



Meta Analysis on The Correlation Between Listen-Read-Discuss (L-R-D) and Reading Comprehension

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Article Info	Abstract
Article History Received: 2022-08-11 Revised: 2022-09-22 Published: 2022-11-26	One of the English language skills is reading. Reading is an activity in the cognitive process to get information in writing. Reading comprehension is a reading skill that is on a higher order. Reading comprehension is cognitive reading (reading to understand). There are many strategies for learning reading comprehension. One of them is the listen-read-discuss strategy. Listen-Read-Discuss (LRD) is a strategy that helps students build strong background knowledge to understand texts. The present study represents a meta-analysis of research results on the application of listening-reading-discussion strategies in reading comprehension. This meta-analytic study is a study that uses secondary data in the form of data from previous research findings. This research can be called follow-up research in the form of research reports and literature analyses. The tool of this research work is documentation, namely to obtain information about the application of the practice of listening-reading-discussing in reading comprehension. Data collection techniques were collected using a documentary technique. The technical data analysis used is descriptive, and to assess the sensitivity of the result of the so-called robust meta-analysis. From all 12 (twelve) studies, we can conclude that all studies show a good correlation with the listen/read/discuss (LRD) strategy in terms of reading comprehension. This means that LRD strategy helps learners to understand writing.
Keywords: <i>Reading;</i> <i>Reading Comprehension;</i> <i>Listen-Read-Discuss (LRD);</i> <i>Strategy;</i> <i>Meta-Analysis.</i>	

Artikel Info	Abstrak
Sejarah Artikel Diterima: 2022-08-11 Direvisi: 2022-09-22 Dipublikasi: 2022-11-26	Membaca merupakan salah satu keterampilan berbahasa Inggris. Membaca adalah suatu kegiatan atau proses kognitif yang bertujuan untuk menemukan berbagai informasi yang terkandung dalam informasi tertulis. Membaca pemahaman adalah keterampilan membaca yang berada pada urutan yang lebih tinggi. Membaca pemahaman adalah membaca kognitif (membaca untuk memahami). Ada banyak strategi untuk belajar membaca pemahaman. Salah satunya adalah strategi mendengarkan-baca-diskusi. Listen-Read-Discuss (LRD) adalah strategi belajar peundukung siswa dalam membentuk latar belakang pengetahuan yang kuat untuk memahami teks. Penelitian ini merupakan meta-analisis hasil penelitian tentang penerapan strategi mendengarkan-membaca-diskusi dalam pemahaman bacaan. Penelitian meta-analitik adalah penelitian dengan memakai data sekunder yang diambil dari hasil penelitian yang telah lalu. Penelitian ini bisa juga dikatakan sebagai penelitian lanjutan berupa laporan penelitian dan analisis kepustakaan. Penelitian ini menggunakan alat berupa dokumentasi berisikan informasi tentang penerapan praktik menyimak-membaca-diskusi dalam pemahaman bacaan. Data dikumpulkan dengan teknik dokumenter. Teknik analisis data menggunakan analisis deskriptif, guna mencari sensitivitas dari hasil yang disebut robust meta-analisis. Dari 12 (dua belas) penelitian tersebut, dapat disimpulkan bahwa semua penelitian menunjukkan korelasi yang baik dengan strategi listening-read-discuss (LRD) dalam hal pemahaman bacaan. Artinya strategi LRD membantu siswa untuk memahami teks bacaan.
Kata kunci: <i>Membaca;</i> <i>Membaca Pemahaman;</i> <i>Listen-Read-Discuss (LRD);</i> <i>Strategi;</i> <i>Meta-Analitik.</i>	

I. INTRODUCTION

One of the English language skills is reading. Reading is an activity in the cognitive process to get information in writing. In other words, reading is a thinking process to comprehend the composition of the writing. Reading has no sight for a collection of letters that make up words, groups of words, sentences, paragraphs, and discourses, but also understands symbols/ signs/

writings that have meaning to find out the message conveyed by writing to the reader (Dalman, 2014). Reading can also be defined as a process of critical-creative processing that the reader does to gain a comprehensive understanding of reading, after which the state, value, function, and effect of reading are evaluated (Nurhadi, 2016). In another sense, reading is an activity that includes auditory (hearing) and

visual (observation) elements. Literacy begins when children enjoy exploring books by holding or flipping books by understanding the grammar, which is the most important means of communication for children to show what they want and need (Widyastuti, 2017). According to Samsu Somadayo (2011), the factors that influence reading ability are: (1) Intelligence level, (2) Language skills, (3) Attitudes and interests, (4) Reading condition, (5) Reading habits, (6) Knowledge of how to read (7) Social, economic and cultural background, (8) Emotions.

