered and translated new vocabulary while reading. Finally, regarding increased student activity, the observation that the classroom became more interactive throughout the listening, reading, and discussing stages was consistent with students' own statements that they were involved in every stage of the activity rather than only listening to the teacher. Because the

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

observation data and the interview data from both the teacher and the students consistently pointed to the same impacts, it can be concluded that the impact findings of this study, and not only the process findings, were obtained through and strengthened by the triangulation technique.

B. DISCUSSION

Based on the results of qualitative research, the Listen–Read–Discuss (LRD) strategy has been proven to have a positive impact on students' reading comprehension. This correlation was seen in Putri Nabila's research, which found that students responded positively to the implementation of the LRD strategy, with a high average score for positive statements. This aligns with qualitative findings that students found learning more engaging and enjoyable, and helped them understand the text more deeply.[56]

Furthermore, previous research presented in the proposal also shows that discussion activities within the LRD strategy can improve student engagement and reading comprehension. Revi Permatasari's research, for example, demonstrated an increase in student reading comprehension after implementing the LRD strategy in learning.[57]

Furthermore, Ahmad Shofi Maulana's research on the CIRC strategy and Mai Zida Kamalia's research on the TGT technique show that cooperative

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

[56] Putri Nabila " *Implementation of Listen Read Discuss (LRD) Strategy in Teaching Reading Comprehension* (Aceh: UIN Ar-Raniry, Thesis, 2023)

[57] Revi Permatasari " *Improving Students Reading Comprehension Through Listen Read Discuss Strategy (A Classroom Action Research to the Tenth Grade Students of SMA Negeri 2 Sungai Raya in the Academic Year of 2021/2022"* (Pontianak : IKIP PGRI, Thesis, 2023)

learning strategies can improve students' reading comprehension and learning outcomes. This correlates with the discussion phase of the LRD strategy, which emphasizes collaboration and the exchange of ideas. Thus, theoretically and empirically, the results of this qualitative study reinforce the findings of previous studies that strategies involving listening, active reading, and collaborative discussion significantly contribute to improving students' reading comprehension, both cognitively and affectively.[58]

Based on findings through observations by researchers, interviews with teacher and students and supported by documentation. The implementation of the listen-read-discuss strategy is carried out through three main stages: pre-activity, while-activity, and post-activity. These findings are supported by Manzo's theory which explains that According to Manzo, learning reading comprehension through the Listen-Read-Discuss (LRD) strategy is carried out in three main stages: preliminary activities, core activities, and closing activities.[59]

The findings show that during the listening stage, teacher provide an initial explanation of the topic and content of the text before students read. This activity helps students build initial understanding and predict the content of the reading, so they are better prepared when entering the reading stage. This is in line with the opinion of Manzo and Casale, who stated that the LRD strategy

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[58] Ahmad Shofi Maulana " *Implementation of Cooperative Integrated Reading and Writing Strategy (CIRC) to Improve Reading Comprehension of Narrative Texts of 8th Grade Students of Asy-Syarify Junior High School* (Thesis, UIN KHAS Jember, 2024)"

[59]Manzo Anthony V,, Ula C Manzo *Teaching Children to be literate A Reflective Approach* (Hardcourt Brace & Company:USA, 1995), 377

functions to build students' prior knowledge before reading the text, thereby facilitating the reading comprehension process. [60]Furthermore, McKenna also stated that presenting material orally at the beginning of the lesson can help weak readers to still gain a basic understanding of the text's content.[61] With this stage, students do not read passively, but have a focus on the main ideas and important information that needs to be found in the text, so that the reading process becomes more focused.

Thus, it can be concluded that the implementation of the Listen–Read–Discuss (LRD) strategy at SMP Nurul Jadid Al-Islami Jember is not only in accordance with previous theories and research, but also has a real impact on improving students' reading comprehension, activeness, and learning motivation.

The findings presented above also confirm that the triangulation steps explained in Chapter III were actually carried out by the researcher, as can be seen directly in the presentation of findings for each stage of the LRD strategy. At the pre-activity stage, the researcher's observation that the teacher opened the lesson with a greeting, prayer, and attendance check was directly matched against the teacher's interview statement describing the same sequence of activities, and was further corroborated by the student's interview statement recalling that the teacher invited them to pray and took attendance before

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[60]Manzo Anthony V,, Ula C Manzo *Teaching Children to be literate A Reflective Approach* (Hardcourt Brace & Company:USA, 1995), 377

[61]Michael C. Mc Kennna, *Helping For Struggling Readers*, (New York,: The Guilford Press, 2002) 94

explaining the lesson. At the listening stage, the observation noting that the teacher introduced the title and explained the structure of the narrative text was matched against the teacher's and students' interview statements describing the same explanation of orientation, complication, and resolution. At the reading stage, the observation that students marked and translated difficult vocabulary while reading independently was matched against the teacher's interview statement that reading activities also served to assess students' comprehension, as well as the students' interview statements confirming that the teacher's prior explanation made the text easier to understand. At the discussing stage, the observation that students formed small groups to compare main ideas and difficult vocabulary was matched against the students' interview statements describing the same group discussion process and presentation in front of the class. Finally, at the post-activity stage, the observation that the teacher evaluated students through oral and written questions was matched against the students' interview statements describing the summarizing and presentation tasks given after the discussion. Because the observation data and the interview data pointed to the same activities at every stage, as shown by the pairs of findings above, it can be concluded that the triangulation technique was not merely stated as a procedure in Chapter III, but was genuinely applied throughout Chapter IV to verify and strengthen the validity of the findings of this study.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

CHAPTER V

CONCLUSIONS

A. Conclusions

Based on the results of the research, the conclusions of this study can be summarized into two main point as follows:

1. The implementation of the Listen–Read–Discuss (LRD) strategy at SMP Nurul Jadid Al-Islami Jember was carried out systematically through three main stages: pre-activity, whilst-activity, and post-activity. In the pre-activity stage, the teacher prepared students by introducing the topic, explaining learning objectives, and building students' background knowledge related to the text. In the whilst-activity stage, the implementation of the Listen, Read, and Discuss phases helped students understand the text gradually through listening to explanations, reading independently, identifying important information and vocabulary, and participating in discussions. In the post-activity stage, the teacher evaluated students' understanding through questions, conclusions, and feedback related to the reading material.
2. The LRD strategy an effectively because each stage supported students' readiness and comprehension during the learning process. The teacher provided clear guidance and systematic instruction, while students actively participated in listening, reading, translating vocabulary, identifying text structures, and discussing the content of the text. Therefore, the implementation of the LRD strategy successfully promoted students' reading comprehension in SMP Nurul Jadid Al-Islami Jember.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

B. Suggestion

Based on results research, it is recommended to teacher are recommended to continue implementing and developing the Listen–Read–Discuss (LRD) strategy in the teaching and learning process because it has been proven to improve students' reading comprehension, classroom participation, and learning motivation. In addition, teacher are expected to use various learning media and interesting reading materials to create a more engaging and effective learning atmosphere.

For the Students, students are expected to participate more actively in every stage of the learning process, especially during reading and discussion activities. They should improve their reading habits and practice understanding texts independently in order to strengthen their reading comprehension skills. In addition, students are encouraged to enrich their vocabulary knowledge so that they can understand reading materials more easily and effectively.

For the Future researchers are recommended to develop this research with a wider scope and a larger number of participants in order to obtain more comprehensive results. Further studies may investigate the implementation of the Listen–Read–Discuss (LRD) strategy in other language skills such as speaking, writing, or listening. In addition, future researchers are encouraged to explore the effectiveness of the strategy at different educational levels or by using different types of texts. Researchers may also apply different research designs or combine qualitative and quantitative approaches to produce richer and more detailed findings.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

REFERENCES

Asih, Riyanti. *Reading skills*. Yogyakarta: K-Media, 2021

Darmadi, Reading Yuuk "*Strategies to Foster Interest in Reading in Early Childhood Children*" (Bogor: Guepedia, 2018)

Diniya, Masrojatud and Ika Puspitasari *Reading Strategy for High School English Learners*, Gama Societa Journal, Vol.3 No 1, Universitas Brawijaya, 2019

Dwiono, Rija *"Listen-Read-Discuss In Teaching and Learning Reading Comprehension: A Case Study of Private Senior High School in Lampung,* 2017

Gainau, Maryam. *Introduction to Research Methods*. Yogyakarta: Kanisius, 2016

Hariyanti Ririn, and Emeliya sukma *Improving Students reading Comprension through Powtoon Application*, (Didaktika, Vol. 13 No 2. 2024

Prayogo, Imam. *The Use of Technology in Pekalongan English Learning*: Nasya Expanding management (nem), 2019

Ismanthono Henricus W., *Learning English Made Easy for a Brighter Career* Yogyakarta: Reference Library, 2019

Kamalia, Mai Zid.*, Enhancing Students Reading Comprehension through Teams Games Tournament (TGT) Technique at the Tenth grade of MA Darun Najah Lumajang* Thesis, UIN Khas Jember, 2024

Jeanne Shay Schumm *Reading Assesment and Instruction for All Learners* (New York, London, Guilford Press, 2021)

Kirby John R., *Reading comprehension: Its nature and development. In Encyclopedia of Language and Literacy Development.* Canadian Language and Literacy Research Network, 2007

Maulana Ahmad Shofi. "*Implementing Cooperative Integrated Reading and Composition (CIRC) Strategy to Improve Students Reading Comprehension of Recount Text of 8 Grade of Asy–Syarify Junior High School,* Thesis, UIN KHAS Jember, 2024

Mc Kennna, Michael C., *Helping For Struggling Readers*, (New York: The Guilford Press, 2002

Dewi Putri*,* Mita. *Teaching reading comprehension by using listen, read, discuss (LRD) strategy,* Jurnal Griya Cendikia, Volume 6 No 2 2021

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

Basic *reading comprehension*. Yogyakarta: Dee Publish, 2016

Mulyani et al, *English learning strategies*. Banten: Sada Kurnia Pustaka and Writer, 2023

Nabila, Putri "*Implementation of the listen read discuss (LRD) Strategy in teaching reading comprehension.* Aceh: UIN Ar-Raniry, Thesis, 2023

Nurhadi, *Reading Techniques.* Jakarta: Bumi Aksara, 2016

Permatasari, Revi,"*improving Students Reading Comprehension through Listen Read Discuss Strategy (A Classrooom Action Research to the tenth Grade Students of SMA Negeri 2 Sungai Raya in the Academic Year of 2021/2022"* (Pontianak: IKIP PGRI, Thesis, 2023

Peter Westwood, *Reading And Learning Difficulties Approaches To Teaching and Assesment (*Australia: Acer Press, 2001

Pourhosein, Abbas Gilakjani. *How Can Students Improve Their Reading Comprehension Skill?* Iran: Macrothink Institute, Islamic Azad University, ISSN 2162-6952, Vol. 6, No 2, 2016

Purwanti, Sri Erma "Journal of *the Use of LRD (Listen-Read-Discuss) Strategy to Improve Students' Reading Comprehension of the Second Grade Students at SMPN.2 Tembilahan*" English Indragiri (EJI) Vol. 1, No.2, 2017

