
**IMPLEMENTING THE LISTEN-READ-DISCUSS (LRD) STRATEGY
TO ENHANCE JUNIOR HIGH SCHOOL STUDENTS' READING
COMPREHENSION**

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ABSTRACT

This study was conducted to address the low reading comprehension skills of junior high school students, which highlight the need for more interactive and collaborative learning strategies. The purpose of this study was to describe the application of the Listen-Read-Discuss (LRD) strategy in reading instruction and to examine how this strategy can enhance students' reading comprehension skills. This study employed a qualitative approach with a classroom action research design, implemented across three learning cycles involving 32 seventh-grade students at SMPN 03 Cibarusah, Bekasi Regency. Data were collected through observation and interviews, and analyzed using thematic analysis. The results revealed that the implementation of the LRD strategy improved students' focus, participation, and ability to comprehend descriptive texts. Each stage of this strategy played a complementary role—the listening stage helped students understand the context, the reading stage reinforced their comprehension of the text content, and the discussion stage promoted meaning clarification and collaboration among students. Challenges such as distractions and limited vocabulary were minimized through active and collaborative discussion activities. Overall, the LRD strategy proved effective in fostering more interactive and participatory reading instruction and can serve as an alternative approach for teachers to enhance students' reading comprehension at the junior high school level.

Keyword : *LRD strategy, reading comprehension, junior high school*

INTRODUCTION

Reading is one of the fundamental skills in language learning that everyone needs to acquire and develop. According to Harrison (2004), reading is essential because it not only affects life skills and knowledge but also shapes the way we think, imagine, and develop emotional, moral, and verbal intelligence. In the reading process, several sub-skills must be mastered, one of which is reading comprehension, a complex process involving interaction

between the reader, the text, and the social context (Snow, 2002). Reading comprehension enables students to obtain information and knowledge from written texts and to develop critical and analytical thinking skills (Sibanda, Dippenaar, & Swart, 2024; Sihombing et al., 2023). This indicates that students' reading comprehension skills play a crucial role in their academic success. Anh and Phuong (2023) emphasize that reading comprehension skills offer many benefits, such as expanding knowledge and vocabulary, developing analytical and reasoning skills, and improving the ability to obtain information. However, in practice, many students still find it difficult to understand reading materials, including identifying main ideas, understanding vocabulary, and drawing conclusions. Moreover, a lack of interest and motivation to read remains another major challenge. These problems reflect students' low reading proficiency, particularly in reading comprehension.

In the Indonesian educational context, especially at the junior high school level, low reading comprehension skills remain a persistent issue. At this stage, students encounter reading texts that are more complex than those at the elementary level in terms of structure, content, and vocabulary. However, not all students have sufficient reading experience or habits to comprehend foreign language texts such as English. This condition causes many students to struggle to grasp the overall meaning of a passage and face difficulties in answering questions or making inferences based on the text they read. Wulansari and Cahyati (2021) found that students' reading comprehension difficulties stem from a lack of vocabulary mastery, limited sentence comprehension, and the use of ineffective reading strategies. Similarly, Nurdiana et al. (2024) identified several factors contributing to students' difficulties, including background knowledge, learning environment, inadequate teaching materials, and the absence of effective reading strategies. These findings indicate that the lack of appropriate learning strategies in the teaching process is one of the main causes of students' low reading comprehension ability. According to Oxford (1990) cited in Shi (2017), the use of appropriate strategies can make learning easier, faster, more enjoyable, focused, effective, and applicable to new situations. Therefore, a learning approach is needed that focuses not only on final outcomes, but also on a gradual, interactive, and collaborative process of understanding. In line with this, Johnson, Johnson, and Holubec (1998) highlight that cooperative learning enables students to build deeper understanding through social interaction, negotiation of meaning, and mutual support within groups. Thus, learning strategies that promote collaboration and student interaction have the potential to address the reading comprehension challenges faced by students.

