CHAPTER I

INTRODUCTION

1.1 Background of the Study

Reading is an essential activity in our lives, especially for students who seek to expand their knowledge and broaden their understanding of the world around them. Through reading, students can improve their knowledge, which in turn enhances their reasoning skills and allows them to develop broader perspectives. These perspectives not only benefit the students themselves but also have a positive impact on others within their community. By engaging with texts, students can access both general and specific information relevant to their academic subjects and other fields of knowledge. This ability to acquire, process, and interpret information through reading is a fundamental skill that supports lifelong learning and personal development.

According to Tarigan (2008:7), reading is a process that readers undertake to grasp the message conveyed by an author through written language. This process requires readers to quickly recognize groups of words as meaningful units and comprehend the meaning of individual words within those groups. In addition, Hungwe and Mbirimi-Vimbai (2016:255) describe reading as a problem-solving activity where readers strive to extract meaning not only from the words themselves but also from the ideas, information, claims, and arguments presented within a text. These definitions highlight the complexity of reading as a cognitive process that involves more than simply decoding text—it requires active interpretation and thoughtful engagement with the material being read.

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Thus, reading can be defined as a complex process influenced by several factors, including a person's language development, background experiences, cognitive abilities, and attitudes toward reading. The ability to read effectively involves the capacity to identify, interpret, and critically evaluate the ideas presented within a text. It is not merely a passive activity but an active engagement with written material that requires readers to make connections between what they know and what they encounter in the text. As stated by Grabe & Stoller (2011), reading is an interactive process that involves both top-down and bottom-up processing, in which readers draw upon their prior knowledge while simultaneously decoding the language of the text. Reading comprehension, therefore, becomes a valuable skill that supports both academic achievement and personal growth, fostering critical thinking and reflective reasoning.

In everyday life, reading plays a vital role not only as a means of acquiring information but also as a tool for expanding knowledge about various aspects of life. Through reading, individuals can improve their vocabulary, sharpen their thinking abilities, increase creativity, and gain exposure to new ideas and perspectives. For students, the ability to comprehend the main ideas and specific details within a text is particularly important. Without this skill, students often struggle to grasp the intended meaning of the material they encounter. According to Snow (2002), reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In the teaching and learning process, challenges frequently arise when students lack motivation and have limited vocabulary, making it difficult for them to engage fully with reading texts and answer comprehension questions accurately.

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Before conducting reading lessons in the classroom, teachers must prepare their materials and teaching strategies carefully. Well-planned lessons can motivate students and create a more dynamic and interactive learning environment. Based on interviews and classroom observations conducted by the researcher at SMPN 14 Denpasar, it was found that many students still face difficulties in understanding reading texts. Specifically, students struggled to identify general information, specific information, textual meaning, and textual references provided by the teacher. This issue often occurred because students read passively without focusing on each sentence's meaning or considering how ideas connect within a text.

One of the main problems identified during classroom observation was that the teacher's strategy was ineffective. The teacher would typically ask students to read a text aloud without providing adequate explanation or discussion before assigning comprehension questions. As a result, students were unable to fully grasp the meaning of the text, which left them confused and unprepared to answer the questions correctly. This ineffective approach negatively affected the students' overall reading comprehension. To address this issue, the researcher should propose an alternative strategy to motivate students and improve their understanding of reading texts through structured, interactive learning activities.

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The teacher's previous strategy limited students' ability to comprehend texts effectively, as classroom activities became routine and passive. Students simply read texts aloud and answered questions without fully understanding the content. This approach made it difficult for students to engage with the text's meaning, resulting in confusion and weak comprehension. For this reason, it is essential for teachers to implement effective and engaging reading strategies that support

students' comprehension and critical thinking abilities. By adopting appropriate teaching methods, educators can create more productive classroom environments and help students develop stronger reading skills.

To address the identified problems in teaching reading comprehension, the researcher proposed selecting a suitable strategy based on the students' abilities and needs that is Listen Read Discuss or LRD. LRD was identified as a highly effective method for enhancing their reading comprehension. According to Manzo & Manzo (1990), LRD is an instructional approach that helps them activate their prior knowledge and connect it with new information obtained from reading and class discussions. They emphasized that it improves comprehension by offering students background information before reading, enabling them to compare this knowledge with what they read, and solidifying understanding through group discussion.

