

Journal of

Higher Education Theory & Practice

Volume #xx
Mon - Mon

Journal of Higher Education Theory & Practice

Volume #XX.



Article

Article description

Article

Article description

Article

Article description

Editorial Team



Dr. Robert Tian

Editor-in-Chief

Educator Leadership Alliance, Medaille College, Shantou University

Dr. Robert Tian is a distinguished scholar and educator. He earned his Ph.D. from York University and has dedicated over 35 years to the pursuit of excellence in education. Dr. Tian is one of the founders of the field of Business Anthropology, pioneering innovative approaches to understanding the intersection of culture, society, and business practices. Dr. Tian has held multiple leadership positions at several universities and was instrumental in establishing three business schools, each serving as bastions of academic excellence and innovation under his visionary leadership. His commitment to advancing education and research has led to the development of cutting-edge programs.

FULL LIST OF EDITORIAL CONTRIBUTORS

Dr. Marty Ludlum	University of Central Oklahoma
Dr. Jennifer F. Humber	The University of Alabama
Dr. Wei Lu	Texas A&M University
Dr. Mifrah Ahmad	Deakin University Melbourne Australia
Dr. Evan Silberman	New York university
Dr. Teresa Angelico	The University of Melbourne
Dr. Robert Vanderburg	CQUniversity Australia
Dr. Elizabeth Sopdie	University of Minnesota
Dr. Ellen M. Raineri	Pennsylvania State University
Dr. Ethan Lau	Queen Mary University of London
Dr. Teresa Mortier	Eastern Michigan University
Dr. Priscila Alfaro-Barrantes	Nichols College
Dr. Robert Shields	California Baptist University
Dr. Dan Gianoutsos	University of Nevada, Las Vegas
Dr. Theresa Delbert	Chatham University
Dr. Nate Pearson	Berry College
Dr. Gina Londino-Smolar	Indiana University Purdue University Indianapolis
Dr. Kelly Layne	Lincoln Memorial University
Dr. Eleni Mousena	Guilford Technical Community College
Dr. Daniel Diaz Vidal	University of Seville
Dr. Nicole Marie-Gerardi MacCalla	University of Southern California
Dr. William Swart	East Carolina University
Dr. Laurence T. Spring	Manhattanville College
Dr. Sammy Muriithi	University of Central Oklahoma
Dr. Robert Vanderburg	CQUniversity Australia
Dr. Ana Luisa Rodrigues	Instituto de Educação da Universidade de Lisboa
Dr. Andrea Tick	Óbuda University
Dr. Katrin Herget	University of Aveiro
Dr. Sardar S. Shareef	Tishk International University-Erbil
Dr. Kamal Kant Hiran	Sir Padampat Singhania University
Dr. Saeyd Rashed Hasan Chowdury	Ankara University
Dr. Asmaa Abusamra	University College of Applied Sciences, Gaza
Dr. Jessica Yang Shan Mei	Ngee Ann Polytechnic

Vol. 23 No. 5 (2023)

DOI: <https://doi.org/10.33423/jhetp.v23i5>

Published: 2023-03-25

Articles

Comparison of Students' Attitudes Towards Poverty Following an Interdisciplinary Poverty Simulation

Terry Delpier, Lori Nelson, Michael Crum, Mitchell Klett, Kristen Smith, Jaime Crabb, Judith Puncoschar



The Impact of Digital Transformation in Higher Education: The Case Study from Vietnam

Nguyen Minh Tri, Pham Duy Hoang



Google Digital Tools for Higher Education: Exploitation, Results, Prospects

Oleksandr Shkatula, Oksana Zbanatska, Yurii Doroshenko, Volodymyr Varenko, Larysa Grinberg



A Meta-Methods Analysis of Academics' Challenges Affecting Research Productivity During COVID-19: Insights from a South African University

Emmanuel O. Ojo, Anthony J. Onwuegbuzie, Bryan J. Bergsteedt, Samantha P. Adams, Talitha Crowley, Annie Burger



Development and Usability of STEAM Textbook Integrated Character Education with Local Wisdom Themes for Primary School Students

Mazlini Adnan, Che Nidzam Che Ahmad, Laili Farhana Md Ibharim, Farhana Aida Mohd Khalid, Martyana Prihaswati, Uswatun Khasanah, Riyan Hidayat



Why Do We Need to Reform Higher Education Management in Palestine?

Asmaa Abusamra



A Systematic Review of LRD (Listen-Read-Discuss) Strategy to Teaching Reading

Sulaiman, Yuentie Sova Puspitalia, Lela Susanty, Iin Almeina Lubis, Yunidar, Jihad Talib



Pedagogies and Practices: An Institutional Framework for Flexible Learning

Maureen Snow Andrade



Threats or Opportunities That Undermine or Facilitate First-Year University Students' Levels of Academic Self-Efficacy

Silvina Maria Zapata, Anthony J. Onwuegbuzie



The Accounting Education: Is a Paradigm Shift Needed?

Bistra Nikolova



The Development of a Counseling Service Questionnaire: Study of Validation and Reliability

Huan Cao, Meng-Tien Chiang, Peng-Fei Chen



Mathematics Distance Learning and Learning Loss During COVID-19 Pandemic: Teachers' Perspectives

Mohammad A. Tashtoush, Yousef Wardat, Abdelkader M. Elsayed



The Concept of Professional Training of Future Teachers of the Ukrainian Language and Literature for Innovative Activities in an Intercultural Educational Environment

Marianna Ostrovska, Oleksandr Ostrovski, Kateryna Margitich



Measuring the Effect of Learning Style Preference on Learners' Argumentative Essay Writing Across Different Writing Strategies

Sabarun, Utami Widiati, Nunung Suryati, Mohamed Nor Azhari Azman



Trends and Vectors of Development of Information Educational Resources in the Context of Military Aggression