Previous studies have demonstrated that applying appropriate learning strategies can help students develop their reading comprehension skills. One strategy that can be effectively implemented to achieve this goal is the Listen-Read-Discuss (LRD) strategy. This strategy emphasizes active student engagement through three stages of learning: listening, reading, and discussing (Nazara, 2023). Thus, students do not only receive information passively but also construct understanding through interaction and reflection. A study by Tawali (2021) found that the LRD strategy can improve junior high school students' comprehension of descriptive texts. Lusiani et al. (2021) also reported that this strategy helps students better comprehend reading texts and accurately identify and understand the components of the texts. In another study, Putri (2021) found that the LRD strategy fosters students' creativity and encourages them to engage enthusiastically in the learning process. In addition, Nabila (2023) discovered that this strategy can increase students' interest and focus during reading activities. However, most of these studies have focused on the quantitative outcomes of implementing the LRD strategy without examining in depth how it is implemented and experienced by students in real classroom settings. Therefore, this study seeks to fill this gap by qualitatively exploring the implementation of the LRD strategy and students' learning experiences within authentic classroom contexts.

To address this gap, this study aims to describe how the LRD strategy is applied in the reading learning process at the junior high school level and to what extent this strategy can help improve students' reading comprehension skills. The main research question of this study is: How is the Listen-Read-Discuss (LRD) strategy used to improve junior high school students' reading comprehension? This study employs a qualitative approach with an action research design to describe the real and in-depth application of the strategy based on actual classroom learning situations.

This study is expected to make a practical contribution to the development of English teaching methods, particularly in enhancing students' reading comprehension at the junior high school level. In addition to its practical contribution, this study also provides a theoretical contribution by enriching the study of interaction-based learning strategies within a local context, which remains limited. By describing in detail the process of implementing the LRD strategy and students' responses to it, the findings of this study can serve as a reference for teachers in designing reading lessons that are more interactive, collaborative, and aligned with the characteristics of junior high school students. According to Seifullina and Shokybayev (2024), one reason why an interactive approach is essential is that it allows

students to achieve optimal professional and academic development. Therefore, this study not only addresses gaps in previous research but also offers new insights for developing student-centered classroom pedagogy.

METHOD

This study employs a qualitative approach with an action research design, aiming to describe in depth the application of the LRD strategy in improving students' reading comprehension skills. The action research design was chosen because it allows the researcher to take an active role in the learning process while simultaneously reflecting on the process and its outcomes. This study adopts the model proposed by Kemmis and McTaggart (1988), which consists of four stages: planning, action implementation, observation, and reflection. The research consisted of three cycles, each lasting 80 minutes, in accordance with the duration of English lessons at the school. Through this design, the researcher was able to observe gradual changes in students' behavior, participation, and reading comprehension throughout the learning process. The research was conducted at SMPN 03 Cibarusah, Bekasi Regency, involving 32 seventh-grade students from class C as participants. This class was selected because it was considered to represent varying levels of reading ability and aligned with the focus of the study. In conducting the study, the researcher acted as both facilitator and observer. Prior to data collection, the researcher obtained permission from the school and consent from the students, and ensured the confidentiality of participants' identities in accordance with research ethics.

Research data were collected through two primary techniques: classroom observation and semi-structured interviews. Observations were conducted during the implementation of the LRD strategy using observation sheets developed based on the three main stages of the strategy—listening, reading, and discussing. Through these observations, the researcher recorded students' behaviors, engagement, and interactions during learning activities. Meanwhile, interviews were conducted with four students who were selected as class representatives to obtain deeper insights into their responses, experiences, and challenges during the implementation of the strategy. The interview data were originally collected in Bahasa Indonesia and were translated into English for reporting purposes. The research instruments included observation sheets, interview guides, and descriptive reading texts. The interviews were conducted after all action cycles were completed so that students could reflect on their learning experiences as a whole. The data obtained from observations and interviews

were analyzed using thematic analysis following the procedures outlined by Braun and Clarke (2006), which involve familiarizing with the data, generating initial codes, grouping codes into themes, reviewing themes, naming them, and interpreting the results. This analysis aimed to identify patterns and meanings that describe the implementation of the LRD strategy in a real classroom context. To ensure data validity, this study applied methodological triangulation, which involved comparing the results of observations and interviews, as well as member checking by confirming the findings with the interviewed students to ensure that data interpretations remained consistent with their actual experiences.