LRD is particularly effective because it encourages students to become active participants in the learning process. By listening before reading, students activate their prior knowledge and anticipate key ideas within a text. Richardson et al. (2009) highlighted LRD's ability to support comprehension development through structured, interactive activities that link oral and written language with meaningful discussions. They explained that this strategy enhances comprehension by allowing students to clarify ideas during reading and solidify their understanding through group dialogue. This makes LRD not only a reading strategy but also a comprehensive learning technique involving listening comprehension, reading analysis, and collaborative reasoning.

Based on the background of this study, the teacher's methods of instruction may have an impact on how well students learn. By using this teaching strategy, it

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could boost their enthusiasm to study. The researcher was really enthusiastic and interested in implementing LRD to the seventh-grade students in SMPN 14 Denpasar in the academic year 2025/2026. The purpose of the research was to determine whether reading ability might be improved. As the statement mention above, the researcher decided to carry out the research entitled "The Implementation of Listen Read Discuss to Improve Reading Comprehension of the Seventh -Grade Students of SMPN 14 Denpasar in the Academic Year 2025/2026". Moreover, it is expected to become much more effective teaching technique during the learning process.

1.2 Research Problem

Based on the situation in the classroom, there were some problems with the reading comprehension of the seventh-grade students at SMPN 14 Denpasar in the academic year 2025/2026. Many students had trouble understanding the texts, finding the main ideas, getting specific information, and knowing the meaning of certain words and sentences in the text. Because of this, students were often shy to read, afraid of making mistakes, and not interested in joining reading activities in class. These problems happened because students had limited vocabulary, poor reading skills, and lacked good reading habits. As a result, they could not fully understand the reading texts given by the teacher. And then the researcher formulated the research problem as follows: can reading comprehension of the seventh-grade students of SMPN 14 Denpasar in the academic year 2025/2026 be improved by using LRD?

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1.3 Objective of the Study

Based on the research problem stated above, this present study was conducted to answer the question that had been formulated and determined. The main objective of this study is to find out whether the implementation of LRD can improve the reading comprehension of seventh-grade students at SMPN 14 Denpasar in the academic year 2025/2026. This research focused on students' ability to understand reading texts, including their skill in identifying main ideas, locating specific information, and interpreting the meaning of texts more effectively. Additionally, the study seeks to observe students' participation, interest, and motivation during the learning process when LRD is applied in the classroom. Through this research, it is expected that the results showed the positive impact of LRD on students' reading comprehension and provide useful insights for English teachers in improving their teaching techniques.

1.4 Limitation of the Study

The study's limitations are meant to keep things simple in the discussion and maybe prevent a wide one. Considering the complexity and broadness of the problem mentioned above, the study's limitation was formulated. The study's limitations are very important in discussing the research problem more specifically and avoiding a broad discussion. Reading has a broad scope of coverage; thus, the researcher needs to narrow down this study area. Moreover, the researcher focused on implementing LRD to improve the reading ability of the seventh-grade of SMPN 14 Denpasar in the academic year 2025/2026. The school was applied *Merdeka*

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Curriculum, so that the learning process in the learning process was based on the curriculum.

Based on the systematic-phased learning objectives of the seventh-grade students of SMPN 14 Denpasar, the learning objective was (7.3), which states when students are given reading texts, they are able to identify general information, specific information, textual meaning, and textual reference. Reading comprehension in this study was limited to identifying general information, specific information, textual meaning, and textual reference of a reading text. The present study focused on the descriptive text about a famous person based on the teacher's teaching module that has been made. It required the students to implement text structure and language features to carry out the social functions in identifying general information, specific information, textual meaning, and textual reference.

1.5 Significance of the Study

This study is expected to make significant contributions both theoretically and practically to various parties involved in efforts to improve students' reading comprehension skills. The results of this research are anticipated to provide valuable insights for educators, curriculum developers, and researchers by offering practical guidance on effective teaching strategies and approaches to enhance students' reading abilities in different educational contexts. By addressing the challenges faced in reading instruction, this study hopes to highlight the importance of selecting appropriate teaching strategies, such as LRD, to improve students' engagement and comprehension during the learning process.