Reading comprehension is a reading skill that is on a higher order. Reading comprehension is cognitive reading (reading to understand). In reading comprehension, the reader is required to be able to understand the contents of the reading (Dalman, 2014). The main purpose of reading comprehension is to gain understanding. Reading comprehension is a reading activity that seeks to understand the contents of the reading/text as a whole. According to Samsu Somadayo (2011), the types of reading comprehension skills are:

1. Literal understanding. Literal reading ability is the reader's ability to recognize and grasp the reading content written explicitly (clearly). In other words, the reader stores only the information literally printed (clearly visible) in the reading.
2. Understanding interpretation. In interpretive reading, the reader plays an active role in constructing the meaning of what is said in the text. Readers make inferences based on indirect information by combining the information in the text their own background information.
3. Critical understanding. Critic reading is the reader's ability to critically process what is read and find the overall meaning of the reading material both explicitly and implicitly.
4. Creative understanding. Creative literacy is the highest level of human literacy. This means that the reader not only understands the explicit meaning between the lines and behind the line but is able to creatively apply the reading results to everyday life.

There are many strategies for learning reading comprehension. One of them is the listen-read-discuss strategy. The strategy Listen-Read-Discuss (hereafter LRD) has three important skill elements, namely listen, read, discuss. LRD is a strategy designed to teach reading comprehension. Before reading, students are given regulations from the listening phase to make it easier to get the right thoughts and facts from

reading while reading. Students are also asked to compare their results with other students in discussion forums. The LRD strategy has many advantages, namely providing background information before reading and asking important questions related to reading comprehension (Trelease, 2013). Listen-Read-Discuss (LRD) is a strategy which helps learners build strong information to understand texts. Students learn a lot by participating in a discussion. This helps to build on their previous knowledge and also leads to lively discussion among the students. Before and during reading, teachers can use these strategies to help students engage. In addition, this strategy can be used in small groups in all classes to encourage students to share their thoughts and ideas (Murni, 2015).

Listen-Read-Discuss is a great way to assist learners comprehend what they are reading. By bits of intelligence, students gain a deeper understanding of the material (Housel, 2002). According to Kenna, listening-reading discussion is a useful reading strategy, especially for readers who struggle to read independently. If students have difficulty reading a text, listening-reading-discussion can be a useful strategy (Kenna, 2002). Casale (Rahmassa, 2015) explained that the purpose of the Listen-Read-Discuss strategy is to help students understand what is being said orally and to help students gather information from contents being read by students. Based on these goals, this strategy has the procedure to implement. Procedure of listen-read-discuss strategy is:

1. In pre-reading activity, a little explanation is given by the teacher to students. The lecture talked about the importance of reading. There are many ways to help students keep information in guide or art, including the guide itself or a chart or organizer.
2. After that, students read a selected text on the topic. The lecture data is consistent with the study. Both sources provide similar information on this topic. It is important to include the same information in the textbook that was presented. It is not the long-reading assignments which is appropriate to cover other topics. As you see, your students will gain other perspectives on the topic that will help you better understand what you have learned so far.
3. In post-reading activity, divide students to a large group discussion or student group discussion on the topic. Students can complete

worksheets or fact sheets to help them better understand the material.

This strategy is not a new strategy. However, many teachers did not implement this strategy for several reasons. Therefore, it is interesting for the researcher to map some previous studies on the listen-read-discuss strategy in a meta-analysis to show the benefits and advantages of this strategy to make it widely implemented in teaching learning in future. Meta-analysis is a technique used to summarize the results of two or more studies with the aim of combining, reviewing and summarizing previous studies. In addition, meta-analysis can be used to investigate various issues based on information obtained from the results of previous published studies, and one of the requirements for conducting a meta-analysis is the evaluation of study results. a similar study (Nieuwenstein et al., 2015).

