



The Effect of Listen-Read-Discuss (LRD) Strategy on Students Reading Comprehension in Ninth Grade at SMP Widya Sakti

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Abstract. *This study aimed to determine whether there was a significant effect of the Listen–Read–Discuss (LRD) strategy on students’ reading comprehension in ninth grade at SMP Widya Sakti Denpasar. This study employed a quantitative approach with a quasi-experimental design using a non-equivalent control group design. The participants of this study were ninth-grade students of SMP Widya Sakti Denpasar, consisting of one experimental class and one control class with a total of 36 students in each class. The instruments used in this research were pre-test and post-test in the form of multiple-choice reading comprehension tests on narrative texts. The data were analyzed using descriptive and inferential statistical analysis, including normality test, homogeneity test, Mann–Whitney U test, Independent Sample T-test, and ANCOVA. The findings showed that the students taught by using the Listen–Read–Discuss (LRD) strategy achieved better reading comprehension scores than those taught by using the conventional method. The findings revealed that students who were taught using the Listen-Read-Discuss (LRD) strategy achieved better reading comprehension performance than those who were taught through the conventional direct instruction method. The experimental group obtained a higher mean score (78.05) compared to the control group (72.67). In addition, the ANCOVA analysis showed a significance value of 0.000, which was lower than 0.05, indicating a significant effect between the two groups. In conclusion, the Listen–Read–Discuss (LRD) strategy was effective in improving students’ reading comprehension of narrative texts. Therefore, English teachers are suggested to apply the LRD strategy as an alternative strategy in teaching reading comprehension, and future researchers are recommended to conduct further studies with different text types and educational levels.*

Keywords: *Listen–Read–Discuss (LRD) strategy; reading comprehension; scaffolded cards.*

Abstrak. Penelitian ini bertujuan untuk mengetahui apakah terdapat pengaruh yang signifikan dari strategi Listen-Read-Discuss (LRD) terhadap pemahaman membaca siswa kelas IX di SMP Widya Sakti Denpasar. Penelitian ini menggunakan pendekatan kuantitatif dengan desain kuasi eksperimen melalui rancangan *non-equivalent control group design*. Partisipan penelitian ini adalah siswa kelas IX SMP Widya Sakti Denpasar yang terdiri atas satu kelas eksperimen dan satu kelas kontrol dengan jumlah masing-masing 36 siswa. Instrumen yang digunakan dalam penelitian ini adalah pre-test dan post-test berupa tes pilihan ganda pemahaman membaca pada teks naratif. Data dianalisis menggunakan analisis statistik deskriptif dan inferensial yang meliputi uji normalitas, uji homogenitas, uji Mann-Whitney U, Uji t Sampel Independen, dan ANCOVA. Hasil penelitian menunjukkan bahwa siswa yang diajar menggunakan strategi Listen-Read-Discuss (LRD) memperoleh skor pemahaman membaca yang lebih baik dibandingkan dengan siswa yang

diajar menggunakan metode konvensional. Temuan penelitian mengungkapkan bahwa siswa yang diajar menggunakan strategi Listen-Read-Discuss (LRD) menunjukkan kemampuan pemahaman membaca yang lebih baik dibandingkan dengan siswa yang diajar melalui metode pembelajaran langsung (*direct instruction*) konvensional. Kelompok eksperimen memperoleh nilai rata-rata yang lebih tinggi (78,05) dibandingkan kelompok kontrol (72,67). Selain itu, hasil analisis ANCOVA menunjukkan nilai signifikansi sebesar 0,000 yang lebih kecil dari 0,05, yang mengindikasikan adanya pengaruh yang signifikan antara kedua kelompok. Berdasarkan hasil tersebut, dapat disimpulkan bahwa strategi Listen-Read-Discuss (LRD) efektif dalam meningkatkan pemahaman membaca siswa terhadap teks naratif. Oleh karena itu, guru bahasa Inggris disarankan untuk menerapkan strategi LRD sebagai alternatif strategi dalam pembelajaran membaca, dan peneliti selanjutnya disarankan untuk melakukan penelitian lebih lanjut dengan jenis teks dan jenjang pendidikan yang berbeda.

Kata kunci: kartu scaffolding; pemahaman membaca; strategi Listen-Read-Discuss (LRD).