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From a theoretical perspective, the findings of this research are expected to enrich the existing body of knowledge in the field of English language teaching and learning. The results served as a useful reference for the development of theories related to classroom action research, reading comprehension, and the application of LRD in reading activities. Moreover, this study is expected to provide a clearer understanding of how LRD contributes to improving students' reading comprehension, especially in identifying general and specific information, understanding textual meaning, and making connections within descriptive texts. Beyond that, this research also aims to offer practical insights that educators and researchers can build upon when designing effective, engaging reading lessons for EFL learners.

Practically, this study aims to provide meaningful benefits for teachers, students, and future researchers. For teachers, the findings are expected to offer an alternative, creative, and engaging instructional strategy that encourages active participation and creates a more interactive and enjoyable classroom environment. For students, the implementation of this strategy is projected to improve their reading comprehension skills, increase their motivation to read, and help them understand learning materials more easily and effectively. Meanwhile, for future researchers, this study can serve as a valuable reference and source of empirical evidence for conducting further research on the application of LRD or other innovative teaching techniques in improving students' reading comprehension abilities.

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1.6 Definition of Key Term

The title of this study is "The Implementation of Listen Read Discuss to Improve Reading Comprehension of the Seventh-Grade Students of SMPN 14 Denpasar in the Academic Year 2025/2026." In carrying out this research, the writer employs several key terms related to the topic. Some of these terms may seem general or ambiguous if not clearly defined. Therefore, it is essential to provide clear definitions to help readers understand the research focus and to establish the scope of the study. These definitions serve to explain the intended meaning of significant terms used throughout the research by offering operational definitions that specify how the terms are applied in this particular context. The operational definitions of the main terms in this study are outlined as follows:

1. Reading Comprehension

   Reading comprehension refers to the ability of seventh-grade students at SMPN 14 Denpasar in the academic year 2025/2026 to grasp and understand four main aspects of reading comprehension within a descriptive text, namely general information, specific information, textual meaning, and textual reference.

2. LRD

   LRD is a teaching strategy that is used to teach reading comprehension to the seventh-grade students of SMPN 14 Denpasar in the academic year 2025/2026 which has three steps, Listen, Read, and Discuss. In Listen, the teacher reads and explains the text, and the students listen. In Read, the students are asked to read the given text. In Discuss, the students are asked to discuss the text with their seatmates.

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CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is a critical review of what has been researched on a particular topic; it can be anything, whether from books, journal articles, or other relevant sources. Theoretical review is a review of some theories from experts that are related to and support the study. It aims to provide a clear understanding of the concepts, principles, and frameworks that form the foundation of the research. By conducting a theoretical review, the researcher can identify gaps in previous studies, justify the relevance of the current research, and position their study within the existing body of knowledge. This section also helps to clarify key terms and ideas that are essential for understanding the focus of the research. Therefore, the researcher uses several relevant theories to give more evidence in this research. The present study is based on the following theoretical backgrounds that was discussed as follows: (1) Reading Comprehension, (2) Listen Read Discuss (3) Descriptive Text, and (4) Assessing Reading Comprehension.

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2.1.1 Reading Comprehension

Reading comprehension is one of the most important skills in language learning, as it encompasses not just the ability to recognize words but also the ability to understand, interpret, and evaluate the information conveyed by a text. It involves the process of extracting meaning from written material, integrating it with what the reader already knows, and making sense of both explicit and implicit messages.

As Grabe (2009:14) defines it, reading comprehension is the ability to process text, understand its meaning, and to integrate it with what the reader already knows. This definition underscores that comprehension is not just about decoding words but requires both the ability to recognize words (lower-level processing) and cognitive abilities to construct meaning (higher-level processing). The skill of reading comprehension is essential not only for academic achievement but also for personal development, as it allows individuals to engage with and understand the world around them.

Reading comprehension goes beyond the mechanical act of reading it is an interactive process between the reader and the text. As readers engage with the text, they must connect the information presented with their own prior knowledge, experiences, and expectations. This reciprocal relationship between the reader and the text is a key factor in understanding. Snow (2002:11) describes this process by stating, reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. This interaction emphasizes that comprehension is not passive; it requires readers to be active participants. They must question the text, make predictions, clarify misunderstandings, and reflect on their prior knowledge. This active engagement is essential for achieving a deeper understanding of the material.

