

ABSTRACT

Nelly Musdalifa. 2017. *Using LRD (Listen-Read-Discuss) Strategy in Improving Students' Reading Comprehension (A Pre-Experimental Research at the Eleventh Grade Students of SMAN 3 Bulukumba)*, under the thesis of English Education Department, the Faculty of Teacher Training and Education, Muhammadiyah University of Makassar, supervised by Erwin Akib and Ilmiah.

This research aimed to improve students' reading comprehension, particularly literal and interpretative comprehension by using *LRD (Listen-Read-Discuss)* strategy.

The researcher used a pre-experimental design. It conducted with one class of the eleventh grade students of SMAN 3 Bulukumba. Cluster random sampling with lottery technique was applied to select the sample of one group pre-test and post-test study. The number of sample selected was 30 students. The data obtained from reading essay test.

The researcher found that the result of the students' mean score in pre-test was 66.78 and it was improved to be 80.95 in post-test. In addition, the statistical computation described that *LRD (Listen-Read-Discuss) strategy* was effective in improving students' reading comprehension. It supported by the t-test value that was higher than t-table value ($20.372 > 2.045$). Therefore, the alternative hypothesis (H_1) accepted while the null hypothesis (H_0) rejected. Based on the result analysis, the researcher concluded that, using *LRD (Listen-Read-Discuss) strategy* can improve students' reading comprehension in term literal and interpretative comprehension.

Keywords: LRD (Listen-Read-Discuss) strategy, literal and interpretative comprehension