ABSTRACT

Azifa, Alisa Azefa. 2025. *Improving Student's Reading Comprehension Through Listen-Read- Discuss (LRD) Strategy*. Thesis. English Education Program,Faculty of Teacher Training and Education. Muhammadiyah University of Jember. Advisor : (1) Dr. Moch. Hatip, M.pd. (2) Dr. Anita Fatimatul Laeli, M.pd.

Keywords: Reading Comprehension, Listen-Read-Discuss (LRD) Strategy

Reading comprehension is one of the most important skills for English language learning. It helps students to be able to understand, interpret and analyze texts effectively. However, some students still have difficulties in understanding reading texts due to the lack of engagement strategies. To fix this problem, Listen-Read-Discuss (LRD) strategy was applied to improve students' reading comprehension.

The problem in this study is: "How can the Listen-Read-Discuss (LRD) Strategy improve students' reading comprehension?" The purpose of this study, referring to the research problem, is to find how the implementation of LRD strategy can improve students' reading comprehension ability. Based on the theoretical basis and previous research, the hypothesis of this study is that the LRD strategy can improve students' reading comprehension skills by combining listening, reading and discussion activities.

The design of the research is a class action research conducted on students of class XI A at SMA Muhammadiyah 02 Wuluhan Jember in the academic year 2024/2025. With a total of 23 students. Data collected through reading comprehension test, using multiple choice questions and observation sheets. This research was conducted in 2 cycles. In the first cycle the lowest score was 40 and the highest was 80 and the average score was 64%, in cycle two the lowest score was 70 and the highest score was 93 the average score in cycle 2 reached 75%.

The results of this study prove that the use of LRD strategies can effectively improve students' reading comprehension. In cycle 1, students were less active and still had difficulty in understanding the content of the reading text. To improve this, in cycle 2, improvements were made to the previous cycle, namely by utilizing the use of video and image media in cycle 2, students increased their effectiveness during the learning process.