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In the academic context, reading comprehension is vital as it enables students to access and apply the information they encounter in textbooks, academic papers, and other educational materials. Without strong comprehension skills, students may find it difficult to fully grasp the concepts and ideas presented in their coursework. According to Pang et al. (2003), without comprehension, reading only

becomes a process of word calling and provides little benefit for learners, as they need to read for both information and enjoyment. This statement emphasizes the central role of comprehension in learning. Without the ability to understand what is read, students are essentially disengaged from the material, making the entire reading process ineffective. Therefore, it is essential that students develop robust comprehension skills to facilitate their academic success and allow them to navigate a wide range of subjects.

Reading comprehension involves several interconnected skills and knowledge areas that are essential for effective understanding. These include vocabulary knowledge, grammatical awareness, familiarity with text structure, and the ability to identify main ideas and supporting details. According to Nunan (2003: 68), good reading comprehension requires a command of the language, an understanding of the subject matter, and the ability to apply a variety of reading strategies. This suggests that comprehension is not a solitary skill; it draws upon linguistic knowledge and strategic thinking. Students need to develop a strong vocabulary and grammar foundation so they can understand both the surface-level meaning of texts and the deeper meanings implied by the author. Additionally, understanding text structure helps readers identify key ideas and arguments, thus enhancing their overall comprehension ability.

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Another critical aspect of reading comprehension is the ability to engage in higher-order thinking, such as inferring, predicting, summarizing, and evaluating information. These cognitive skills allow readers to interpret the text beyond its literal meaning and engage with the material on a deeper level. For example, readers must be able to infer a character's motivations in a story, predict the outcomes of an

event, and evaluate the reliability of information in an argumentative text. Harmer (2007: 203) affirms this by stating, good readers do not merely decode words but also anticipate, infer, and reflect on the information being read. This highlights the cognitive complexity of reading comprehension, where readers must go beyond simply decoding words and start analyzing, questioning, and reflecting on the text's content. The development of these higher-order thinking skills is key to fostering independent, critical readers who are capable of understanding more complex texts.

In addition to cognitive factors, affective factors such as motivation, interest, and attitudes towards reading significantly influence reading comprehension. Students who are motivated to read and are interested in the material they are engaging with are more likely to understand and retain the information they read. This relationship between motivation and comprehension is well-documented in educational research. As Day & Bamford (1998:12) state, positive attitudes and motivation towards reading contribute significantly to reading comprehension performance. When students are excited about reading, they approach texts with more focus and enthusiasm, which leads to better comprehension. It is important for educators to create an environment that fosters positive attitudes toward reading and encourages students to develop a genuine interest in the materials they read.

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Effective reading comprehension instruction must incorporate a variety of strategies that guide students through the reading process. These strategies help students to monitor their understanding, clarify confusion, and reflect on what they have read. Key strategies include pre-reading activities to activate prior knowledge, during-reading techniques like predicting and summarizing, and post-reading

discussions that allow students to reflect on and discuss the text. Brown (2001: 298) explains that effective reading instruction involves teaching students to use appropriate comprehension strategies before, during, and after reading. This comprehensive approach ensures that students are not only reading the text but actively engaging with it at every stage. Teachers should help students develop the skills to monitor their comprehension continuously, enabling them to address difficulties as they arise.

In conclusion, reading comprehension is a complex and multifaceted skill that combines linguistic knowledge, cognitive strategies, and emotional engagement. It is an essential skill for academic success, as well as for personal and lifelong learning. Anderson (1999:1) reinforces this by stating, reading is an essential life skill and reading comprehension lies at the heart of meaningful literacy. For seventh-grade students at SMPN 14 Denpasar, developing strong reading comprehension skills is crucial not only for their academic success but also for their ability to think critically and engage with the world around them. By implementing strategies like LRD, educators can help students improve their comprehension skills, making reading a meaningful and empowering activity that fosters both educational and personal growth.

