

**THE IMPLEMENTATION OF LISTEN-READ-DISCUSS (LRD)
STRATEGY TO IMPROVE STUDENTS' CRITICAL
READING SKILL IN ANALYTICAL EXPOSITION TEXT**

Thesis

Submitted in Partial Fulfillment of the Requirement for the
Degree of "Sarjana Pendidikan" (S1)

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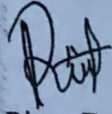
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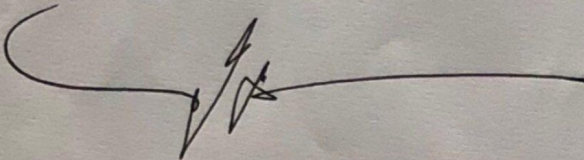
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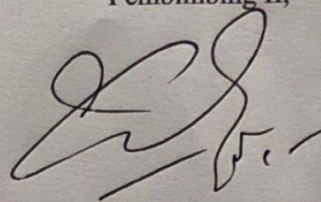
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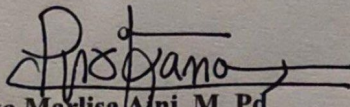
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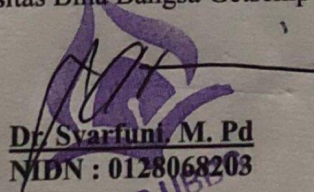
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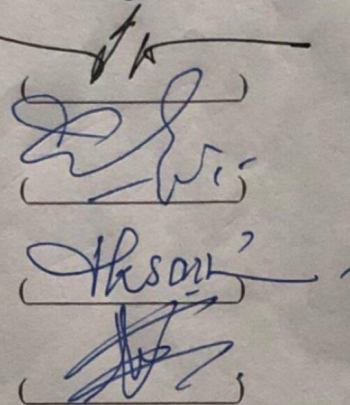
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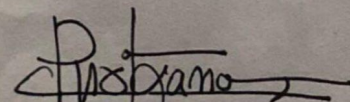
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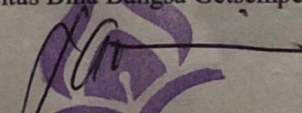


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Finally, the researcher realized that this thesis is still far from perfect. Therefore, the suggestion and criticisms are always welcome to improve the quality of the thesis in the future.

Banda Aceh, 03 November 2025

Peneliti

Risma Dani

ABSTRACT

Risma Dani, 2025. The Implementation of Listen-Read-Discuss (LRD) Strategy to Improve Students' Critical Reading Skill in Analytical Exposition Text. Thesis English Education Study Program, Bina Bangsa Getsempena University, Supervisor I, Mulyadi Syahputra, M.Pd, Supervisor II, Mulyani, M. Pd. M. TESOL.

This study aims to determine whether the Listen-Read-Discuss (LRD) strategy applied in students at SMA Negeri 5 Banda Aceh in analytical exposition text can improve students' critical reading skills or not. The researcher used a pre-experimental, pre-test, and post-test study with one group. Researcher used treatment for six meetings. The subjects of this study were first grade students of SMA Negeri 5 Banda Aceh in the 2024/2025 school year with a total of 31 participants. The instruments used in this study were pre-test and post-test. This type of research is a quantitative method. After the research was conducted, the results showed that the t-observed value (-11.359) is smaller than the t-table value (2.042). Therefore, the null hypothesis (H_0) is accepted, and the alternative hypothesis (H_a) is rejected. In conclusion, used Listen-Read-Discuss (LRD) cannot improve students' critical reading skills at SMAN 5 Banda Aceh where the Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_a) is accepted.

Keywords: Listen-Read-Discuss (LRD), Critical Reading, Analytical Exposition

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