II. METHOD

The present study represents a meta-analysis of research results on the application of listening-reading-discussion strategies in reading comprehension. This meta-analytic study is a study that uses secondary data in the form of data from previous research findings. This research can be called follow-up research with research reports and literature analyses. The tool of this research work is documentation, namely to obtain information about the application of the practice of listening-reading-discussing in reading comprehension. Data collection techniques were collected using a documentary technique. The technical data analysis used is a descriptive analysis, and to assess whether the sensitivity of the result of the so-called robust meta-analysis (relatively stable to changes) needs to be tested, for example by comparing the results of the study. If the results are the same or almost the same, it can be concluded that the difference between the studies is not that important in the data.

III. RESULT AND DISCUSSION

A study by Akhmad Maemuni, Sri Wuli Fitriati, and Alief Noor Farida (2018) was conducted on The Effectiveness of Listen-Read-Discuss (LRD) and Graphic Organizer Combination Technique for Teaching Reading Comprehension of Descriptive Text. (Listen-Read-Discuss) and a graphic organizer for teaching reading comprehension. In the eighth year students of SMPN 1 Dukuhwaru, Tegal, it was found that the population is 8th graders. The sample included

70 students in two classes. The study was conducted in such a way that both groups were given pre-tests, treatment and post-tests. The experimental group (VIII D) was instructed by LRD using the combined technique of the graphic organizer. On the contrary, conventional method is applied in the control group (VIII F). To collect the data, reading test is given to both groups. To get more information in the experimental group, survey and observation were conducted. The study concluded that the group taught by LRD (a combination of graphic organizers and lectures) was better prepared for the exam than the group taught by the traditional method. The result of comparison group's average value in the pre-test was 56.65 and the experimental group's average value was 58.11. The mean of posttest score of experimental group (82.05) was higher than control group (70.11). The conclusion is that the hypothesis is accepted. Students taught with a combination of LRD and graphic organization techniques have significantly different performance and reading skills compared to those who are not taught this technique. Thus, students feel the combination technique is effective and they are convenient with it and it can upgrade their understanding of descriptive text.

Yulianah's 2020 study titled The Effectiveness of Listen-Read-Discuss (Lrd) Strategies for Student Reading Comprehension. The study examines how well the LRD (Listen-Read-Discuss) strategy works with students on their reading comprehension. To understand the meaning of the passage, the reader must have a good comprehension strategy. Focus of the research is L-R-D strategy. This strategy involves reading from left to right and then from top to bottom. L-R-D is a strategy that allows students to begin reading by watching a teacher lecture, reading a selected text, and discussing it with their classmates. L-R-D can assist learners put writer's messages into their words, increase their understanding, and also help them remember what they read. The L-R-D strategy can be useful because it is an engaging strategy for readers who struggle with reading comprehension. Because the material is filled in orally, students who cannot read the entire passage will understand at least part of the passage. Students who do not have much background knowledge of the passage can try to listen to it first and then understand better by reading. The 2021 study by Devi Lusian, Rumir Aruan and Jismulatif, "The Effect of Listen-Read-Discuss (LRD) Strategy on the Reading Comprehension of Second Year

Students of SMK Dar El Hikmah Pekanbaru" was designed to determine the extent to which Listen-Read-Discuss (LRD) strategy affects the reading comprehension of second year students of SMK Dar El Hikmah Pekanbaru. This study was a pilot experiment with a single-group pretest and posttest design. Students from class XI are the population of research. In general sampling technique, all people in the population are used as samples. In this study, participants were randomized to receive a pre- or post-test reading test. Both tests consisted of 40 multiple choice questions. The average score before the test was 60.15 and after the test was 74.97. This study used the t-test formula to distinction of pre- and post-test. The t-test value is an indicator that significantly differentiates the group's statistical values. The conclusion of the data analysis is that the alternative hypothesis or H_a in this study is accepted. The Listen-Read-Discuss strategy can significantly upgrade reading skills of class XI students at SMK Dar El Hikmah Pekanbaru. These results prove the effectiveness of the Listen-Read-Discuss (LRD) strategy to upgrade students' reading comprehension, especially for narrative texts.