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2.1.2 Listen Read Discuss

McKenna (2002) states that Listen-Read-Discuss (LRD) is a strategy that combines listening, reading, and discussion to improve comprehension. LRD is an interactive teaching method that helps students understand reading materials through several steps. This strategy includes three main stages: listening, reading,

and discussing. In the first stage, students listen to the teacher or an audio recording of the text. After that, they read the text on their own, and then they join discussions with their peers. This step-by-step process encourages students to take an active role in learning and leads to better comprehension. Besides improving reading skills, LRD also helps students practice critical thinking and communication during group discussions. By sharing ideas, clarifying information, and comparing opinions, students can learn from one another. Thus, LRD not only develops reading comprehension but also creates a supportive and collaborative classroom atmosphere.

The listening phase provides an opportunity for students to hear the text being read aloud. This helps them get familiar with the vocabulary, intonation, and overall structure of the material. According to Duke & Pearson (2002), hearing a text read aloud provides students with an understanding of fluency and expression, which helps them later understand the meaning when reading independently. This phase supports auditory learners and ensures that students have a foundation before they attempt to read the text themselves. In addition, through this phase, students can also develop active listening skills, which are essential in both communication and learning processes. By listening to the text directly, students are able to make predictions about the content, identify key vocabulary, and grasp the context and the author's intent before engaging in independent reading.

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Next, the reading phase allows students to read the text individually. During this stage, they can focus on the words and their meanings, rereading passages if needed. Research shows that reading comprehension is significantly enhanced when students engage in both independent reading and listening. In their study,

Kucer & Rhodes (2006) argue that students who listen to a passage before reading tend to have higher comprehension, as the auditory experience aids in decoding the text. This phase helps reinforce students' decoding and interpretation skills, making the text more accessible. Additionally, it encourages students to engage actively with the material by underlining key points, identifying unfamiliar vocabulary, and making notes in the margins. The opportunity to read at their own pace also allows students to build reading stamina and develop strategies for understanding complex texts. Furthermore, this phase fosters a sense of independence, as students take responsibility for constructing meaning from the text based on their own comprehension and prior knowledge.

The final phase, discussion, involves students talking about the text with their peers, either in small groups or as a class. The discussion helps students clarify their understanding and engage in critical thinking. According to Vygotsky (1978), learning occurs through social interaction and collaboration. Discussing the material with others allows students to express their opinions, ask questions, and share insights, thereby deepening their comprehension of the text. This collaborative approach is particularly effective for promoting peer learning and developing students' communication skills. Moreover, it provides students with an opportunity to encounter diverse perspectives, which can broaden their interpretation of the text and help them appreciate multiple viewpoints. Through discussion, students can also practice articulating their thoughts clearly and responding constructively to others, fostering an environment of mutual respect and active engagement. Additionally, this phase encourages reflective thinking as

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students evaluate their initial understanding in light of new ideas presented during the discussion.

Moreover, the discussion phase not only deepens comprehension but also encourages critical thinking and reflection. Students can question the material, connect it to their own experiences, and analyze the text from different perspectives. This approach is essential for fostering higher-order thinking skills, as it prompts students to engage actively with the content rather than passively receiving information. As argued by Johnson et al. (2009), discussion helps students explore complex ideas and develop their reasoning skills through dialogue and debate. In addition, this phase provides a supportive platform for students to test their interpretations and opinions in a collaborative setting, which can enhance their confidence in expressing ideas. It also cultivates the ability to listen attentively and respond thoughtfully to differing viewpoints, an important skill in academic and social contexts. By participating in discussions, students learn to justify their arguments with evidence from the text and consider alternative interpretations, further strengthening their analytical abilities.

LRD also caters to diverse learning styles. While some students are more auditory learners, others may benefit more from reading independently or discussing the material with peers. This versatility makes LRD an inclusive teaching method that can address a wide range of learning preferences. By incorporating both auditory and visual elements, the strategy supports multiple ways of learning and ensures that students receive well-rounded instruction. In conclusion, the LRD is an effective and dynamic approach for improving reading

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comprehension. There are the procedures of LRD carried out as what has been stated by Lewis & Strong (2021) as follows:

1. Listen: The teacher delivers a lecture that previews the content and structure of a reading selection, explaining difficult concepts in the order they appear in the text and ending with a focus question or purpose.
2. Read: Students read the selection, guided by the focus question or purpose set before reading.
3. Discuss: The teacher conducts a discussion based on the focus question or purpose for reading, identifying clear ideas and those that need explanation.