1. INTRODUCTION

English functions as a language for international communication, so it plays an important role in both spoken and written interaction among people from different countries (Mastrothanas, Kladaki, & Andreou, 2023). Because of its importance, English is used in many fields, especially in education (Lubis, 2024). Therefore, English is taught to students in Indonesian classrooms. In learning English, students learn four basic language skills: reading, speaking, listening, and writing (Ikhtiyorovna, 2023). These skills fall into two categories: productive skills, which include speaking and writing, and receptive skills, which include listening and reading. Among these skills, reading is one of the most important because it supports academic learning and understanding (Hand, Lonigan, & Puranik, 2024).

Reading is one of the most important academic skills because it involves understanding and analyzing written texts to build vocabulary, develop critical thinking skills, and obtain new knowledge (Saidjonovna, 2023). Reading skills play a vital role in improving comprehension because they help readers judge the level of difficulty and meaning of a text (Zhang, Inoue, & Georgiou, 2024). According to Setiawan, Hang, Fauzan, dan Derana (2023), reading includes identifying main ideas, understanding vocabulary in context, making inferences, recognizing text structure, and understanding detailed information. From this explanation, it is clear that reading plays an important role in language learning by supporting information acquisition, comprehension, and critical thinking (Kandemir & Bay, 2024). Therefore, mastering reading-related skills is essential for successful language development (Afnita, Husein, & Ulya, 2023).

According to (Lane, Contesse, Gage, & Burns, 2025), there are four types of reading comprehension: silent reading, reading aloud, extensive reading, and intensive reading. Reading is included in every learning activity because effective reading comprehension is necessary to understand the content of a text (AlAli & Al-Barakat, 2024). Reading comprehension is an active and constructive process in which readers create meaning by combining the information in the text with their prior knowledge and experiences. To achieve effective comprehension, readers connect what they already know with new

information while reading (Isik, 2023). Reading skills play an important role in improving comprehension because they enable readers to make inferences and understand ideas presented in written texts (Abidjanova, 2024).

In the current teaching practice, reading instruction is still commonly conducted through conventional teacher-centered methods. The teacher usually explains the content of the text, introduces new vocabulary, and asks students to answer comprehension questions based on the reading passage. Although this approach helps students acquire information from the text, it often limits their opportunities to actively engage in the learning process. Students tend to rely on the teacher's explanations rather than constructing their own understanding through interaction and discussion. As a result, some students experience difficulties in comprehending reading texts, identifying main ideas, and interpreting information independently. Therefore, it is necessary to implement a more interactive and student-centered strategy that encourages students to activate their prior knowledge, engage with the text, and discuss their understanding with others. One strategy that may address these issues is the Listen-Read-Discuss (LRD) strategy. Based on these skills, students learn how to read texts appropriately and effectively according to their level of ability. The LRD strategy works effectively for learning to read comprehension because the LRD approach uses creative techniques to assist students in comprehending the goal of reading comprehension.

Reading is the focus in this research. The first reason is their limited vocabulary. Students who lack confidence in themselves have been influenced by their small vocabulary. Second, children struggle with word recognition and decoding, which indicates that they require a strategy for decoding and comprehending a message or text so that their reading comprehension can identify written words without feeling difficult. The Listen– Read–Discuss (LRD) strategy consists of three main components: listening, reading, and discussion. This strategy encourages students to engage in discussion before, during, and after reading in order to develop vocabulary and deepen understanding (Aisyah & Wibowo, 2025). Through the LRD process, students focus on comprehension and the selection of important ideas from the text. Previous studies by Al Roomy (2022), examine the effect of the Listen–Read– Discuss strategy on reading comprehension. In the findings, the researchers found that students respond positively to the use of the LRD strategy and demonstrate improvement in their reading comprehension. Other studies from Gedik & Akyol (2022) investigate whether the strategy promotes active student participation during the teaching and learning process through reading activities. The results indicate that students show positive attitudes toward the implementation of the Listen– Read–Discuss strategy, which plays an important role in effective reading comprehension (Hilmi, Anisah, Anwar, & Sukma, 2024). Overall, the LRD strategy supports student’s learning because it includes interactive and creative activities that help students understand the purpose of reading comprehension more effectively.