Rija Dwiono's 2017 Listen-Read-Discuss research in Teaching and Learning Reading Comprehension: A Case Study of a Private Secondary School in Lampung aimed to find out why students' reading skills are still weak. Listen, read and discuss is a effective strategy to improve reading comprehension. On the other hand, the percentage of Lampung Private Islamic High School students who passed the minimum qualification standard was less than half of the total number. The study found that both theories and their implementations have their own shortcomings. A descriptive qualitative study was conducted using a case study to investigate the implementation of L-R-D. Information was obtained through observation, survey and interview. Qualitatively, inductively and interpretatively analyzed data point to three main points: many weaknesses in the implementation of L-R-D in reading comprehension classes, problems faced by teachers and students in the process of reading comprehension using L-R-D, and further research is needed in this field. Despite the use of Learning Resource Directory (LRD) tools, the teaching and learning was not as effective as it could have been. There are many factors that cause this problem. The problem is that the teacher and students influence each other, which has reduced the effectiveness

learning process. Classrooms where LRD is used to teach reading comprehension are often perceived by students to be active and engaging. Many students seemed disinterested and lacked motivation. The purpose of the study (2013) Listen Read Discuss (LRD) Dalam Pembelanja Membaca Pemahaman Pada Siswa Kelas XI SMAN 1 Tempel Yogyakarta by Nita Retmawasari Keefektifan Strategi is to find out the differences between students who use the LRD strategy and students who use the LRD strategy. taught without LRD strategy in grade XI of SMAN 1 Tempel. In addition, the purpose of this study is to determine the effectiveness of the LRD strategy in learning reading comprehension among grade XI students of SMAN 1 Tempel. This research is an experimental research.

This research uses Pretest Posttest Control Group Design. The population is all samples of SMAN 1 Tempel. The experimental sample is class XI IPA 1. The control group is class XI IPS 1. Data were obtained using a text comprehension test based on Barrett's taxonomy. Validity in use is the validity of the item supported by the itemani computer program. Reliability using Cronbach's alpha formula resulted in -0.930. The data were analyzed using a t-test technique with a significance level of 5%. Hypothesis analysis tests in the form of data distribution normalization test and homogeneity of variance test were carried out before analyzing the data using the t-test technique. Pre and post test values were normal and homogeneous for each group. The t-test analysis of the pre-test reading comprehension ability of the experimental group and the control group resulted in a value of -0.930 and ($\text{sig } 0.357 > 0.05$). This value means that the initial ability of the experimental group and the control group does not have a significant difference. The t-test values for the posttest were -3.505 and ($\text{sig } 0.001$ and $lt; 0.05$). These results show a significant difference between the group using the Listen Read Discussion (LRD) strategy and the group not using the Listen Read Discussion (LRD) strategy. The t-test value of the pre-test and post-test data resulted in the conclusion that the Listen Read Discussion (LRD) strategy was effective for improving the reading skills of the XI grade students of SMAN 1 Tempel. Nurmilah Fitria Atasyah's 2019 research on LRD (Listen-Read-Discuss) strategy was applied to read comprehension of the narrative text and was carried out to determine the effectiveness of this strategy. Class X students of SMAN 04 Pondok Ranjin, South Tangerang City became the

population with a sample of 60 students selected by purposive sampling. Students are divided into two classes, namely the experimental class and the control class. This study uses quantitative methods with a quasi-experimental research design. The main instrument of this research is a test. Analysis of the data for the pre-test and post-test scores was a t-test with SPSS 20. This study found a significant difference between the two classes. The average post-test of the experimental class was 72.83, while the post-test was 72.83. The average value of the control class test results is 69.33. Hypothesis test shows that sig. 2 tails (p) is 0.020 while alpha (a) is 0.05 which means 0.020 and 0.05. This means that H_0 (zero hypothesis) is rejected and H_a (alternative hypothesis) is accepted. The conclusion is that the use of the Listen-Read-Discuss strategy improves students' reading comprehension in ten classes of SMAN 04 Pondok Ranji, South Tangerang City in the 2019/2020 school year.