FINDINGS AND DISCUSSION

Findings

This section presents the results of the research on the application of the LRD strategy in reading comprehension learning for seventh-grade students at SMPN 03 Cibarusah, Bekasi Regency. Data were obtained through direct observations during learning activities and interviews with four students as class representatives. The findings are presented based on the three main stages of the strategy, namely Listening, Reading, and Discussion, as summarized in Table 1, which describes the process of implementing the LRD strategy and students' responses at each stage.

Table 1: Observation Sheets

No.	Teacher's Activity	Students' Response	Notes
1.	The teacher explains the introduction to the text that the students will read	Some students listen attentively; others lose focus due to unclear voice.	Listen stage
2.	The teacher provides printed text (descriptive text) for students to read.	Students read individually; some ask about unfamiliar words.	Read stage
3	Students read the text independently and try to understand its contents	Some students are confused when they find new vocabulary that they don't know the meaning of.	Read stage
4.	The teacher divides students into groups and gives discussion questions.	Students begin discussing actively in groups; they express opinions and ideas.	Discuss stage
5.	The teacher monitors group work and clarifies any confusion.	Students engage in collaborative work; some experience differing interpretations.	Occurred during the discussion stage

6.	The teacher leads class wide answer checking and feedback.	Students respond and reflect on the correct answers through explanation.	After all stages of the strategy are completed
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Listening Stage

In the Listening stage, the teacher gave an introduction to the descriptive text that students were going to study. Based on observations in Cycle I, some students were not focused on listening to the teacher's explanation due to unclear audio and distractions from outside the classroom. Some students also had difficulty understanding the context of the text because they were still adapting to the newly implemented LRD strategy. One student said, *“Sometimes I can't hear very well because the voice is low. So, I can't really focus.”* This shows that the main obstacles in the early stages were technical problems and a lack of student concentration. However, enthusiasm began to increase when the teacher provided examples of familiar topics, such as pets, which helped students understand the content of the text introduction more easily.

During Cycles II and III, students' focus and participation increased significantly. Students began to get used to the LRD learning pattern and were able to grasp the content of the text introduction more effectively. Some students began to actively answer the teacher's questions and even volunteered to come to the front of the class. One student said, *“Even though her voice is sometimes soft, she explains things in detail and doesn't rush, so it's easy to understand.”* This change shows progress in the students' listening skills and confidence. Thus, the Listening stage not only helped students recognize the content of the text but also encouraged their active involvement and readiness to enter the next stage of learning.

Reading Stage

In the Reading stage, students read descriptive texts independently to understand the content. Based on observations in Cycle I, many students still had difficulties understanding new vocabulary and complex sentence structures. They tended to read quickly without fully understanding the meaning of the text. Some students were also afraid to ask questions even when they encountered difficulties. One student stated, *“The part where we are told to read, because sometimes there are words that I don't understand how to read and what they mean.”* This shows that the main challenges in the early stages lay in the students' limited vocabulary and lack of confidence in expressing their difficulties. However, the teacher guided students to mark difficult words and helped them identify the main ideas of the text as

a basis for understanding.

In Cycles II and III, there was a clear increase in student engagement. In Cycle II, students began actively marking difficult vocabulary words and looking up their meanings in a dictionary or asking the teacher directly. They also began discussing the text with their classmates to understand its content. When the teacher asked students to answer questions related to the reading, some students became more confident and willing to answer. Entering Cycle III, most students demonstrated improved reading skills—they not only understood the meaning of words but were also able to explain the content of the text in their own words and connect ideas within the text. Reading activities at this stage helped students develop their vocabulary, enhanced their understanding of the text, and strengthened their critical thinking skills regarding the structure and content of the reading material.

Discussing Stage

This stage was the students' favorite part because they could exchange opinions with their peers. Observations show that almost all groups engaged in active discussions and demonstrated good cooperation. One student said, *"I like the discussion part because there is cooperation. We don't just think for ourselves, and we don't just sit quietly."* In addition to helping students understand the text, the discussion stage also boosted their confidence in speaking and expressing their ideas. Some differences of opinion emerged, but these were resolved through the teacher's guidance. The teacher played an important role in mediating differences of opinion and helping students find the correct answers based on the content of the text.