The Listen–Read–Discuss (LRD) strategy offers several advantages. First, it effectively engages struggling readers, especially students who have difficulty understanding texts. Second, students who are unfamiliar with the topic gain background

knowledge during the listening phase, which helps them understand the text more easily when reading. Third, this strategy supports the teaching and learning of reading by encouraging students to participate actively in the learning process. Listen-Read-Discuss (LRD) strategy is considered an appropriate approach for teaching reading comprehension because it requires students to read actively and think critically. Despite its advantages, the LRD strategy also has some limitations. The results do not appear immediately, and students who learn more slowly may need more time to understand the material since the teacher only introduces the topic (Robby Ibrahim, 2017). In addition, if the teacher cannot manage the classroom effectively or maintain students' attention, the strategy may become less engaging.

According to Sudiby, Setiawan, and Rahmawati (2020), the LRD strategy in teaching narrative texts. These studies report significant effects on students' reading comprehension; however, the improvements appear mainly when the listening stage relies only on printed texts and the teacher's voice during lectures. Other studies focus on comparing the Listen-Read-Discuss (LRD) strategy with the SQ3R method (Puspitaloka, Kholifah, & Zakiyatunnisa, 2025). The findings show that LRD works better for students with higher levels of anxiety, although the discussion stage is often dominated by one or a few students. Research that applies the LRD strategy to report texts at the junior high school level also identifies several weaknesses (Purnama, 2023). Students tend to feel bored during the listening stage when it lasts too long, uses difficult vocabulary, and lacks visual support. Overall, many previous studies confirm that the Listen-Read-Discuss (LRD) strategy has a significant effect on student's reading achievement. However, most of these studies use a traditional form of LRD in which the discussion stage takes place through unstructured group discussions (Syafira & Fauzia, 2023). As a result, students with lower achievement levels often participate passively.

In contrast to these previous studies from Sambodo, Sundari, and Wahjuningsih (2022), identifies a critical gap in the lack of interaction control during the discussion phase. To address this gap, this study introduces a significant novelty by integrating scaffolded cards into the LRD strategy. Scaffolded Cards are particularly suitable in the Listen-Read-Discuss (LRD) strategy because LRD emphasizes both individual understanding and social interaction. In the Listen stage, students receive background knowledge from the teacher. In the Read stage, they process the text independently. However, the most critical stage is the Discuss stage, where students negotiate meaning and clarify understanding through peer interaction (Hou, Wu, & Wu, 2023). Scaffolding Cards provide clear prompts such as identifying the main idea, finding supporting details, making inferences, and explaining moral values. These prompts help students participate actively and ensure that the discussion leads to deeper comprehension. Therefore, integrating Scaffolding Cards into LRD strengthens the discussion process without replacing the core structure of the strategy (Kordaki, 2015). While existing literature primarily focuses on teacher-centered explanation, this research shifts the focus toward student-centered, structured dialogue (Syamsir, Astri, Suhartina, & Noer, 2021). This researcher will explain in a short way, then give it back to the students to read, the students

will be given a scaffold card to make sure the discuss in a structured way and make sure all of the students actively participate. By doing so, this research not only offers a new methodological contribution on how structured scaffolding can bridge the gap between students reading comprehension, but this study also aims to see the influence of Listen-Read-Discuss on students reading comprehension. This study ultimately expects to show how incorporating structured scaffolded cards into the LRD framework significantly effect student's reading comprehension.

2. LITERATURE REVIEW

A. The Definition of the Listen-Read-Discuss Strategy

According to Sirait (2020) a strategy can be defined as a plan or method used to achieve a specific goal. In teaching reading comprehension, teachers can apply various strategies to help students influence their understanding, and one of these strategies is the Listen–Read–Discuss (LRD) strategy. The LRD strategy functions as both a teaching strategy for teachers and a learning strategy for students, as it encourages students to become more active in comprehending reading materials (Azizah & Prasetyarini, 2025). Through listening, reading, and discussing activities, students are able to understand texts more easily and exchange ideas with their peers in small-group discussions.