Iryna Martyniuk, Karina Fedosenko, Halyna Shchyhelska, Anna Burlaka, Tatiana Voropayeva



Digital Capabilities of Teachers: A Comparative Case Study

Anne Pathiranage, Thashmee Karunaratne



Modern Teacher Education in Ukraine and EU Countries: Transformation, Vectors of Development

Dmytro Marieiev, Tetiana Marieieva, Larysa Yaroshevskaya, Valery Kaminsky, Olena Viesova



Student Feedback on Evaluation and Assessment Processes in Higher Education

Alba Yépez, Catya Torres, Yezenia Ramayo, Cristhian Morales



Did the Teacher Ask the Right Questions? An Analysis of Teacher Asking Ability in Stimulating Students' Mathematical Literacy

Ichdar Domu, Vivian E. Regar, Selfie Kumesan, Navel Oktaviandy Mangelep, Ontang Manurung



Effectiveness of Blended Learning in Biomedical Engineering: A Meta-Analysis

Yaroslav Tsekhmister



A Systematic Review of LRD (Listen-Read-Discuss) Strategy to Teaching Reading

Sulaiman
Institute Agama Islam Negeri

Yuentie Sova Puspidalia
IAIN Ponorogo

Lela Susanty
STBA YAPARI ABA Bandung

Iin Almeina Lubis
Sekolah Tinggi Manajemen Informatika Dan Komputer Royal (STMIK)

Yunidar
Universitas Tadulako, Palu

Jihad Talib
Universitas Muhammadiyah Bulukumba

This research aimed to determine the LRD strategy's contribution to teaching reading comprehension. This study applied a systematic review method using google scholar to observe the data. The subject of studies was selected by Zotero software with inclusion and exclusion criteria. The results of five journals related to the strategy included inclusion criteria. They focused on finding the contribution of the LRD strategy on students' reading comprehension using the same level of education to get results that are more significant than the contribution of using the LRD strategy for students' reading comprehension. The LRD strategy improves reading comprehension, activating students' background knowledge, building prior knowledge, establishing a purpose for reading, and making students more active and enthusiastic in learning. LRD positively influences students' reading comprehension skills, and it can also use this strategy to help teachers facilitate the process of teaching reading comprehension. It can conclude that the LRD strategy contributes to teaching reading comprehension.

Keywords: LRD strategy, systematic review, reading comprehension

INTRODUCTION

Teaching English focuses on four language skills: listening, speaking, reading, and writing. One of the skills that should be improved is reading skills because the assessment of English is nearly done by reading. According to Pang et al. (2003), although other English language skills are assessed, reading takes a more significant portion. So based on his opinion, reading comprehension is essential because reading is a thought process to find meaning in the text that the reader reads; students must read carefully from the text, which is a reasonable representation in reading activities.

The ability to perform good reading skills cannot be separated from comprehension. Comprehension is contracting and extracting words' meanings to get information and knowledge from written text and understand the material. According to Harmer (2007), many students want to be able to read texts in English for their careers, for study purposes, or simply for pleasure. They are based on the expert. The students need to catch the reading comprehension aspect, identify the main idea, remember the information, understand the meaning of vocabulary, make an inference, and correctly identify the text reference. It means if the students have an excellent stable concentration in reading, they will get information quickly, so comprehending the English text can be better.

Therefore, to make it easier for students to understand the text, students need strategies for learning. The use of good reading strategies is the key to successful reading comprehension. Thus, the researcher used this Listen-Read-Discuss (LRD) strategy for this research. According to Manzo & Casale (1985), Listening, Reading, discuss is a comprehension strategy that builds students' prior knowledge before they read a text. LRD strategy can help the teacher to give a new concept in teaching reading to the student. The researcher presented a systematic review of the journal related to the LRD (Listen-Read-Discuss) employed by teachers in teaching reading. A systematic review entitled "A Systematic Review of Reading Interventions for Secondary School students" was implemented by Shirley-Anne S. Paul and Paula J. Clarke in 2016. As a result of the research, many students are entering secondary school with inferior reading skills. For this research, the researcher chose a senior high school for the population.

This research design used systematic review and thematic analysis to analyze data. Julia et al. (2008) state that a systematic review aims to comprehensively locate and synthesize research that focuses on a particular question, using organized, transparent, and replicable procedures at each step in the process. A systematic review is a specific type of literature review. It is a summary of the research literature related to a single question. It is a summary of the research literature related to a single question.

This research used a systematic review method and a Listen-Read-Discuss strategy. The study was conducted to review how LRD is contributed to teaching reading. The systematic review also helps identify research gaps in understanding a field. As a result, the researcher presented a systematic review of the previous studies related to Listen-Read-Discuss employed by teachers to teach reading, particularly to senior high school, and the result of this research is expected can give a theoretical value to help those who want to conduct systematic review research as a reference of Listen-Read-Discuss in reading skill. This study has reported a systematic review to investigate the effectiveness of an intervention designed to support the reading skills of a secondary school student. A significant number of students enter secondary school with inferior reading skills. These studies mostly use the strategy-based technique; only one directly targets students' language comprehension.

The Definition of Reading

Reading is one of the essential skills in learning a language. Reading means the language acquisition of communication and information sharing of ideas. Like all languages, it is a complex interaction between the text and the readers. Reading is an approach to a thinking process in which the students interact with the textual material and sort, evaluate, and react to its organization and content. Homby (1994) stated that reading is an act of reading something like an article, book, etc., intended to be read. Mukroji (2011) says that reading is the process of translating the words spoken when beginning to learn to read. Clarke et al. (2014) stated that reading is central to teaching and learning, and it is vital to consider the circumstances in which the developing child is required to extract and apply the meaning derived from the text. Reading

comprehension is a process of understanding the reading text or material to gain information. Reading comprehension skills become more important as students' progress through the educational system.