Based on observations during the three cycles, there was an increase in cooperation and shared understanding among students in each group. In the first cycle, most groups still displayed differing answers among members due to a lack of coordination and a limited understanding of the text. However, in the second cycle, many groups began to produce the same answers, even though some members still had different opinions. By the third cycle, all students in each group were able to agree on the same answers based on the results of their discussions. This development shows that the Discussion stage not only reinforced understanding of the text content but also developed students' critical thinking skills, active listening, and respect for others' opinions.

Overall, the implementation of the LRD strategy had a positive impact on the reading comprehension skills of seventh-grade students at SMPN 03 Cibarusah. Through the three

stages of learning—Listening, Reading, and Discussion—students showed gradual improvements in participation, confidence, and ability to understand text content. Observations and interviews revealed that although there were still obstacles in the early stages, such as a lack of focus during listening and limited vocabulary while reading, students were able to overcome these through discussion activities that encouraged cooperation and mutual clarification among group members. Thus, the LRD strategy proved effective in creating more interactive and collaborative learning, as well as increasing student engagement in comprehending the meaning of the reading material as a whole.

Discussion

The results of this study indicate that the LRD strategy was effective in gradually improving students' reading comprehension through the integration of three key skills: listening, reading, and discussion. These three stages formed a complementary learning process—the Listening stage helped build initial schemata, the Reading stage reinforced literal and inferential comprehension, and the Discussion stage fostered analytical and collaborative skills. This pattern reflects instructional scaffolding by Gibbons (2002), in which structured stages of support allow learners to move from assisted performance toward greater independence. The increase in student focus and participation in each cycle indicated that the social process in LRD played a major role in the development of their comprehension.

These findings are in line with Vygotsky's (1978) social constructivism theory, which explains that learning occurs through social interaction in the zone of proximal development (ZPD). This is also consistent with Mercer's (2000), view that classroom talk functions as a sociocultural tool through which students construct meaning collaboratively. Through group discussions, students constructed new understanding with the support of teachers and peers. This process also reflects Slavin's (1995) cooperative learning principles, which emphasize that shared interaction and collective responsibility promote deeper comprehension. These results also align with the finding of previous LRD studied, but this study contributes new insights by showing how the process of social interaction in LRD enhances students' understanding in the context of Indonesian junior high schools. Moreover, the results align with Damon and Phelps' (1989) peer collaboration theory, which suggests that supportive exchanges among peers can foster higher-level thinking.

Pedagogically, the LRD strategy provides an interactive and collaborative learning framework for teachers and students. Teachers act as facilitators who guide students through scaffolding at each stage, while students learn to understand texts gradually while developing confidence and critical thinking skills. As noted by Gibbons (2002), effective scaffolding requires teachers to balance challenge and support, and LRD accommodates this through its sequential structure. Thus, LRD not only improves reading skills but also cultivates communication and collaboration skills that are essential in modern learning.

CONCLUSION AND SUGGESTION

The results of this study indicated that the LRD strategy was effective when applied to reading comprehension learning at the junior high school level. Through the integration of three main stages—Listening, Reading, and Discussion—this strategy helped students gradually build their understanding of the text while enhancing their engagement and confidence in the learning process. This study provides a new contribution by presenting an in-depth qualitative description of the application of the LRD strategy, which has rarely been explored in previous studies that mainly emphasize quantitative results. These findings confirm that social interaction and collaborative activities are key factors in developing students' reading comprehension in authentic learning contexts. Pedagogically, the results of this study imply that teachers can use the LRD strategy as an interactive and reflective approach to develop students' reading and critical thinking skills. Teachers play an essential role in facilitating the scaffolding process at each stage, ensuring that listening, reading, and discussion activities occur in a balanced and integrated manner. In addition, the application of this strategy can help students build collaboration and communication skills that are relevant to the demands of modern education. Future researchers are encouraged to further explore the application of the LRD strategy with different media or text types, as well as to investigate its impact on other language skills such as writing and speaking.

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