The Listen–Read–Discuss strategy helps students build background knowledge before reading and supports comprehension during the reading process (Nugroho, 2021). It also activates students' prior knowledge and encourages meaningful discussion among students. This strategy can be applied before and during reading activities, either in small groups or in whole-class settings. Listening to discussions related to the reading material is considered an effective approach in teaching reading comprehension because it helps students gain confidence when sharing ideas and influences their understanding of the text (Kasyulita, Antoni, & Syafitri, 2020). As a result, the LRD strategy supports students in developing their knowledge and comprehension while reading.

B. Integrating Scaffolding Cards into Listen-Read-Discuss LRD Strategy

The integration of Scaffolding Cards into the Listen–Read–Discuss (LRD) strategy is based on constructivist learning theory, especially the socio-cultural perspective of Lev Vygotsky. He states that students learn best through social interaction and guidance within the Zone of Proximal Development (ZPD). When Scaffolding Cards are integrated into discuss stage, they provide clear and structured guidance. In the Listen stage, include guiding questions or key vocabulary to help students focus. In the Read stage, contain prompts to identify the main idea, find specific information, make inferences, and understand references. In the Discuss stage, the cards offer sentence starters and discussion questions to encourage participation. Over time, the teacher reduces the support as students become more confident and independent readers. Through this integration, Scaffolding Cards support comprehension, engagement, and critical thinking in a structured and meaningful way (Toh, Dindyal, & Ho, 2013).

3. RESEARCH METHOD

The research design for this study quasi-experimental and quantitative. The goal of this study was to determine how the Listen-Read-Discuss (LRD) strategy affects students' reading comprehension of narrative texts. This study employed a quasi-experimental design using a non- equivalent pre-test and post-test model involving two classes: an experimental class and a control class. All ninth-grade students of SMP Widya Sakti Denpasar, which has six classes the population of this study. The researcher used a lottery technique to randomly assign one class as the experimental class and the other as the control class after choosing two classes using cluster random sampling. Reading comprehension tests (pre-test and post-test) were the instruments used during this study to gather data. The author will utilize the Pearson Product Moment, which can be found in the SPSS (Statistical Package for the Social Science) software, to determine the validity of each reading test item. Using SPSS 26 for Windows, the researcher calculated Cronbach's Alpha to determine the test's reliability. Descriptive and inferential statistical analysis are used to examine the data from the pre-test and post-test.

4. RESULT AND DISCUSSION

A. Descriptive Statistical Analysis of Pre-Test

The researcher presents the data through analyze and interpreting the data obtained from the research participants of each class. First is IX A as the experimental class, and second is IX B as the control group at SMP Widya Sakti Denpasar. Both of class participants is have an equal among 36 participants. The test scores ranged from the minimum score is 0 to 100 as the maximum score. The pre-test was administered before the treatment to measure the students' preliminary reading comprehension ability in both groups, preceding to the implementation of the different teaching strategy.

Table 1. Experimental Group Score

Test	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Pre-test Experimental Group	36	42	50	92	72,35	11,943	142,644
Pre-test Control Group	36	36	52	90	72,43	10,803	104,252

Source SPSS 26

Based on Table above, in the pre-test for the control group, the minimum score was 52, which this number is slightly higher than the experimental group, which got the minimum score of 50. Meanwhile, in the table above, the maximum score appears in the control group was 92, which is lower than the experimental group, which got a 92 score. In another column which in means scores, the control group mean score of 72.03 which was slightly higher than the experimental group which is 72.35. This describes that the preliminary reading comprehension of students' ability in both groups was quite similar before the treatment was applied, although the experimental group showed a bit higher average scores than the control group.

B. Inferential Statistical Analysis of Pre-test

Test Assumption

1) Normality Testing of Pre-test

A Shapiro-Wilk test was carried out to analyze the data spread of the pretest scores. This test was selected because the number of participants in each group was not as many than fifty, making it relevant for testing the normality of the data.

Table 2. Normality Test of Pre-test Result

		Shapiro-Wilk		
		Statistics	df	Sig.
Students result	Pre-test Experimental	,965	36	,244
	Pre-test Control	,967	36	,298

Source SPSS 26

A Shapiro-Wilk test was undertaken to investigate the normality scores of the pre-test in both control and experimental groups. These results indicate that the data were normally delivered, with $W(36) = .967$, $p = .298$ for the control group and $W(36) = .965$, $p = .244$ for the experimental group. From the significance values of both groups were greater than 0.05, the underlying idea of normality was accomplished, showing that the data were acceptable for further statistical analysis.