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

APPENDICES

Appendix 1 Research Matrix

RESEARCH MATRIX

Nama : Muhammad Rizqi Nadzari

Nim : T20196059

Title	Variables	Sub Variable	Indicators	Research method	Research focus	Data Resources
PROMOTING STUDENTS READING COMPREHENSION THROUGH LISTEN READ DISCUSS (LRD) STRATEGY	LRD STRATEGY	Implementaton of LRD Strategy	Listen 1. Students can listen to others' opinions effectively. 2. Students can respond to others' opinions accurately. Read 1. Students can comprehend the reading material. 2. Students can identify themes, characters, and plot. Discuss 1. Students can discuss effectively. 2. Students can express their own opinions	**1. Research Approach** Qualitative aproach **2. Types of Research** Classroom Active Research **3. Thecnique of data collection** Observation, document analysis, interview **4. Data analysis: Triangulation Technique**	1. How to apply the LRD Strategy for Promoting Students Reading Comprehension? 2. How Can LRD Strategy To Promoting Students Reading Comprehension?	1. Classroom Observation 2. Document analysis 3. Semi-Structured Interview

UNIVERSITAS ISLAM NEGERI KH ACHMAD SIDDIQ JEMBER

			clearly. 3. Students can collaborate well in groups.			
	Reading Skill	1. Literal Understanding 2. Understanding Interpretation	1. Main idea paragraph 2. Get information from the text 3. Generic structure from the text 4. Purpose of the text			

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix 2 Interview Guide

Interview Guide

Indicator	Questions	Information
Implementation of Listen-Read-Discuss (LRD) Strategy to Promote Students' Readin Comprehension in SMP Nurul Jadid Al-Islami Jember	1. What do you know about the Listen-Read-Discuss (LRD) strategy? 2. Since when have you been implementing the LRD strategy in reading learning? 3. What are the steps for implementing the LRD strategy in class? 4. What does the teacher do at the listening stage? 5. How do students carry out the reading stage? 6. How are discussion activities carried out? 7. What media is used in the LRD strategy? 8. How do students respond to the LRD strategy? 9. What obstacles are faced in implementing the LRD strategy? 10. What solutions are implemented to overcome these obstacles?	Interview with the class teacher SMP Nurul Jadid Al Islami Jember
	1. Have you ever learned to read using the LRD strategy? 2. How do teacher apply LRD strategies in the classroom? 3. What do you do during the listening stage? 4. What do you do during the read stage? 5. How do you discuss activities with friends?	Interviews with students SMP Nurul Jadid Al Islami Jember

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

Indicator	Questions	Information
	6. Does LRD strategy help you understand reading texts? 7. Which part of the LRD strategy was most helpful? 8. Do you become more active during reading lessons? 9. Does the LRD strategy make you more interested in reading the text? 10. Is the vocabulary and content of the reading easier to understand?	

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix 3 The Ant and the Dove

The Ant and the Dove

One hot day, an ant was seeking some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water. She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground. Not long after that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way. Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.

Question:

1. What was the ant looking for at the beginning of the story?
2. How did the dove help the ant when she fell into the water?
3. Why was the dove in danger later in the story?
4. How did the ant repay the dove's kindness?
5. What moral value can you learn from the story?

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix 4 Documentation of the Research



Student Discussion Activity



Student Discussion Activity



Interview With Students



Research Permission Letter To The School Principal

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix 5 Plagiarism Data

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ JEMBER
Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136
Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id
Website: www.uinkhas.ac.id

SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Muhammad Rizqi Nadzari
NIM : T20196059
Program Studi : Tadris Bahasa Inggris
Judul Karya Ilmiah : Promoting Student Reading Comprehension Through Listen Read Discuss (LRD) Strategy in SMP Nurul Jadid Al Islami

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor akhir sebesar (13,4%)

1. BAB I : 14%
2. BAB II : 27%
3. BAB III : 23%
4. BAB IV : 3%
5. BAB V : 0%

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 08 Mei 2026
Penanggung Jawab Turnitin
FTIK UIN KHAS Jember