The Aspects of Reading Comprehension

The aspects are regarded as difficulties the students encounter in comprehending the text. According to Safura & Helmanda (2019), there are five aspects of reading comprehension in which the students should learn a text well, such as determining the main idea, locating references, making inferences, detailing the information, and understanding vocabulary. These aspects are regarded as difficulties the students encounter in comprehending the text.

Determining the Main Idea

The main idea is a statement that tells the author's point about the topic. Therefore, this can make the main idea more difficult to find. The students may get confused to see the main idea of a passage and where the main idea is located.

Locating Reference

Reference is the antecedent of a pronoun. In identifying reference, pronouns in the sentences are used, such as the pronouns that are used to show people, places, or situation.

Understanding Vocabulary

The student expands their knowledge of vocabulary while reading a passage, such as by finding new words meaning in the dictionary and guessing the meaning from the context. Predicting the context will help students understand a passage's meaning without stopping looking up every new word in a dictionary. One problem reader has difficulty understanding material is that they lack the vocabulary.

Making Inference

In the making of inference, the students are expected to comprehend the text to find the conclusion of the statements in the text.

Identifying the Reference

Reference in reading comprehension is using the demonstrative pronoun in a reading text. Reference word is usually short and very frequently pronoun, such as it, we, they, she, he, this, etc. Recognizing reference words and being able to identify the terms to which they refer will help the reader

Teaching Reading

Reading is a dynamic process in which the reader works actively to construct meaning from the material. According to Cline et al. (2006), Reading is the process of deriving meaning from text. For most readers, this process involves decoding written text. Some individuals require adaptations such as braille or authorization to support the decoding process. The purposes determine understanding text for reading, the context, the nature of the text, and the readers' strategies and knowledge. It means that Students need to have abilities to adjust their reading to fit the type of material being presented.

The researcher should make a good connection in their writing to make readers get the meaning of the text. According to Harmer (2007), teaching is not an easy job, but it is necessary and can be very rewarding when we see our students' progression and know that we helped to make it happy and enjoyable. Teaching reading is not only suggesting the students read, but the teachers must have strategies to motivate and explain to them because the task is one of the steps to success. Many people have succeeded because they always read and practice what they have read (Pang et al. (2003).

LRD (Listen-Read-Discuss) Strategy

In the LRD strategy, the teacher gives a short lecture to the students. Then the students read the text that the teacher spoke about. According to Manzo & Casale (1985), LRD is a rudimentary lesson design

with a familiar appearance. Thus, students, by doing that, can read with greater understanding than they may have imagined and have read; they have more to contribute to class discussion (Manzo & Casale, 1995). It means that the LRD strategy will make students understand a text by reading with a greater understanding.

Therefore, Listen-Read-Discuss is a reading lesson format specially designed for struggling readers (McKenna, 2002). It is concluded that using the LRD strategy is a powerful tool for engaging struggling readers in classroom discussions. Because this strategy activates the student's prior knowledge when they have a text, they read the text and compare their prior knowledge with what they already know, then discuss it with their friends to ensure the information from the text.

Kayulita et al. (2020) stated that this strategy has advantages and disadvantages; a) It is a powerful tool for engaging struggling readers, especially L2 learners. Because the content of the text is covered orally at the beginning, the learners who are unable to read the text on their own can gain at least a surface understanding of the reading, b) For students who lacked prior knowledge about the content, gain it during the listening stage, which will allow them to comprehend the text during the reading stage more quickly, c) This strategy gives the effectiveness in teaching and learning reading, d) The disadvantage of LRD strategy, there is also the burden of LRD strategy is challenging to use daily because developing the lecture and the student's prior knowledge is time intensive.

RESEARCH METHODOLOGY

This research uses a systematic review design. Systematic reviews employ a more rigorous and well-defined approach to reviewing the literature in a specific subject area. According to Khan et al. (2011), a systematic review is a research article that identifies relevant studies, appraises their quality, and summarises their results using a scientific methodology. According to Newman & Gough (2019), a systematic review aims to carry out a rigorous and transparent review in each step of the review process, to make it reproducible and updateable. A systematic review is a particular type of literature review. According to Bettary (2010), A systematic review is a specific type of literature review. It is a summary of the research literature related to a single question. It involves identifying, selecting, appraising, and synthesizing all high-quality research evidence relevant to that question.

The object of this research is five published journals. The objects in this research were journals selected based on inclusion and exclusion criteria. The researcher chooses this object because it relates to the researcher's title. The journals that were reviewed are from the years 2010-2020. This research discussed how LRD is contributed to teaching reading. There are five studies or previous references that were examined in this study. Various techniques are used to determine the sample used in the research. In this research, the researcher will use purposeful sampling. Purposeful sampling is widely used in qualitative research to identify and select information-rich cases related to the phenomenon of interest (Palinkas et al., 2013). Purposeful sampling is a technique with specific identification and focuses on that goal. Studying information-rich cases yields insights and in-depth understanding rather than empirical generalizations (Patton, 2002). Case selection is significant in purposeful sampling and makes it easy for researchers to conduct research, and samples are easy to obtain. According to Suri (2011), Purposeful sampling requires access to key informants in the field who can help identify information-rich cases.

Collecting the data use indirect observation for this study. According to Kabir (2016), the indirect observation method involves studies of mechanical recording or the recording by some other means like photographic or electronic. The researcher used electronic tools, such as Google Scholar as the bibliographic database and Zotero software, to collect and manage the data sources needed in the review. Google Scholar is a subset of the more extensive Google search index, consisting of full-text journal articles, technical reports, preprints, theses, books, and other documents, including selected Web pages deemed scholarly (Vina, 2006). Zotero is a software commonly used to collect journal data and is the best solution for researchers who compile scientific papers. According to Murimboh and Hollingdale (2012), Zotero is surprisingly easy to use a single click captures the bibliographic information. From the explanation above, Zotero is software with easy-to-use software and cultivated references that allow a user to import references

from online sources with one click, organize them, use them to create citations and bibliographies, and share them with the collaborator (Kim, 2011).