2) Homogeneity Test of Pre-test

A homogeneity test was functioned to check whether the variances of the pre-test scores in the experimental and control groups were equivalent. Levene's Test was used to analyze the test the data of Homogeneity of Variances in SPSS. The data are regarded as homogeneous when the value of significance is greater than 0.05. A homogeneity test was conducted by contrasting the score variances between both groups.

Table 3. Homogeneity Test of Pre-test Result

Test of Homogeneity of variance: Control and Experimental Group				
	Levene Statistics	df1	df2	Sig.
Based on Mean	4,765	1	77	0,32
Based on Median	4,078	1	77	0,47
Based on the Median and adjusted df	4,078	1	68,724	,047
Based on the trimmed mean	4,600	1	77	,035

Source SPSS 26

Based on the output of the homogeneity of variance test, 0.32 is the significance value, which mean is lower than 0.05 ($0.32 < 0.05$). This shows that the variance between the experimental and control groups was homogeneous. For this reason, the variances of both groups are not comparable, implying that the variability of data among the control and experimental groups shows variation.

Hypothesis Testing

As the pre-test data fulfilled the assumptions of homogeneity of variances, the data were assessed parametrically. Due to this, the independent-samples t-test was used to examine the gaps in the pre-test scores between the control and experimental groups.

Table 4. Independent Sample T-test Pre-test result

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Pre	Experimental	36	72.35	11.943	1.888
	Control	36	72.44	10.210	1.635

Independent Sample Test						
Levene's Test of Equality of Variance						
		F	Sig.	t	df	Sig. (2-tailed)
Score Post-test	Equal variances assumed	1.482	.227	-.034	77	.973
	Equal variance not assumed			-.034	75.718	.973

Source SPSS 26

Based on the Independent Samples t-test result of the pre-test scores, the mean score of the experimental group was 72.35 (SD = 11.943), while the mean score of the control group was 72.44 (SD = 10.210). The mean effect between the two groups was only -0.086, indicating that both groups had nearly identical reading comprehension abilities before the treatment was administered. Furthermore, the Independent Samples t-test revealed a significance (2-tailed) value of 0.973, which was greater than 0.05 ($0.973 > 0.05$). This result indicates that there was no statistically significant effect between the pre-test scores of the experimental group and the control group.

C. Descriptive Statistical Analysis

The post-test was given out to both the experimental and control groups to see the students reading comprehension after receiving the treatment of the LRD strategy in the experimental group and the conventional method in control group.

Table 5. Experimental Group Score

Test	N	R	Min	Max	Mean	STDV	Variance
Post-test Experimental Group	36	25	70	95	78,05	8,336	69,485
Post-test Control Group	36	21	40	91	72,67	11,645	135,596

Source SPSS 26

The experimental group participants consisted of 36 students, with 70 being the minimum score, and 95 being the maximum score. The mean score is on 78.05 with a standard deviation of 8.336. In the meantime, the control group participants consisted of 36 students, with a minimum score is 40 and a maximum score is 91. The total of mean score is at 72.67 and for the standard deviation is 11.645. This result reveal that the experimental group achieved a higher average score contrasted to the control groups, this suggest better reading comprehension in students right after the treatment was given.

Assumption Test Result

1) Normality Testing

A Shapiro-Wilk test was used to check the normality the scores of post-test data, because the number of participants in both groups is less than fifty.

Table 6. Normality Test of Post-test Result

		Shapiro-Wilk		
		Statistics	df	Sig.
Students result	Post-test Experimental	,855	36	,000
	Post-test Control	,966	36	,291

Source SPSS 26

Based on the Shapiro-Wilk test results, the significance value for the experimental group was 0.000, which is lower than 0.05. This indicates that the post-test data of the experimental group were not normally distributed. In contrast, the control group obtained a significance value of 0.291, which is higher than 0.05, indicating that the data were normally distributed. Therefore, the overall assumption of normality was not fully met.