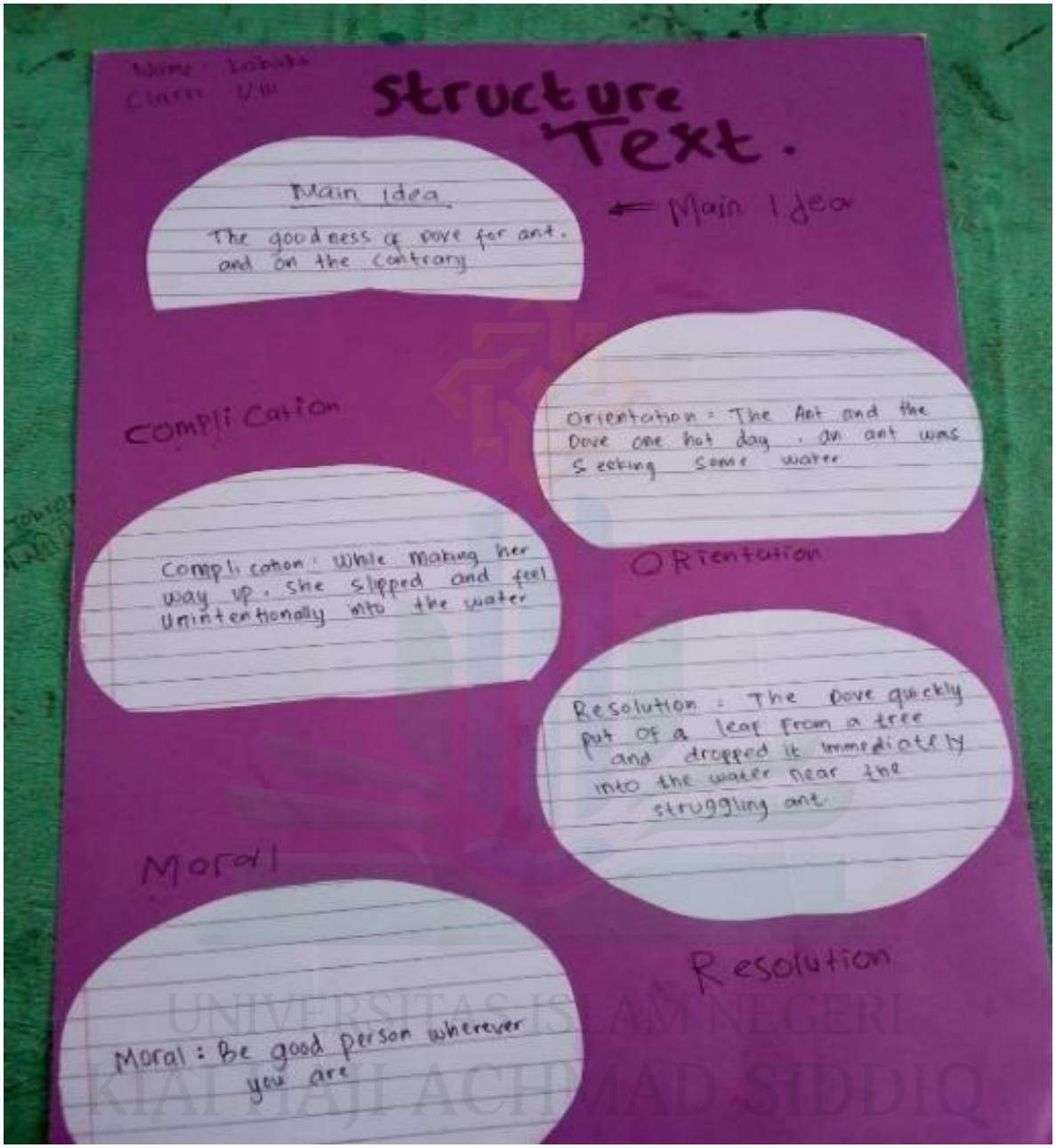
(Ulfa Dina Novienda, S.Sos.I,. M.Pd)

NB: 1. Melampirkan Hasil Cek Turnitin per Bab.
2. Skor Akhir adalah total nilai masing-masing BAB Kemudian di bagi 5.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R
Dipindai dengan CamScanner