By combining listen, read, and discuss, this strategy fosters a holistic learning experience that engages students at multiple levels. It not only aids in decoding and understanding texts but also promotes critical thinking, peer collaboration, and active engagement with reading materials. This strategy, therefore, serves as a valuable tool in helping students develop strong reading skills, particularly for those in middle school who are still refining their comprehension abilities. Moreover, combining these three phases allows students with various learning preferences such as those who learn best by listening, reading, or doing to engage actively in the learning process. This strategy helps create an interactive and supportive classroom atmosphere where students are encouraged to understand the text, connect it to other ideas, and share their thoughts in discussions. As a result, the strategy not only enhances students' reading comprehension but also helps them develop important communication, teamwork, and problem-solving skills that they can use in everyday life and future learning situations.

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2.1.3 Assessing Reading

Assessing reading comprehension is an important part of the teaching and learning process, especially in English classes. It checks how well students understand and respond to the reading materials given in class. At SMPN 14 Denpasar, this is needed to see how well seventh-grade students can get information from English texts, which are often difficult for them. Without assessment, teachers will not know the students' abilities or the areas they need to improve. Assessment also helps teachers adjust their teaching methods based on students' reading levels. It makes sure learning goals are reached and gives useful feedback to both teachers and students. Regular assessments can help choose the right reading materials and classroom activities. It also lets students know how their reading skills are developing. By doing this, teachers can support students better in improving their reading comprehension.

In line with the focus of this research, assessing reading comprehension plays a vital role in determining the effectiveness of LRD. Through assessment, the teacher can measure whether students' reading comprehension improves after the implementation of LRD in the classroom. As stated by Alderson (2000), reading assessment is important because it gives valuable information about learners' comprehension and the effectiveness of reading instruction. In this case, assessment outcomes can reflect how well students follow and benefit from LRD during reading activities. Additionally, the results can help teachers identify which parts of the strategy are most effective and which areas may need improvement. It

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also provides insights into individual students' progress, enabling teachers to give appropriate support where necessary.

There are several types of assessments commonly used to measure reading comprehension in junior high schools, such as multiple-choice questions, true or false statements, short-answer questions, and summarizing activities. These assessments can be given before and after applying the LRD to see the students' progress. According to Brown (2004), assessment should be continuous and varied in order to capture the full range of students' abilities. In this study, comprehension tests were used in both the pre-test and post-test stages to measure improvement. By comparing the results, the researcher can find out whether the LRD helps improve students' reading comprehension.

Assessing reading comprehension is not only about understanding the meaning of a text but also about checking students' ability to find main ideas, details, inferences, and the author's purpose. These skills are important because they show how well students can connect with what they read. Grabe & Stoller (2011) state that reading comprehension assessment should cover multiple components, including literal, inferential, and evaluative understanding. By assessing these parts, teachers can better see students' reading strengths and weaknesses. It also helps teachers plan better lessons and choose reading materials that match students' abilities. In addition, this type of assessment trains students to think more deeply and understand messages in a text more clearly.

Furthermore, assessing reading comprehension is crucial in providing feedback for both students and teachers. It allows students to be aware of their progress and motivates them to improve their reading skills. For teachers,

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assessment results can help in adjusting instructional techniques, including the use of strategies like Listen-Read-Discuss. Vygotsky (1978) emphasizes that effective learning occurs when teachers can diagnose learners' current level and provide appropriate support to move them forward. In addition, assessment results can highlight specific areas where students struggle, making it easier for teachers to plan targeted interventions. Therefore, continuous assessment ensures that teaching remains relevant and beneficial for all students.

In the context of this research, assessing reading comprehension is also important for determining the success of the classroom action research cycle. Each cycle, which consists of planning, action, observation, and reflection, requires clear evidence of student progress. By conducting reading comprehension assessments at different stages, the researcher can evaluate whether the implementation of the LRD effectively addresses the students' difficulties in reading comprehension. Hughes (2003) points out that assessment results should guide teachers in making instructional decisions and modifying classroom strategies to enhance student learning outcomes. This means that ongoing assessment is a valuable tool for adjusting both the strategy and the teaching process throughout the study.