2) Homogeneity Test of Post-test

The researcher carried out a homogeneity test on the post-test scores of the experimental and control groups using Levene's Test of Homogeneity of Variances in SPSS, following the normality test to ensure that the data met the assumptions required for further analysis. The data are considered homogeneous if the significance value is greater than 0.05. The test was conducted by calculating the scores of each group and comparing the results between the experimental and control groups to determine the homogeneity of variance.

Table 7. Homogeneity Test of Post-test Result

Test of Homogeneity of variance Control and Experimental Group				
	Levene Statistics	df1	df2	Sig.
Based on Mean	,487	1	77	,488
Based on Median	,409	1	77	,524
Based on the Median and adjusted df	,409	1	72,834	,524
Based on trimmed mean	,569	1	77	,453

Source SPSS 26

The homogeneity of variance test results presented show that the significance value based on the mean was 0.488, which is higher than 0.05 ($0.488 > 0.05$). This indicates that the variance between the experimental and control groups was homogeneous. Therefore, it can be concluded that the assumption of equal variances was fulfilled.

Hypothesis Testing

The use of ANCOVA in this study was to regulate the effects at the very beginning in students' pre-test scores between the two groups. Although the experimental and control groups had fairly similar abilities at first, the pre-test scores were not the same. Therefore, ANCOVA has a role here to address and minimize the influence of those effects, enabling the post-test results to be more accurate, to confirm that the effects in post-test scores were mostly due to the effect of the learning strategy used. The statistical hypothesis of this research is explained below:

- 1) Null Hypothesis (H_0): There is no significant effect in English reading comprehension between ninth-grade students at SMP Widya Sakti Denpasar who

learn reading using the Listen-Read-Discuss (LRD) strategy and those who learn using the conventional method.

- 2) Alternative hypothesis (H_a): There is a significant effect in English reading comprehension between ninth-grade students at SMP Widya Sakti Denpasar who learn reading using the Listen-Read-Discuss (LRD) strategy and those who learn using the conventional method.

Table 8. ANCOVA Result

Test of Between-Subjects Effects							
Dependent Variable: Post-test							
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	
Class	579,012	1	579,012	6,700	,012	,081	
a. R Squared = ,221 (Adjusted R Squared = ,201)							

Source SPSS 26

Based on the ANCOVA data table above, which can be interpreted from the class result had a significant effect on students' reading comprehension, take a look at the significance value for the variable pre-test 0,000 ($<0,05$) with value $F = 14,975$, which means that pre-test has a significant effect on post-test. For the class significance value for the class variable, the score is 0,012 ($<0,05$) with value $F = 6,700$, which means there is a significant effect between control and experimental groups. The score of *R-squared* = 0,221 this showing that 22,1% the variation of the post-test score can be explained by the model, as the remaining 77.9% is due to other factors influencing it. This data shows that there was a significant effect in students from the experimental group who had better reading comprehension than those in the control group who were taught with different teaching strategies. Therefore, the Null Hypothesis (H_0) was rejected and the Alternative Hypothesis (H_a) was accepted. The significance value of the class variable (0.012) was lower than 0.05, indicating a significant effect between the experimental and control groups. After controlling the influence of the pre-test scores, the students in the experimental group achieved higher post-test scores than those in the control group. This finding shows that the use of the LRD strategy contributed to the improvement of students' reading comprehension. Thus, the effect in students' reading comprehension achievement was associated with the teaching strategy applied during the treatment.

D. Discussion

The descriptive statistics of pre-test data showed that the experimental group gained a higher pre-test score than the control group, which can be seen in mean scores 72,03 of with a range score 36 for control group and mean scores 72,35 of with a range score 42 for experimental. The post-test results also showed that the experimental group get a higher score rather than the control group, where the score of mean score 78,05 within a range of scores 25 meanwhile control group the score of mean score 72,67 within a range of scores 21. The Shapiro-Wilk test showed that the pre-test data from both groups, the experimental and control group were normal (the experiment $p=.244$ and in the control group $p=.298$), it indicates that the normality was not rejected. Meanwhile in the post-test

showed that both of the groups had normally data (in the experimental $p= 0.000$ and in control group $p=.291$). The homogeneity of variance Levene test had show that the data among the two groups in the pre-test are not homogeneous ($p=0.032$) and the post-test showed that the data is homogeneous ($p=0.488$).