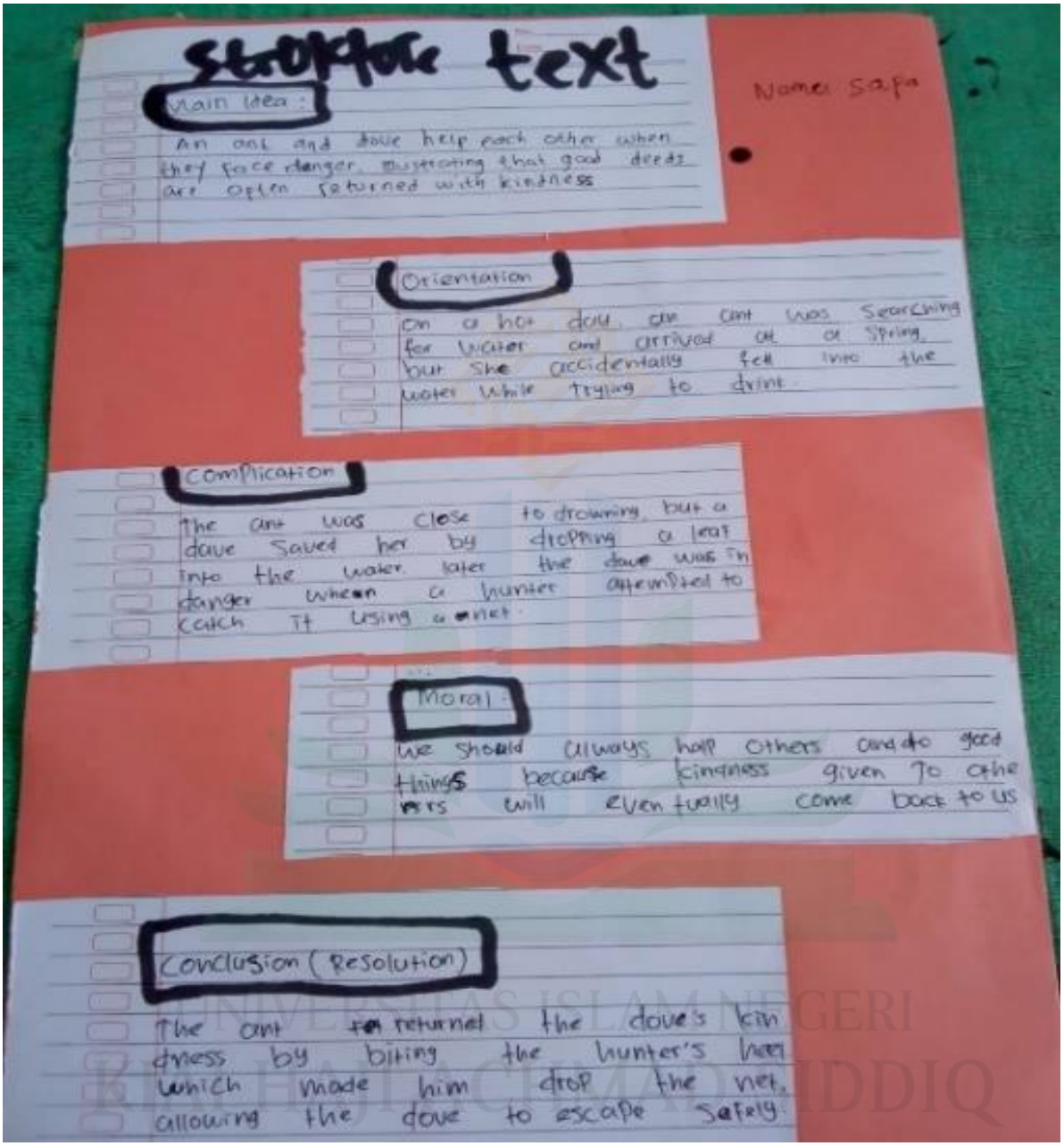
Appendix 6 Worksheet

Concept Mapping Assignment Based On the Reading Text



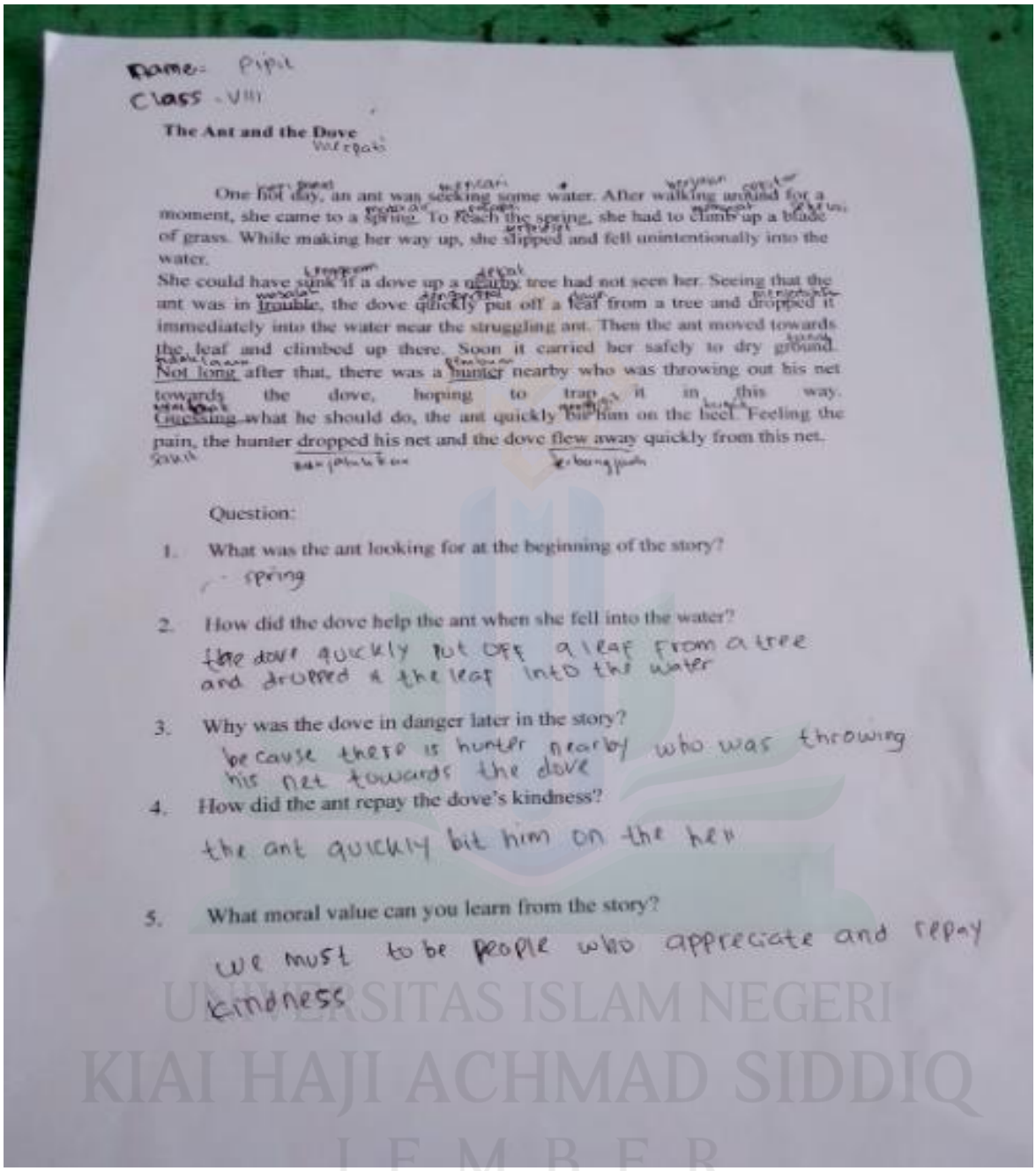
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Concept Mapping Assignment Based On the Reading Text