In qualitative research, the analysis technique is carried out with data. The data analysis technique included the following, according to Ferreras Fernandez et al. (2016), the review must specify the questions the study aims to answer. Although systematic reviews often seek to find answers to questions or test a single hypothesis, sometimes the field can be expanded. Identifying the question or critical questions that must be answered is necessary. From these considerations, before the review, the next step is rediscovering the questions and establishing appropriate boundaries following the guidelines outlined below. Methley et al. (2014) stated that the PICO tool does not currently accommodate terms relating to qualitative research or specific qualitative designs. The PICO tool focuses on the Population, Intervention, Comparison, and Outcomes of a (usually quantitative) article. It could help to start by dividing the review question down into sub-questions. The question can be translated into PICO(S) format (population, intervention, comparison, outcomes, (study design)) presented in Table 1.

TABLE 1
PICOS TOOL

PICOS	
Population	Senior High School
Intervention	LRD (Listen-read-discuss)
Comparison	-
Outcomes	Reading Comprehension
Study Design	Experiment, CAR (Classroom Action Research), and Case Study

After defining the research questions and objectives, the next step in a systematic review of the literature is to determine the criteria for the inclusion and exclusion of studies. According to Newman and Gough (2019), selection criteria refer to inclusion or exclusion criteria to create the scope for the study included in the review. Inclusion criteria are characteristics that the prospective subject must have if they are to be included in the study. Exclusion criteria are contents that deviate from the topics of the posed questions. These criteria include dates, a study's design, population, outcomes, etc. In this research, seven inclusion and exclusion criteria were employed in finding the included studies, presented in Table 2 (Alsowat, H.H, 2017).

TABLE 2
INCLUSION AND EXCLUSION CRITERIA

Inclusion	Exclusion
The study covers senior high school setting	The study did not cover junior high school setting
They focus on reading skills.	They did not focus on reading skills.
The studies describe how LRD. (Listen-Read-Discuss) is Implemented	They did not describe how LRD is implemented
They were published between 2010-2020	They were published before 2010 or after 2020
They were published journal	They have not been published in journal publications.
They were Classroom Action Research (CAR), Experimental study design, and Case Study	They were not Classroom Action Research (CAR), Experimental research design
They used the English language.	They did not use the English language.

For the search strategy, the study used Google Scholar. Google Scholar is internet-based which aims to let users more easily get the idea and makes it the researcher easier to find the article or journal that will be used in this research. After completing the selection process, researchers found 20 journals, most related journals using the keywords listen, read, and discuss in teaching reading. Using inclusion criteria, those journals were selected again, and the researcher found the five most related journals. Systematic reviews adopt a formal and systematic approach to extract relevant information from primary studies, which often involves the development of a data extraction form that the reviewer will complete for each of the studies in the review presented in Table 3.

TABLE 3
DATA EXTRACTION FROM INCLUDED STUDIES

No	Title of the Studies	Authors	Research Design	Code
1	Listen-Read-Discuss in Teaching and Learning Reading Comprehension: A Case Study of Private Senior High School in Lampung	Rija Dwiono (2017)	Case Study	Study-1
2	Improving Student Reading Comprehension Though Listen-Read-Discuss (LRD) Strategy a MA Nurussabah Praya Tengah	Terasne Nanang Sugianto Abdul Wahab Maria Ulfa (2018)	Classroom Action Research (CAR)	Study-2
3	Listen-Read-Discuss (LRD) in Teaching Second Language Reading	Elfa Yusanti (2018)	Experimental Research	Study-3
4	Implementation of LRD (Listen-Read-Discuss) Strategy Learning for Increasing Reading Skill and Student Achievement on Discussion Text Academic Year 2019-2020.	Mariani (2019)	Classroom Action Research (CAR)	Study-4
5	The Influence of Using Listen-Read-Discuss (LRD) Strategy Toward Students' Reading Comprehension on Narrative Text	Doni Sudibyo Agus Setiawan Anis Rahmawati (2020)	Experimental Research	Study-5

Data synthesis involves collecting and summarizing the results of the primary studies. In the development of the review in this step, the researcher analyzed each one, identified the critical information, then synthesized the article's collection and identified. To analyze the data, the researcher used a thematic analysis. According to Braun & Clarke (2006), thematic analysis is a method for systematically identifying, organizing, and offering insight into patterns of meaning (themes) across a data set. The thematic analysis identifies the data with qualitative analysis.

These six-phase thematic analysis processes are based on Braun & Clarke (2006). Phase 1 is familiarizing the data to understand the contents of the research data obtained and begin to discover something in the data related to the research question.

Phase 2 is Generating initial codes when the researcher has read and familiarized themselves with the data and has generated an initial list of ideas about what is in the data and what is interesting. Code can also be considered a label or a feature contained in the data associated with the research question. In this case, the researcher determines which data in the interview transcript needs to be coded.

Phase 3 is Searching for themes that are by the research objectives. In this step, the themes describe something important in the data about formulating the research problem. In this phase, researchers review all the codes and groups formed. Double-checking these codes is necessary to ensure that the codes within each group have the same meaning. For example, in this study, there is a code that says students are lazy to learn, and there is a code that says students do not understand what they have read. After reading the code, the researcher found that both codes indicate that students have obstacles in learning. From this, the researcher decided that these two codes had similarities and barriers in education. Afterwards, the researcher must decide on the two codes and enter them into one group. For the example above, the group gives the name of the student problem.

Phase 4 is Reviewing themes, for the relationship between theme and code must be clear and coherent. Therefore, researchers need to read all the collated extracts for each theme and consider whether they appear to form a cohesive pattern.

Phase 5 is Describing the main points of existing data on the theme. Create analytical how-to story-appropriate themes to solve problems with practitioners.