Elfa Yusant's 2017 study "Effect of Using Listen-Read-Discuss (LRD) Strategy on Students' Reading in Narrative Text at SMA Perintis 1 Bandar Lampung Grade 11 First Semester 2017/2018 to find out whether the use of the LRD strategy has a significant effect on reading comprehension of narrative texts in class XI students of SMA Perintis 1 Bandar Lampung in the first semester of the 2017/2018 school year. This study uses a quasi-experimental design method. The population in this study were students of class XI SMA Perintis 1 Bandar Lampung. The samples of this study were two classes consisting of 25 students in the experimental class and 25 students in the control class in the Experimental class. The experimental class used a listening-read-discussion strategy, and the control class used a questioning strategy. The treatment took place in 5 meetings, each class 2 x 45 minutes. Data collection is done by using tools in the form of multiple choice questions. The device is given in pretest and posttest. Before giving treatment, the researcher gave a pretest to both classes. Then, after the treatment was completed, the instrument was given again in the posttest. After giving the pre-test and post-test, the researcher analyzed the data using SPSS to calculate the independent sample t-test. The results of data analysis showed that Sig. = 0.000 and $\alpha = 0.05$. This means that H_a is accepted because of Sig. from $\alpha = 0.000$ and it is 0.05. Therefore, the use of listening-reading discussion has a significant effect on reading comprehension of narrative texts in the eleventh

grade first semester students at Perintis 1 Senior High School Bandar Lampung.

Talitha Rahman's 2015 study The Impact of LRD (Listen Read Discuss) strategy in the 2014/2015 academic year on SMPN 2 Gurah second grade students of reading comprehension aims to make students feel comfortable in their understanding of reading genre. This study is quantitative and uses an experimental design. This study was conducted at Secondary School 2 Gurah. The author selected the second graders of class B. The researcher used pre-test, treatment and multiple choice test evaluation in data collection. The data is then analyzed using a T-test. The results of this study show, first, that grades increase after students are taught through listening and reasoning. The second listening reading discussion has a significant impact toward reading comprehension of second grade students of SMP N 2 Gurah 2014/2015 academic year. The t-score test proves that 2.244 is greater than the t-table at the significant 5% level (2.042). From these results, it can be concluded that listening to read conversation is recommended for high school reading instruction. Therefore, the teacher recommends listening to the reading conversation to increase students' understanding of what they have read, because listening-discussion has a significant impact on reading instruction. The research conducted by Liss Silvianti Putri in 2019 "Using the Strategy Listen Read Discuss in teaching comprehension in SMPN 02 Janapria 2nd grade in the academic year 2018/2019" aims to determine the students' reading comprehension impact and to analyze different student outcomes among students who were taught with LRD strategy than without LRD strategy. The subjects of this quasi-experimental study were 30 students in the second year of SMPN 02 Janapria in the academic year 2018/2019. They were divided into two classes, experimental and control groups, and received a pre-test, treatment and post-test. The result of data analysis was based on the calculated t-test using SPSS 17.0. The pre-test mean of the controlled class was 49.33, which was classified as poor and the post-test result score of 55.67 was classified as average, while the experimental class pretest score of 46.00 was classified as fair and an average posttest score of 70.33 is categorized as good. The researcher provided an interpretation of the t-score by comparing the t-test with the t-table. The t-test is (7.898) with a significant value of 0.000. The t-table score is (2.056) at a

significant level of 0.05. It is known that t-test is higher than t-table ($7.898 > 2.056$). This means that H_a was accepted with significant differences in the use of LRD in teaching reading comprehension to the second grade students of SMPN 02 Janapria in the academic year 2018/2019.