UNIVERSITAS ISLAM NEGERI
KH. ACHMAD SIDDIQ
JEMBER

Vocabulary Translation and Question Answering Assignment



Name: Pipit
Class - VIII

The Ant and the Dove

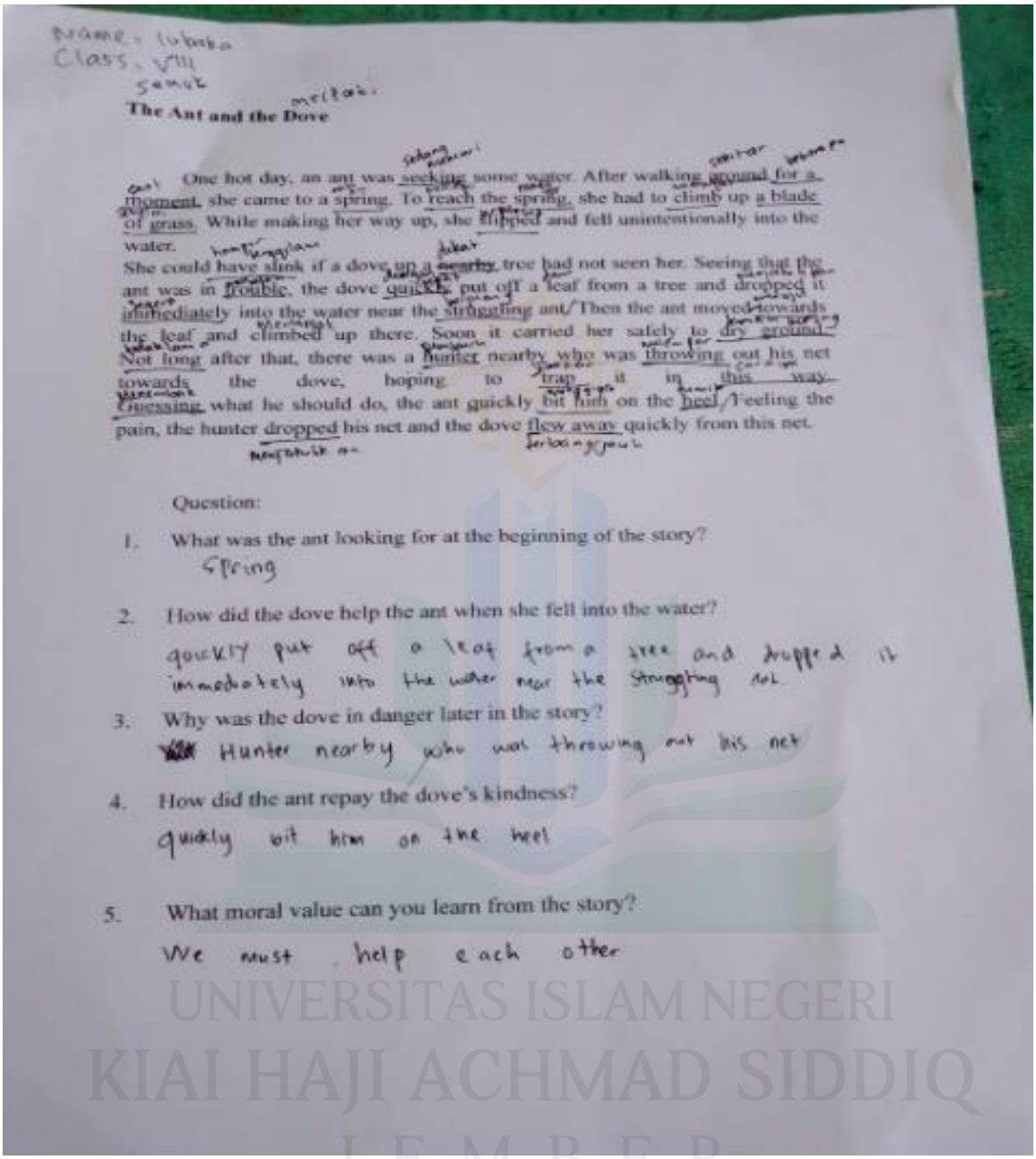
One hot day, an ant was seeking some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.
She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground. Not long after that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way. Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.

Question:

1. What was the ant looking for at the beginning of the story?
   spring
2. How did the dove help the ant when she fell into the water?
   the dove quickly put off a leaf from a tree and dropped it the leaf into the water
3. Why was the dove in danger later in the story?
   because there is hunter nearby who was throwing his net towards the dove
4. How did the ant repay the dove's kindness?
   the ant quickly bit him on the hel
5. What moral value can you learn from the story?
   we must to be people who appreciate and repay kindness

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Vocabulary Translation and Question Answering Assignment



Name : Lubaba
Class : VIII
Semua

The Ant and the Dove

One hot day, an ant was seeking some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.
She could have sunk if a dove on a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.
Not long after that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way. Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.

Question:

1. What was the ant looking for at the beginning of the story?
   Spring
2. How did the dove help the ant when she fell into the water?
   quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant
3. Why was the dove in danger later in the story?
   Hunter nearby who was throwing out his net
4. How did the ant repay the dove's kindness?
   quickly bit him on the heel
5. What moral value can you learn from the story?
   We must help each other

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix 7 Teaching Module

MODUL AJAR KURIKULUM MERDEKA

Nama Sekolah : SMP Nurul Jadid Al Islami

Nama penyusun : Muhammad Rizqi Nadzari

NIK : 3 5 0 9 2 9 0 8 0 8 0 0 0 0 4

Mata pelajaran : Bahasa Inggris

Fase D, Kelas / Semester : VIII (Delapan) / I (Ganjil)

MODUL AJAR KURIKULUM MERDEKA BAHASA INGGRIS FASE D KELAS VIII

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

INFORMASI UMUM

A. IDENTITAS MODUL

Penyusun	**:**	**Muhammad Rizqi Nadzari**
Instansi	**:**	**SMP Nurul Jadid Al-Islami**
Tahun Penyusunan	**:**	**Tahun 2025**
Jenjang Sekolah	**:**	**SMP/MTs**
Mata Pelajaran	**:**	**Bahasa Inggris**
Fase / Kelas	**:**	**D / VIII**
Chapter 1	**:**	**Naratif teks**
Alokasi Waktu	**:**	**7 Pertemuan atau setara 21 JP (3 x 40 menit)**

B. KOMPETENSI AWAL

Capaian Pembelajaran

Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris.

Elemen Menyimak – Berbicara

- Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.

Elemen Membaca - Memirsa

- Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah

teks.