Phase 6 is Producing the report. Thematic analysis is a method that can be used to analyze qualitative data. This data analysis technique is very appropriate when a study aims to determine what happened in a problem being investigated. This study creates a SWOT analysis to develop strategic planning for this research. SWOT analysis is a comprehensive assessment of a company's strengths, weaknesses, opportunities, and threats (Kotler and Armstrong, 2008). For this stage, SWOT analysis assesses the LRD strategy in terms of strengths, weaknesses, opportunities, and threats.

FINDINGS AND DISCUSSION

This research shows the results of five journals related to a strategy that included inclusion criteria and focused on finding the contribution of the LRD strategy on students' reading comprehension. There were five steps to do a systematic review in this research: defining the question, inclusion and exclusion criteria, search strategy for identification of literature, extracting data, and synthesizing data. This study uses the following steps to produce the theme: the first initial code, the researchers underline the words in each journal related to the researcher's question; the second makes the data transcript table and codes; the last is categorize codes and naming themes to know the contribution of LRD strategy in reading comprehension. In choosing the included studies, it is crucial to construct inclusion and exclusion criteria.

These findings indicate that: the LRD strategy contributes to improving reading comprehension, activating students' background knowledge, building prior knowledge, establishing a purpose for reading, and making students more active and enthusiastic about learning. In each research journal, researchers found a rapid increase when using the LRD strategy, and a significant difference was seen based on the students' pre -and post-test scores. LRD is a strategy that can help students achieve their goals and build their prior knowledge in reading comprehension. As a result of conducting this research, this chapter showed the findings and discussions of the study. This chapter focused on the explanation of appropriate themes. The summary of findings can be described below.

Study-1

A case study was used in this study. This research was conducted at Private Islamic Senior High School in Lampung, and 36 students were taken as samples. The researcher produces a report of the journal analysis with the following themes:

Students' Problem

Reading is one of the essential skills in English. Reading can improve understanding of the content of the text. Reading can also improve vocabulary. When students do not understand what they are reading, they will be confused and do not understand what they read. The problems in teaching reading comprehension deal with the teaching strategy and selection of teaching materials. The students' habit of

slow reading. In the text selection, teachers are not confident in choosing the reading materials. Teachers primarily rely upon English textbooks available by which modifications are not required.

The Procedure of Teaching Comprehension Through LRD

In this study, the teacher used the LRD strategy to assist students in learning reading comprehension. In teaching reading comprehension, the teachers need a system to teach the student reading comprehension. At this stage, the teacher conducts the pre-activities, such as the teacher greets the student, the teacher gives the students, brainstorming with the teacher stimulates students' curiosity, and the teacher facilitates the task. The next step is the teacher conducting activities and presenting the information from the text in the usual lecture style. During exercises, the teacher gives the students time to read the textbook version of the same material. The teacher puts the students into teams and provides time for students to delve into a topic in greater depth. Then, to check comprehension and facilitate comprehension, the teacher gives the score, does a reflection, and closes the meeting after conducting preliminary research at a private senior high school in Lampung. The student's reading comprehension was still low, although the teacher had used Listen-Read-Discuss in teaching in the classroom.

The Contribution of LRD to Reading Comprehension

Based on the study's results, using the LRD strategy significantly improves students' reading comprehension. The classroom atmosphere in teaching learning reading comprehension using LRD was that the students looked active and enthusiastic to follow each step. Still, some looked less responsive, bored, did not focus, or even made noise and chatted. From the data gained through observation, the researcher assumed that teaching learning reading comprehension by using LRD was still less effective and maximal. The teacher could not solve some problems during the teaching process, although the teacher followed the procedure well. The issues were that the teacher did not manage the time well. Some steps in LRD sequences were done in a hurry by the teacher. The teacher did not have time to give feedback or reflection to the students. She only discussed the material without discussing the students' difficulties in learning reading comprehension using LRD.

Study-2

Classroom action research was used in this study. This research was conducted at MA Nurussabah Praya Tengah, and 20 students were taken as samples. The study produces a report of the journal analysis with the following themes:

Students' Obstacles

Reading not only the text but also the students must understand the meaning of the text. Reading comprehension is vital for students to catch the importance of the text. Most students cannot comprehend what they have read. The researcher found that students were lack of reading comprehension. Some students cannot identify the main idea, cannot remember the reference of the word, and conclude the topic, and are challenged to find the critical point of the text.

The Contribution of LRD to Reading Comprehension

In this study, the researcher used the LRD strategy to assist students in learning reading comprehension. Most students cannot understand and comprehend what they have read in a text. Because of this problem, the researcher used the LRD (Listen-Read-Discuss) strategy. The LRD strategy consists of 3 steps; the first step is L (Listen), the second is R (Read), and the last is D (Discuss). The teacher asks the students to listen to the presentation in the first step. In the second step, the students read a text; in the third step, they discuss what they read to deepen their understanding. Therefore, to ensure student interest, the teacher should select topics of which students do not have prior knowledge.

Students Outcomes

In the first cycle, the researcher found that some students were still confused, had difficulty reading and finding ideas, and ignored the teacher and explained. The results of the first cycle did not meet the criteria for success. In the second cycle, the activities are better than in the first cycle. The students actively participated in the learning process and paid attention to the teacher's explanation. They looked enthusiastic about doing the tasks using this strategy and followed every instruction from their teacher.

Study-3

The experimental design was used in this study. This research was conducted at SMA Perintis 1 Bandar Lampung, and 50 students were taken as samples. It was divided into two classes consisting of 25 students for the experimental class and 25 for the control class. The researcher produces a report of the journal analysis with the following themes:

Students' Difficulties in Reading Comprehension

During the learning process, students' reading skills were still low, such as failing to read texts due to a lack of vocabulary, not understanding how to identify texts, and being confused in reading which is why they are lazy in reading. These problems prevent them from developing. Students need more guidance in overcoming their lack of mastery of English because they need to prepare the proper knowledge. English language skills are also required at work if someone wants to continue schooling, such as in college. However, many students still fail and do not excel in reading comprehension. In this study, the researcher was concerned about helping students improve reading comprehension using the LRD strategy. In this context, implementing the LRD strategy is expected to enhance students' reading comprehension and help them overcome reading problems.