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Moreover, assessing reading comprehension through reliable and valid instruments ensures that the data collected in this study is trustworthy and meaningful. The tests prepared for this research are carefully designed to measure students' abilities in understanding main ideas, identifying supporting details, making inferences, and drawing conclusions from reading texts. The assessment results not only serve as the basis for analyzing the effectiveness of the LRD, but also contribute to broader insights about how reading comprehension can be

improved in seventh-grade classrooms. In line with Brown (2004), well-constructed assessments provide essential information for both evaluating instructional effectiveness and informing future teaching practices. Therefore, the reading assessments conducted in this research are vital for achieving both academic and instructional goals.

In conclusion, assessing reading comprehension is a key element in supporting the success of the LRD implementation at SMPN 14 Denpasar. It helps determine students' reading abilities, identifies areas for improvement, and evaluates the strategy's impact on students' comprehension. By applying suitable reading assessments before and after the use of LRD, the teacher can effectively monitor students' development and adjust instruction to meet their needs. This process contributes to achieving the overall objective of improving seventh-grade students' reading comprehension in the academic year 2025/2026.

2.2 Empirical Review

Empirical review is a review of previous studies carried out by other researchers that are relevant to the current research topic. It functions to strengthen and support the present study by providing findings from earlier investigations with similar focuses. Ary et al. (2010:32) stated that empirical research is based on observed and measured phenomena and derives knowledge from actual experience rather than from theory or belief. In this study, the researcher examines previous research related to the implementation of LRD in improving students' reading comprehension, especially at the junior high school level. By reviewing these earlier studies, the researcher can observe how LRD was applied in different

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contexts and how the results of those studies relate to the research conducted at SMPN 14 Denpasar.

The first research is from Kusuma (2022) entitled Improving the Student Reading Comprehension through Listen-Read-Discuss (L-R-D) Strategy at the Tenth Grade of MA Asy-Syafiiyah Goak in Academic Year 2021/2022. Which aimed to determine the degree of achievement in reading comprehension of tenth grade students at MA Asy-Syafiyah Goak. The study clearly aimed to assess the effectiveness of LRD in improving reading comprehension among tenth grade students, providing a focused and measurable research objective. This research prove that the implementation of LRD could significantly improve the students' reading comprehension, they can understand the reading text that was given to them.

This research showed that LRD was effective in improving the students' reading comprehension. The strategy could enrich the students' ability in understanding the reading texts. However, in this study, the theory and teaching module are not aligned, the theory has 3 steps but the teaching module was not clear. It might confuse the students particularly in the teaching and learning process when LRD was implemented to improve the students' reading comprehension. In this present study, the researcher adapted the procedural steps of LRD based on Lewis & Strong (2021) who state that LRD consists of three steps; they are Listen, Read and Discuss. These procedural steps were carefully applied when they are used in teaching reading comprehension to the seventh-grade students of SMPN 14 Denpasar. Thus, it is expected that LRD could improve the students reading comprehension significantly.

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The second research is from Julianti (2018) entitled Improving Students' Reading Comprehension through Listen, Read, Discuss (LRD) Strategy at Eight Grade of MTs S TPI Sawit Seberang in Academic Year of 2017/2018. The purpose of this study is to investigate whether the Listen-Read-Discuss (LRD) strategy can improve the reading comprehension skills of eighth-grade students at MTsS Sawit Seberang in the academic year 2017/2018. This study was purposefully conducted to examine the effectiveness of the Listen-Read-Discuss (LRD) strategy in boosting reading comprehension among eighth-grade students, aiming to provide a focused and quantifiable research objective. The results indicated that the use of LRD approach led to a marked improvement in students' ability to grasp and analyze the content of the reading texts, highlighting its potential as an effective instructional technique for enhancing comprehension skills.

Additionally, the study aims to describe the process of students' improvement in reading comprehension when taught using LRD, providing insights into how this method influences students' understanding of reading texts within the classroom setting. However, if the study relied solely on a single type of assessment, such as multiple-choice tests to measure reading comprehension. The use of multiple choice in assessing reading comprehension might not be able to capture the depth of students' reading comprehension. In this present study, the researcher plans to use a short answer task. This test was expected to accurately measure the students' reading comprehension. Therefore, the researcher could identify the students' weaknesses in reading comprehension and improve it during the implementation of LRD.

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