Elemen Menulis - Mempresentasikan

– Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat. Mereka juga menyertakan informasi dasar dan detail, dan memvariasikan konstruksi kalimat mereka dalam tulisan mereka. Peserta didik mengungkapkan ide-ide dalam bentuk sekarang, masa depan, dan masa lalu. Mereka menggunakan penanda waktu, kata keterangan frekuensi dan konjungsi umum untuk menghubungkan ide. Upaya mereka untuk mengeja kata-kata baru didasarkan pada hubungan bunyi-huruf Bahasa Inggris yang diketahui dan mereka menggunakan tanda baca dan kapitalisasi dengan konsisten.

C. PROFIL PELAJAR PANCASILA

- (1) Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia, (2) berkebinekaan global, (3) bergotong royong, (4) kreatif, (5) bernalar kritis, dan (6) mandiri.

D. SARANA DAN PRASARANA

- Gawai, laptop/komputer, akses internet, buku teks, papan tulis/white board, lembar kerja, handout materi, infokus/proyektor/pointer dan referensi yang mendukung.

E. TARGET PESERTA DIDIK

- Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

F. MODEL PEMBELAJARAN

- Model pembelajaran tatap muka,

KOMPONEN INTI

A. TUJUAN KEGIATAN PEMBELAJARAN

1. Mengidentifikasi pengertian narrative text.
2. Menjelaskan struktur narrative text (orientation, complication, resolution).
3. Memahami isi cerita The Dove and the Ant.
4. Mengidentifikasi struktur teks dalam cerita.
5. Menyimpulkan pesan moral dari cerita.

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

B. Tujuan Pembelajaran

1. Mengidentifikasi pengertian narrative text.
2. Menjelaskan struktur narrative text (orientation, complication, resolution).
3. Memahami isi cerita The Dove and the Ant.
4. Mengidentifikasi struktur teks dalam cerita.
5. Menyimpulkan pesan moral dari cerita.

C. Pemahaman Bermakna

Melalui cerita naratif, siswa dapat memahami bahwa sikap saling menolong akan membawa kebaikan bagi semua.

D. Pertanyaan Pemantik

- Apakah kalian pernah menolong teman?
- Apa yang terjadi jika kita saling membantu?
- Pernahkah kalian mendengar cerita tentang semut dan burung merpati?

E. Materi Pembelajaran

1. Pengertian Narrative Text

Narrative text adalah teks yang menceritakan suatu peristiwa atau cerita yang bertujuan untuk menghibur pembaca atau pendengar.

2. Struktur Narrative Text

- Orientation: bagian pengenalan tokoh, tempat, dan waktu.
- Complication: bagian munculnya masalah dalam cerita.
- Resolution: bagian penyelesaian masalah.

3. Narrative Text Example: The Dove and the Ant

One hot day, an ant was looking for water near a river. Suddenly, the ant slipped and fell into the river.

A dove sitting on a tree saw the ant struggling in the water. The dove quickly picked a leaf and dropped it into the river.

The ant climbed onto the leaf and saved itself.

A few days later, a hunter tried to catch the dove with a net.

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

The ant saw the hunter and bit his foot. The hunter cried out and dropped the net.

The dove flew away safely and both animals became good friends.

4. Struktur Teks Cerita

Orientation	An ant looking for water near a river.
Complication	The ant fell into the river and almost drowned.
Resolution	The dove helped the ant, later the ant saved the dove from the hunter.

5. Moral Value

Kindness will always be returned. (Kebaikan akan kembali kepada kita).

F. Langkah-langkah Pembelajaran

1. Kegiatan Pendahuluan

- Guru memberi salam dan mengecek kehadiran siswa.
- Guru mengaitkan pengalaman siswa tentang saling menolong.
- Guru memperkenalkan materi narrative text.

2. Kegiatan Inti

- Guru membacakan cerita The Dove and the Ant (Listen).
- Siswa membaca teks secara mandiri (Read).
- Siswa berdiskusi menentukan orientation, complication, resolution (Discuss).
- Perwakilan kelompok mempresentasikan hasil diskusi.

3. Kegiatan Penutup

- Guru dan siswa menyimpulkan materi.
- Guru memberikan refleksi pembelajaran.
- Guru memberikan tugas atau latihan.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

I. Latihan Soal

Essay

1. What was the ant looking for at the beginning of the story?
2. How did the dove help the ant when she fell into the water?
3. Why was the dove in danger later in the story?
4. How did the ant repay the dove's kindness?
5. What moral value can you learn from the story?

J. Asesmen

- Sikap: keaktifan dan kerja sama dalam diskusi.
- Pengetahuan: menjawab pertanyaan tentang narrative text.
- Keterampilan: mengidentifikasi struktur teks.

Rubrik Penilaian

1. Sikap

a. Apakah aku sudah melakukan pembelajaran secara tanggung jawab ?
b. Apakah aku sudah mengumpulkan tugas secara tepat waktu ?
c. Apakah aku sudah mencantumkan sumber referensi dalam karyaku ?
d. Apakah aku sudah mampu berkolaborasi dengan baik bersama teman- temanku ?

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Tabel Jurnal Pengembangan Sikap

No	Tanggal	Nama Siswa	Catatan Perilaku	Butir Sikap
1				
2				
3				
4				

Penilaian Diri Selama Kegiatan Diskusi Kelompok

Nama :

.....

Kelas :

.....

Petunjuk:

1. Bacalah setiap pernyataan berikut dan berilah tanda centang (√) pada kolom "ya" atau "tidak" sesuai keadaan kalian selama proses diskusi.
2. Kumpulkan format penilaian diri kepada bapak/ ibu guru kalian setelah diisi dengan lengkap.