The Process of LRD Strategy

In this study, researchers used LRD strategies to assist students in learning reading comprehension. In teaching reading comprehension, students need much vocabulary to understand the intent and purpose of the text. There were still many students who still have not mastered the basic skills of English. The researcher tries to solve this problem by using the LRD strategy. There are some steps of teaching reading by using the LRD strategy. First, before reading, students listen to a short lecture delivered by the teacher. A guide or graphic organizer can be used to help students follow the information. The next step is for the students then read a text selection about the topic. This explanation is compared with the data from the lecture. After reading, there is a significant group discussion, or students engage in small discussions about the topic. Then, students may be asked to complete an information sheet or a writing activity to develop their understanding further.

Advantages of Using LRD Strategy

When implementing the LRD strategy, the data showed that the post-test results were higher than the pre-test. This means that the criteria for success have been met. LRD strategy has an impact on student achievement in learning reading comprehension. LRD is a fun strategy because it has an easy and short process. In this study, LRD succeeded in improving students' reading comprehension. The LRD strategy has an easy and quick process. It is suitable for use in the classroom or outside the school environment. Students feel proud because they can complete the assignments given by the teacher, are confident in doing questions, and are not afraid to present their work in front of the class. Furthermore, the learning process using the LRD strategy from the result of students' post-test is higher in the pre-test. Besides that, Listen-Read-Discuss can improve each aspect of students reading comprehension, including primary idea expression in content, inference, grammatical feature, detail (scanning for an expressly stated detail), excluding fact not written, supporting the idea, and vocabulary in range. The result of the pre-test and post-test also showed that the students who taught by using Listen-Read Discuss got a better result than those who taught by using the questioning strategy.

Study-4

This study applied classroom action research; The subject were 37 students of class XII IIK-3 MAN 1 Banjarmasin. The study produced a report of journal analysis with the following themes:

Students' Obstacles

The researchers found several problems in students learning reading comprehension in this study. During the learning process, students experience issues such as failing to read the text because they lack vocabulary, do not understand how to identify text, and are not brave enough to convey their ideas. The teacher and students cannot conclude the learning material together. In this study, researchers were concerned about helping students improve reading comprehension using the LRD strategy. In this context, the results of implementing the LRD strategy are expected to enhance students' reading comprehension and help them overcome reading problems. Overall, the learning process in the first cycle has been going quite well based on the teacher activity assessment sheet. However, even though it is pretty good, some are still lacking, such as teachers who are still lacking in providing overall guidance. The teacher also can't manage time well.

The Achievement by Using LRD

After the teacher used the LRD strategy, the teacher was good enough in all aspects of teacher activities in learning, such as encouraging students to ask questions, condition students to ask questions, giving directions to students to discuss, and so forth. Previously the score in the first cycle was low. After the teacher implemented the suggestions from the observers, the teacher's score became high. Also, teachers can better manage classes and time so that the planned learning steps can be carried out correctly. In addition, teachers are better able to make the learning process more fun and meaningful so that students become more motivated to learn.

Study-5

This study applied experimental research. This research was conducted at SMK Muhammad Aimas, and 22 students were taken as samples. It was divided into two classes consisting of 11 students for the experimental class and 11 students for the control class researcher produced a report of journal analysis with the following themes:

Students' Difficulties in Reading Comprehension

Reading can also increase vocabulary. Reading means the language acquisition of communication and information sharing of ideas. When students do not understand what they are reading, they will be confused and not understand the reading. Based on initial observations at school, students have low reading scores. Students have difficulty in understanding reading. Many students fail to achieve the KKM (Criteria of minimum mastery).

The Contribution of LRD to Reading Comprehension

Based on the study's results, using the LRD strategy significantly improved students' reading comprehension. Students who entered the experimental group got high scores after implementing the LRD strategy. This is because the LRD strategy helps students to activate prior knowledge. By finding out about the reading text before reading, students will more easily recognize the lesson, this increases curiosity, and they become excited to start reading. LRD's contribution was also felt when after the researcher taught by using Listen-Read-Discuss (LRD) strategy to the students, they were paying attention in the "listening" process. When the researcher asked students to read a text, they were excited. Then, in "discuss", the students actively discussed the reader with their groups. Based on the data analysis, the writer concluded that there is any significant influence of using the LRD strategy towards students' reading comprehension of narrative text at the eleventh grade of SMK Muhammadiyah Aimas, Sorong. Based on the mean of pre-test and post-test in both control and experimental classes, it is known that the mean score of the post-tests

is higher than the mean score of the pretest. It meant that the student's reading comprehension after treatment was improved.

Benefits of Using LRD Strategy

LRD is a powerful tool for engaging struggling readers in classroom discussions. It means that the LRD strategy is the strategy that builds students' background knowledge in comprehending the text. It might be an active learning method for the students and the teacher in teaching reading comprehension. The increase occurred gradually through the treatment that the researcher gave. The LRD strategy positively affects students' knowledge by activating background knowledge. Students can more easily understand terms or words in the reading text. It also helps students build prior knowledge and become more active in learning. Teachers are also easier to teach. The LRD strategy trains students to understand the contents of the text easily.

For analysis of the review from several studies above, this study creates a SWOT analysis to develop strategic planning for this research. For this stage, SWOT analysis assesses the LRD strategy in terms of strengths, weaknesses, opportunities, and threats presented in Table 4.