Terasne, Nanang Sugiarto, Abdul Wahab and Maria Ulfa, 2018 Research on Improving Students' Reading Comprehension Using Listen-Read-Discuss (LRD) Strategy of Ma Nurussabah Praya Tengah to describe whether LRD strategy may or may not improve students' reading comprehension. This was a classroom action study. Quantitative and qualitative data are used in the collected data. Quantitative data were obtained from pretest results and posttest reading test results. At the same time, qualitative information was obtained from the results of observational forms of students' and teachers' activities. The device was used for test and observation drives. Research shows that this strategy can improve students' ability to read report texts. The increase was shown from the average score of students in the pretest, first posttest and second posttest. The mean score of the pretest was 69.5 (35%), seven passed the minimum recommendation, 72.2 (60%) on the post-test, 12 students passed the recommendation and the posttest. In the second posttest, the score was 78.25 (85%) with seven-teen students passing the minimum score (MPC). A study by Doni Sudibyo et al. (2020) on the effect of the LRD (Listen-Read-Discuss) strategy on the reading comprehension of students in a narrative text tries to investigate the effect of using the LRD (Listen-Read-Discuss) strategy. on the students. Narrative Text Reading Comprehension in Grade 11 at SMK Muhammadiyah Aima, Sorong. This study was a quantitative study. The researcher used a quasi-experimental research design. Based on the data analysis, the purpose of this paper is to find out whether the Listen-Read-Discuss (LRD) strategy of 11th grade students of SMK Muhammadiyah Aimas, Sorong has a significant effect on the comprehension of narrative text. Based on the data analysis, the use of Listen-Read-Discuss (LRD) strategy has a significant effect on students' understanding of narrative text in Grade 11 of SMK Muhammadiyah Aima, Sorong after the implementation of the strategy.

The research of Soni Hepi Wijaya (2019) looked at the combined technique of listening-reading-discussion (LRD) and graphic organizer in teaching reading comprehension of narrative

text (listening-reading-discussion) and the combined technique of graphic organizer. teaching reading comprehension of a presentation. text The purpose of the text (reading-discussion) is to examine significant differences in reading comprehension in the group taught by LRD and the combined technique of the graphic organizer and the second group was taught by the traditional method; and explains the effectiveness of the combination technique LRD (Listen-Read-Discuss) and graphic organization in teaching reading comprehension of a narrative text. This research applied quasi-experiment method. Class IX students of SMP Negeri Bae Kudus in the academic year 2018/2019 is the population. Sample of the research is 64 students from two classes. The research phases for both groups were pretest, treatment and posttest. To collect data, both groups were given a reading test. Survey was used to clarify students' feedback to the combined technique. Pre-test average of the experimental group was 53.59, and the control group was 53.13. This showed that both groups had equal abilities. In the post-test, the average of the experimental group was 78.13, which was higher than the 69.84 of the control group. In addition, the independent sample test presented t-value was greater than in the table ($4.793 > 1999$). In summary, there is a big difference in these two groups. In addition, students' feedback on compositional techniques shows their interest in learning to read drama texts using compositional techniques. For them, the combination technique is a fun method. This means that the combination of LRD and graphic organizer techniques is effective in increasing students' understanding of report text.

Reniwati Putri's (2013) study on Research on the effect of the LRD strategy on the reading comprehension of second grade students at SMPN 9 Tapung, Kampar Regency was conducted with the aim of finding out why some students had difficulty understanding reading texts and seeking detailed information in the text. The research was conducted at SMPN 9 Tapung Kampar Regency. The subjects of this study were 2nd grade students of SMPN 9 Tapung and the subject of this study was the effect of using LRD (Listen, Read, Discuss) strategies. This research design is a quasi-experimental. The type of quasi-experimental design is non-equivalent control group design. The main population of this study were all second year students. There are 40 students in total: in class VIII A there are 20

students in the experimental group and in class VIII B there are 20 students in the control group. Because the population is not too large, the sampling technique used is the total sampling technique. To analyze the data, the researcher used the T-test formula with the help of SPSS 16.0. After analyzing the data, the researcher found that the use of the LRD strategy (Listen, Read, Discuss) had a significant effect on the reading comprehension of grade 2 students of SMPN 9 Tapung, where the T-score was 3.781, at a significant level of 5%, the T-table showed 2.02 and at the 1% level, the T-table shows 2.72. Therefore, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted which shows $2.02 < 3 > 2.72$.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

From all 12 (twelve) studies, we can conclude that all studies show a good correlation with the listen-read-discuss (LRD) strategy in terms of reading comprehension. This means that the LRD strategy helps students to understand the reading text.

B. Suggestion

Discussion related to this research is still very limited and requires a lot of input, a suggestion for the next writer is to study more deeply and comprehensively about the Meta Analysis on The Correlation Between Listen-Read-Discuss (L-R-D) and Reading Comprehension.

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