The ANCOVA test was used in this research to compare the data of the posttest from the experimental and control groups. The score showed that 0,000 is the significance value, which is lower than the significance level ($p < 0.05$). This describes that there was a significant effect between the experimental and control groups. Looking at these findings, the researcher draws a conclusion that there is a significant effect in students reading comprehension between who use different learning strategies. In this research, both groups teach using a learning strategy, where the experimental groups used the Listen-Read-Discuss (LRD) strategy, while the control groups used conventional method with direct instruction. The scores of the post-test in the experimental group were achieve more high than those in the control group. Based on the data showed that the use of the LRD strategy gave a significant effect on students reading comprehension.

The improvement in students' reading comprehension after using the LRD strategy is due to the strategy itself. As stated by Nugroho (2021), the LRD strategy assists students in building their background knowledge before they read. Students have the opportunity to listen to the teachers' explanation so that they have an overview of the reading text. When they have the overview, it can activate their prior knowledge, which can have meaningful discussion leading to boost their reading comprehension. Moreover, Kasyulita et al. (2020) ad that ds the LDR strategy supports students to gain confidence from the discussion session. In this strategy, students have a chance to listen to their friends when they deliver the idea in the discussion, which gives them beneficial information for them. Besides, listening to others makes students confident that they do not study alone but together with their friends. These situations help students to be confident in the learning process, to be involved in listening, reading, and discussion activities, and to boost their reading comprehension. Therefore, the LRD strategy supports and prepares students to develop their knowledge and be ready to be involved during the activity, so that they can maximize their comprehension in reading.

The first reason is that support the result of the interpretation data is that the Listen-Read-Discuss (LRD) strategy making the students and student-centered learning. In the Listen-Read-Discuss (LRD) strategy students are more active in participation to listening the information, reading the text independently, and discussing their understanding with their groups. This process boosts students to participate, share their thoughts, and interpret the topic in the text together. It is a contrast, with conventional method which is mainly focuses on teacher elaboration, in this case students are often become just passive learners, and the teacher here is like babysitting, feeding their students a information one by one. As a result, LRD gives greater chance for students to gaining their deeper comprehension and using their own critical thinking during the reading process, which aligns with the Constructivist theory that is focuses on how the students construct their knowledge through learning experience and also social interaction. The result of the

present study is also in line with the previous studies. Azwar, Ristiyanti, and Puspita (2024) and Fitria, Widyantoro, and Sukarno (2024) revealed that there was a significant effect of the LRD strategy on students' reading comprehension. Moreover, Hanapi (2018) and Norhayati & Din (2023) also revealed that the strategy was effective in improving students' reading comprehension. From the results of the previous studies, they strengthen the effectiveness of the LRD strategy on reading comprehension since the scores of students' reading comprehension are improved after the implementation of the LRD strategy that is aligned with the constructivist theory. Thus, it is proven that LRD is suitable for implementing in developing students' reading comprehension. These findings are in line with the study of van Rijk, Volman, de Haan, and van Oers (2017), which stated that is the reading comprehension develop more get the effect through meaningful social interaction. The second reason is that the use of scaffolding cards to support in LRD strategy helps the students deepen their comprehend in structured way. At the stages of discussion activities and teacher spreading the scaffolding cards, at this point students receive a guidance, vocabulary support, and description from both the teachers and peers. In this stage teacher let the students to read multiple times, first they translate the text meaning, then they comprehend themselves, then share their taught to their peers. This helps students to understand and making less wrong interpretation and they used to read the text in a couple minutes. Moreover, the provision of scaffolding cards maximizes the implementation of the LRD strategy. This is in line with Toh et al. (2013), in which scaffolding cards support comprehension, engagement, and critical thinking in a structured and meaningful way. During the implementation, the scaffolding card helps students to focus since it gives them guiding questions or key vocabulary that make them easy to get the point. Besides, the card also gives prompt which helps students to identify the main idea or find specific information. It gives students an efficient way to find out the important points quickly. Lastly, the card provides sentence starters to encourage participation. It supports students to be confident to take a turn in delivering an idea since they are given a starter, so students are not confused or afraid to begin. In short, the integration of scaffolding cards in the LRD strategy strengthens the students' reading comprehension. Despite its nature, its advantage also contributes to developing their reading comprehension. As stated by Antika and Swondo (2024), Elfa's journal, the LRD strategy promotes active participation in reading comprehension. It is because students are involved in group discussions that help them understand the material more clearly. In this group, students get more exposure to receive information and exchange ideas. From these activities, students can develop a deeper understanding of the text since they are equipped with meaningful information. Moreover, the LRD strategy can be used flexibly in any text type. It gives more exposure for students to learn and exercise from different texts. It can train their reading comprehension skills within different types of text. Thus, its advantage supports students in improving their reading comprehension through active participation. Moreover, the provision of scaffolding cards maximizes the implementation of the LRD strategy. This is in line with Toh et al. (2013), in which scaffolding cards support comprehension, engagement, and critical thinking in a