TABLE 4
SWOT ANALYSIS OF REVIEW RESULT

TITLE	STRENGTH	WEAKNESS
Study-1	The classroom atmosphere in teaching and learning reading comprehension using the LRD strategy where the students looked active in learning reading comprehension.	Teaching and learning by using LRD were still less effective and not maximal.
		The learning process does not work effectively and does not achieve the goals to be performed in learning.
	OPPORTUNITY	THREAT
	The teacher should consider appropriate strategies for developing mastery in the learning activity, encouraging students' interests and focusing on learning reading comprehension.	The students cannot read well or even comprehend the text.
TITLE	STRENGTH	WEAKNESS
Study-2	This strategy has improved the students' reading skills and students' outcomes.	The students still found it challenging to understand the text because of the limitation of their vocabulary.
	After using this strategy, the teacher becomes more accessible in managing time and sound in carrying out learning.	
	OPPORTUNITY	THREAT
	The teacher should be more control and guidance from making paragraphs until the last reading process.	The student did not pay attention when the teacher explained the lesson.
	The teacher should use strategies suitable for students' problems to improve students' abilities.	The students' scores did not achieve the criteria of success yet.

TITLE	STRENGTH	WEAKNESS
Study-3	This strategy can improve each aspect of students' reading comprehension.	The students had difficulties in reading comprehension because of their lack of vocabulary.
	This strategy can build the student's prior knowledge	
	The students are more confident	
	OPPORTUNITY	THREAT
	The teacher must consider and choose the correct teaching and learning system to improve student ability.	Students are lazy to read.
		Students are confused in reading the text.
TITLE	STRENGTH	WEAKNESS
Study-4	Give students the purpose of reading and make it easier for students to understand after reading.	The lack of time allocation and length of the KWL strategy process is inappropriate.
	The teacher can manage the class and time so that the learning steps that have been planned can be implemented well.	
	OPPORTUNITY	THREAT
	Teachers, as an educator, need to be creative and innovative to find solutions.	The student still has inefficient reading habits.
	The teacher must try to show that reading to teenagers, like students in high school, must be different from students' elementary level.	Student lack of vocabulary
		Very dependent on the dictionary
TITLE	STRENGTH	WEAKNESS
Study-5	The teacher can excite the students to be more active.	The students still found difficulty understanding the text because of the limited vocabulary.
	LRD strategy makes students more interested in learning reading comprehension, and they can discuss it with their groups. It makes a cooperative classroom.	
	OPPORTUNITY	THREAT
	Selecting and establishing teaching methods and techniques that are considered adequate for overcoming learning difficulties	Students got difficulties in reading comprehension.
	Selecting and planning strategies to be used	

The results showed that the LRD strategy provided reading comprehension teaching and was used in the five included studies. Based on five journals selected using thematic analysis, the thematic data analysis process consists of the following procedures: determining the initial code, creating a theme, and finally, creating a paragraph. The theme of each journal focuses on the process of using the LRD strategy and the aftereffects of using the LRD strategy. The study focuses on knowing the contribution of the LRD strategy in learning reading comprehension for senior high school students.

The problems are that students do not understand what they have read, do not have an interest in reading, do not master vocabulary, and have difficulty finding motivation and interest in understanding learning. Then they become passive during the learning process and are not confident. They are afraid to make mistakes in learning to read. Also, the teacher has some problems. Teachers have difficulty if students can achieve primary control, students read very slowly, and students cannot find ideas. The teacher has problems designing or modifying questions and exercises for students to teach reading comprehension. Teachers have difficulty supporting, developing, and involving students to listen to teacher presentations and read texts and texts.

In the findings of five journals, using the LRD strategy significantly improved students' reading skills. This strategy had an effect, such as helping students identify main ideas and understand texts. Students were more active in class and paid more attention to the teacher when explaining the lesson. This strategy also helps students build on prior knowledge.

The result of the findings of this journal is that the LRD strategy helps the rest overcome students' reading difficulties as students are more enthusiastic about learning and more active in class. The post-test score was higher than the pre-test score. So, this strategy significantly contributed to improving reading after implementing LRD.

CONCLUSION

This systematic review has included five studies in published journals. The studies found the use of the Listen-Read-Discuss (LRD) strategy to teach reading to senior secondary schools. The review found that this strategy has been implemented in the appropriate steps and processes. In addition, these studies have achieved the primary goal of this strategy, namely the reading process.

The purpose of doing some systematic is to find out the results of the five journals. The research carried out the steps before the analysis, using thematic to review the journals. The results can be used as a reference for teachers. The results of the review show that the Listen-Read-Discuss strategy can be helpful for teachers who want to use Listen-Read-Discuss (LRD) as a strategy to teach their students.

This research concludes that using LRD can improve students' reading ability. This can be seen in the five reviewed journals, showing the results of each study. Each journal is proved that LRD can be used as a learning medium. Each score in the journal indicates that the score after using LRD as a learning medium is higher than before. So, the researcher concludes that the listening-Read-Discussion strategy is a strategy that builds students' background knowledge in understanding the text. This may be active teaching in learning for students and teachers in reading comprehension. Simple LRD is a good reading strategy for students; with this strategy, students will be more active because this strategy students build prior knowledge before reading on their own. This strategy also uses discussion so that students can share ideas with others.