No	Pernyataan	Ya	Tidak
Selama proses diskusi saya :			
1.	Aktif mengemukakan ide		
2.	Mendengarkan rekan lain yang sedang berpendapat		
3.	Sibuk mengerjakan tugas sendiri		
4.	Tidak bertanya karena takut ditertawakan		
5.	Aktif mengajukan pertanyaan		
6.	Melaksanakan kesepakatan kelompok meskipun tidak sesuai dengan pendapat sendiri		

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

Appendix 8 Teacher Assessment Table

TEACHER ASSESSMENT TABLE
Penilaian Asesmen Narrative Text

No	Nama Siswa	Kosakata	Struktur Teks	Pemahaman Isi / Jawaban Soal	Tugas Mandiri Membuat Mind Map
1	Anggita	80	85	90	90
2	Arini	85	90	89	88
3	Atika	90	80	90	80
4	Ayu	90	80	90	85
5	Citra	85	87	90	90
6	Dini	93	87	90	85
7	Nadia	80	92	85	80
8	Ifadatul	85	80	90	80
9	Isnaini	89	80	90	80
10	Inaya	98	80	89	85
11	Laila	85	85	89	85
12	Linda	88	87	86	85
13	Lubaba	89	91	85	90
14	Jennah	90	90	85	95
15	Ummah	80	87	80	85
16	Kamila	87	85	80	85
17	Sahroh	80	85	90	80
18	Putri	87	85	90	87
19	Salsabila	84	88	90	85
20	Saidah	86	80	80	80
21	Sofiyah	89	87	80	90
22	Nafila	90	92	80	85
23	Ikfina	92	90	80	88
24	Rifa	90	90	80	80
25	Ulfa	82	85	85	80
26	Unzila	80	88	85	90
27	Wulan	82	80	87	90

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix 9 Journal of Research

Journal Of Research

No	Date	Activities
1.	Thursday, 25th of September 2025	Sending a permision letter for doing research.
2.	Monday, 29nd of September 2025	Prelimery Study (Observtaion and Interview) in the school.
3.	Monday, 13th of October 2025	Test the product with a participants
4.	Friday, 17th of October 2025	Teacher and student interviews
5.	Monday, 27th of October 2025	Media Expert Judgment
6.	Wednesday, 26th of November 2025	Asking researcher finished letter.

Jember, 26 November 2025
Kepala Sekolah

Abdul Hamid, S.Pd.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix 10 Research Liscense Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-13487/In.20/3.a/PP.009/09/2025
Sifat : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMP Nurul Jadid
Jln. KH. Salim No.99, Krajan, Sumberwringin, Kec. Sukowono, Kabupaten Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM	:	T20196059
Nama	:	MUHAMMAD RIZQI NADZARI
Semester	:	Semester tiga belas
Program Studi	:	TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Promoting Student Reading Comprehension Through Listen Read Discuss (LRD) Strategy in SMP Nurul Jadid " selama 25 (dua puluh lima) hari di lingkungan lembaga wewenang Bapak/Ibu Abdul Hamid S.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 25 September 2025
a.n. Dekan,
Wakil Dekan Bidang Akademik,

KHOTIBUL UMAM

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix 11 Research Finished Letter

YAYASAN MA'HAD NURUL JADID AL-ISLAMI
SMP NURUL JADID
TERAKREDITASI B
NSS : 202052427224. NPSN : 20548925
Jalan KH. Salim No. 99 Telp. 085236691999. Sumber Wringin - Sukowono - Jember 68194
Email : smpnj.jember@gmail.com

SURAT KETERANGAN
Nomor: 119/SMPNJ/24.20548925/2025

Yang bertanda tangan di bawah ini :

Nama : Abdul Hamid, S.Pd.
Jabatan : Kepala Sekolah SMP Nurul Jadid Al Islami

Dengan ini menyatakan bahwa mahasiswa yang beridentitas

Nama : Muhammad Rizqi Nadzari
NIM : T20196059
Program Study : Tadris Bahasa Inggris

Telah selesai melakukan penelitian dan pengambilan data penelitian di SMP Nurul Jadid Al Islami, untuk memperoleh data penelitian dalam rangka penyusunan skripsi yang berjudul **"Promoting Student Reading Comprehension Through Listen Read Discuss (LRD) Strategy in SMP Nurul Jadid Al Islami"**.

Demikian surat ini dibuat dan untuk dipergunakan sebagaimana mestinya.

Jember, 26 November 2025
Kepala Sekolah

Abdul Hamid, S.Pd

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix 12 Declaration of Authorship

Declaration of Authorship

The undersigned below

Name : Muhammad Rizqi Nadzari

Place, date of birth : Jember, August 8, 2000

Address : Sukowono, Jember

Faculty : Education and Teacher Training

Program : English Education

State that thesis entitled "Promoting Student Reading Comprehension Through Listen-Read-Discuss (LRD) Strategy In SMP Nurul Jadid Al Islami" is truly my own work from the result of conducting research at the Eight grade of SMP NURUL JADID AL ISLAMI. Except some resources which are accepted from references mentioned.

Jember, 3rd of June 2026



Muhammad Rizqi Nadzari
SRN. T20196059

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix 13

CURRICULUM VITAE



Personal Information:

Name	: Muhammad Rizqi Nadzari
NIM	: T20196059
Gender	: Male
Place, Date of Birth	: Jember, 08th of August 2000
Address	: Jl. Sumberjambe, Sumberdanti, Sukowono, Kab. Jember
Religion	: Islam
Department/ Major Course	: English Department
Email Address	: rizqimuhammad969@gmail.com

Education Background:

2006-2012	: SD Negeri 01 Sumberdanti
2012-2015	: Mts Negeri 06 Jember
2016-2019	: SMK Nurul Jadid Al Islami Sumber Wringin

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R