structured and meaningful way. During the implementation, the scaffolding card helps students to focus since it gives them guiding questions or key vocabulary that make them easy to get the point. Besides, the card also gives prompt which helps students to identify the main idea or find specific information. It gives students an efficient way to find out the important points quickly. Lastly, the card provides sentence starters to encourage participation. It supports students to be confident to take a turn in delivering an idea since they are given a starter, so students are not confused or afraid to begin. In short, the integration of scaffolding cards in the LRD strategy strengthens the students' reading comprehension. This research theoretically strengthens the constructivist learning theory, especially the socio-cultural perspective of Lev Vygotsky. As stated by Lev Vygotsky, students learn best through social interaction and guidance within the Zone of Proximal Development (ZPD). LRD strategy supports students to learn in their ZPD, which concerns the ability that is obtained from scaffolding. In the listen stage, it gives prior scaffolding in which teachers help students to understand unknown things through a listening activity. Then, after they get help from the listening activity, they are ready to read their text. Lastly, students discuss with their friends to exchange information and ideas to deepen their understanding. Therefore, from those stages, students can finally comprehend what they learn from the scaffolding from their teachers and friends. In conclusion, the findings of the study confirm that the integration of scaffolding cards in the LRD strategy has a significant effect in students' reading comprehension compared to the conventional strategy. It provides scaffolding for students to be confident in engaging during the reading activities.

The reading comprehension of students after the treatment with the LRD strategy in the experimental class and the conventional method in the control group has already been assessed through a post-test given out to the participants at the very final meeting. The results of this post-test were used to collect data on the students' reading comprehension after the treatment. The treatment in the experimental class was in five meetings that each of meeting consisted of one meeting for pre-test, three meetings for the treatment, and one meeting for post-test. In the very first meeting, the researcher shared the pre-test in each class to directly measure their reading comprehension right before the treatment was given. The second meeting focused more on introducing them to the LRD strategy, learning with a new strategy to give them new insight, and letting the students share their thoughts about some of the stories in the narrative text until they get adapted to this strategy. In the third meeting, the researcher gives the students a text and a task that they have to observe with their group, the scaffolding card is introduced from the first meeting after pre-test was given to structured their discussion.

The fourth meeting they present their result of the group and the rest of the students listening and give the feedback and some question, also the researcher only lead the class environment to not noisy and control the class to be active in equal. The fifth meeting the researcher collect the data of post-test, to measure the students' reading comprehension after the treatment.

5. CONCLUSION

This research investigated how the effect of using the Listen-Read-Discuss (LRD) strategy on students' reading comprehension in the ninth grade at SMP Widya Sakti Denpasar. This study showed the students' results after being taught using the Listen-Read-Discuss (LRD) strategy and those who used the conventional method with direct instruction. The data was analyzed by SPSS 26, and the researcher's interpretation showed that the experimental group got a high mean at the score 7805 with the standard deviation at score 8.336 and variance 69.845. On the other hand, the control group had a slightly lower mean score of 72.67, standard deviation of 11.645, and variance of 135.596. The ANCOVA test result showed that a p value 0,000 and lower than 0,05. From this data, the result is that there is a significant effect between the two groups. It also means that the Listen-Read-Discuss (LRD) strategy is significantly effective in enhancing students' reading comprehension. However, this thesis has a few weaknesses, such as this research was conducted in a short period of time with only three meetings, which is why the study cannot assess the effect on the long term. The classroom condition is also cannot completely control during the treatment such as there is a few students who lost their motivation, participation, and there is a effects in students learning ability, which this case can influence the research results.

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