REFERENCES

- Alsowat, H.H. (2017). A Systematic Review of Research on Teaching English Language Skills for Saudi EFL Students. *Advances in Language and Literary Studies*, 8(5), 31–45.
- Bettany, S.J. (2010). Learning How to Undertake a Systematic Review: Part 1. *Nursing Standard*, 24(50), 47–56.
- Braun, V., & Clarke, V. (2006). Using Thematic Analysis in Psychology. *Qualitative Research in Psychology*, 3(2), 77–101.
- Clarke, P.J., Snowling, M.J., Truelove, E., & Hulme, C. (2014). *Developing Reading Comprehension*. New York: John Wiley & Sons, Ltd.
- Cline, F., Johnstone, C., & King, T. (2006). *Focus Group Reactions to Three Definitions of Reading (As Originally Developed in Support of NARAP goal 1)*. Minneapolis: National Accessible Reading Assessment Projects.
- Dwiono, R. (2017). Listen-Read-Discuss in Teaching and Learning Reading Comprehension: A Case Study of Private Senior High School in Lampung. *Proceeding of 2nd International Conference of Arts Language and Culture*.
- Ferreras, F.T., Martín, R.H., García, P.F.J., & Merlo, V.J.A. (2016). The Systematic Review of Literature. *Proceedings of the Fourth International Conference on Technological Ecosystems for Enhancing Multiculturality (TEEM'16)*, pp. 291–298.
- Harmer, J. (2007). *How to Teach English*. England: Stenton Associates, Saffron Walden, Essex, UK.
- Homby, A.S. (1994). *Oxford Advance Learner's Dictionary of Current English*.
- Julia, H.L., Jacqueline, C., & Vijayan, P. (2008). *Systematic Reviews and Meta-Analysis: (Pocket Guides to Social Work Research Methods)*. New York: Oxford University Press, Inc.
- Kabir, S.M.S. (2016). *Basic Guidelines for Research an Introductory Approach for All Disciplines*. Zone Publication, Chawkbazar, Chittagong.
- Kahn, K.S., Kunz, R., Kleijnen, J., & Antes, G. (2011). *Systematic Reviews to Support Evidence-Based Medicine: How to Review and Apply Findings of Healthcare Research*. London: The Royal Society of Medicine Press.
- Kayulita, E., Antoni, R., & Nursyafitri. (2020). The Effect of Using Video Listen-Read-Discuss Strategy Toward Student's Comprehension of Recount Text at The Second Grade of SMP Muhammadiyah Rambah. *Journal of English Education*, 6.
- Kim, T. (2011). Building Student Proficiency with Scientific Literature Using the Zotero Reference Manager Platform. *Biochemistry and Molecular Biology Education*, 39(6), 412–415.
- Kotler, P., & Armstrong, G. (2008). *Principles of Marketing* (10th ed). New York: Prentice Hall Inc.
- Lorenzetti, D.L., & Ghali, A.W. (2013). Reference Management Software for Systematic Reviews and Meta-Analyses: An Exploration of Usage and Usability. *BMC Medical Research Methodology*, 13(1), 141.
- Manzo, A.V., & Casale, U.P. (1985). Listen-Read-Discuss: A content reading heuristic. *Journal of Reading*, 28, 372–734.
- Mariani. (2019). Implementation of LRD (Listen, Read, Discuss) Strategy Learning for Increasing Reading Skill and Student Achievement on Discussion Text Material in Class XII LIK 3 Madrasah Aliyah Negeri 1 Banjarmasin Academic Year 2019/2020. *Jurnal PTK & Pendidikan*, 5(2).
- McKenna, M.C. (2002). *Help for Struggling Readers*. The Guildford Press.
- Methley, M.A., Stephen, C., Carolyn, C.G., Rosalind, M., & Sudeh, C.G. (2014). PICO, PICOS, and Spider: A Comparison Study of Specificity and Sensitivity in Three Search Tools for Qualitative Systematic Review. *BMC Health Services Research*, 14, 579.
- Mukhroji, M. (2011). *The Importance of Teaching Reading Strategies to Improve Students Reading Comprehension*. Malang: State University of Malang.
- Murimboh, J., & Hollingdale, R. (2012). Zotero: A Reference Manager for Everyone. *Journal of Chemical Education*, 89, 117–123.

- Newman, M., & Gough, D. (2019). *Systematic Reviews in Educational Research: Methodology, Perspectives and Application*. Germany: Springer VS.
- Palinkas, L.A., Horwitz, S.M., Green, C.A., Wisdom, J.P., Duan, N., & Hoagwood, K. (2013). Purposeful Sampling for Qualitative Data Collection and Analysis in Mixed Method Implementation Research. *Administration and Policy in Mental Health*, 42(5), 533–544.
- Pang, E.S., Muaka, A., Benhardt, E.B., & Kamil, M.L. (2003). *Educational Practice Series-12: Teaching Reading*. France: UNESCO.
- Patton, M.Q. (2002). Two Decades of Developments in Qualitative Inquiry: A Personal, Experiential Perspective. *Qualitative Social Work*, 1(3), 261–283.
- Paul, S.A.S., & Clarke, P.J. (2016). A Systematic Review of Reading Intervention for Secondary School Students. *International Journal of Educational Research*, 79, 116–127.
- Ray, A., & Ramesh, D. (2017). Zotero: Open-Source Citation Management Tool for Researcher. *International Journal of Library and Information Studies*, 7(3), 238–246.
- Safura, S., & Helmanda, C.J. (2019). Analysis of Acehnese EFL Students' Ability in Mastering Main Idea in Reading. *English Education International Conference*, 2, 198–203.
- Sudibyo, D., Setiawan, A., & Rahmawati, A. (2020). The Influence of Using Listen-Read-Discuss (LRD) Strategy towards Students' Reading Comprehension on Narrative Text. *INTERACTION: Jurnal Pendidikan Bahasa*, 7(1), 8–14.
- Suri, H. (2011). Purposeful Sampling in Qualitative Research Synthesis. *Qualitative Research Journal*, 11(2), 63–75.
- Terasne., Sugianto, N., Wahab, A., & Ulfa, M. (2018). Improving Students' Reading Comprehension Through Listen–read–discuss (Lrd) Strategy at Ma Nurussabah Praya Tengah. *Journal of English Language Teaching*, 5(2), 113–120.
- Vine R. (2006). Google Scholar. *Journal of the Medical Library Association*, 94(1), 97–99.
- Yusanti, E. (2018). Listen-Read-Discuss (LRD) in Teaching Second Language Reading. *LET: Linguistics, Literature and English Teaching Journal*, 8(1), 64–77.