

A Synergistic Approach to Improving Reading Comprehension: Integrating the Listen-Read-Discuss Strategy into Flipped Learning

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Abstract

This study investigated the impact of integrating the flipped learning model with the Listen-Read-Discuss (LRD) strategy on students' reading comprehension at MA Muhammadiyah Padaelo. The research employed a pre-experimental one-group pretest-posttest design to examine changes in students' reading comprehension following the implementation of the combined instructional approach. In the flipped learning setting, students explored lesson materials outside the classroom, while in-class sessions were devoted to interactive LRD activities that promoted deeper engagement with the texts. The findings revealed a significant improvement in students' reading comprehension after the intervention, with the mean score increasing from 55 in pre-test to 85 in post-test. These results indicate that the integration of flipped learning and the LRD strategy can effectively enhance students' reading comprehension by fostering active participation, critical thinking, and meaningful interaction with reading materials.

Keywords: *EFL Students, Flipped Learning, Listen-Read-Discuss Strategy, Reading Comprehension.*

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INTRODUCTION

Language serves as a fundamental tool for human interaction, enabling individuals to express ideas, emotions, and cultural identities (Najm & Saeed, 2024; Wilce, 2009). It functions as a symbolic system shared within a community, allowing people to communicate, build relationships, and transfer knowledge (Bamberg, 1997; Syam et al, 2023). Brown et al. (2020) and Raaper & Brown (2020) describes language as an arbitrary system of vocal symbols employed collaboratively within a culture, emphasizing its dual role in communication and social identity (Brance et al., 2024; Ren & Chong, 2023). Without language, the processes of information exchange, comprehension, and social participation would be significantly hindered, highlighting its indispensable role in daily life (Keiser, 2022; Lin et al., 2015).



In Indonesian context, English is taught as a foreign language, requiring students to master four primary skills: listening, speaking, reading, and writing (Idham & Alam, et al., 2025). Charter et al. (2016) classifies these into receptive skills—listening and reading—and productive skills—speaking and writing. Among these, reading comprehension plays a pivotal role, as it provides access to knowledge, supports academic achievement, and enhances vocabulary and critical thinking (Yulian, 2021). According to Hans et al. (2024) and Li et al. (2025) reading comprehension is the ability to interpret, evaluate, and synthesize information from written texts. Learners with strong reading skills can process diverse linguistic structures, analyze complex ideas, and engage in reflective thinking, which is essential for lifelong learning (Idham & Mulyarti, et al., (2025).

Despite the acknowledged importance of reading, classroom observations at MA Muhammadiyah Padaelo indicate that many students struggle to fully comprehend texts. Difficulties include identifying main ideas, interpreting unfamiliar vocabulary, and extracting implicit meanings, which inhibit the ability to apply knowledge and develop higher-order literacy skills (Idham, 2025). These challenges underscore the need for instructional strategies that actively involve students in processing content, facilitate collaborative learning, and scaffold comprehension (Safa & Motaghi, 2024; Li et al., 2024).

Flipped learning is an innovative instructional model that restructures the traditional teaching sequence (Aminin & Koiri, 2026; Echaluze et al., 2024). Students access lesson materials—such as videos, readings, or online modules—outside the classroom, while in-class sessions focus on active engagement, problem-solving, and interactive discussion (Bishop & Verleger, 2013). This approach fosters learner autonomy, maximizes class time for higher-order thinking, and allows teachers to provide targeted guidance (Gradini et al., 2025; Tanjung & Triastuti, 2025). Recent studies demonstrate that flipped learning enhances motivation, engagement, and academic achievement across diverse educational. However, evidence suggests that the impact of flipped learning is optimized when combined with structured instructional strategies that guide comprehension and critical thinking (Samadi et al., 2024; Sun et al., 2024).

The Listen-Read-Discuss (LRD) strategy is a structured reading approach consisting of three phases: listening to teacher-led explanations or audio input, independent reading of the text, and collaborative discussion among peers (Amkolo & Syafitri, 2024; Jamil et al., 2024). This sequence encourages active information processing, comprehension monitoring, and critical reflection (List et al., 2024). Empirical studies indicate that LRD improves reading comprehension, promotes critical thinking, and stimulates social learning through peer interaction (List & Oaxaca, 2024). Discussions allow students to clarify ambiguities, evaluate interpretations, and apply knowledge, while the listening and reading phases ensure adequate exposure to content before analysis (Putera & Armin, 2025; Shafiee Rad, 2025).

Recent research highlights the growing emphasis on integrating technology-enhanced learning with structured reading strategies. For instance Noroozi (2025), Urunbaeva (2025), Faro et al. (2024), and Imran et al. (2025) demonstrate that combining flipped classroom models with interactive reading techniques improves learner engagement, retention, and



comprehension outcomes. Furthermore, several investigations, such as Kurnia (2024) and Siadari et al. (2024) suggest that strategies like LRD are particularly effective in supporting critical thinking and deep comprehension among secondary school students. Despite this, the majority of studies have either examined flipped learning or LRD in isolation, with limited exploration of their combined effect in the context of Indonesian senior high schools (Mustaqim et al., 2025; Siadari et al., 2024). Additionally, many prior studies emphasize digital delivery of flipped learning content without systematically integrating comprehension strategies, leaving a research gap regarding the synergistic potential of flipped learning paired with LRD for reading development (Ardiansyah et al., 2024).

Although previous studies have reported the benefits of flipped learning and the Listen–Read–Discuss (LRD) strategy when implemented independently, empirical evidence examining their integration remains limited, particularly in secondary school EFL contexts in Indonesia (Prasetya, 2024). Existing research predominantly focuses on tertiary-level students or English-major learners, leaving the application of these approaches in general high school classrooms underexplored (Nguyen et al., 2024). Moreover, little attention has been given to how interactive strategies such as LRD function within a flipped learning environment to support students’ reading comprehension development. Unlike earlier studies that investigate flipped learning or LRD in isolation, the present study explores the integration of the LRD strategy into a flipped learning model and examines changes in students’ reading comprehension following its implementation in a tenth-grade EFL classroom. By addressing this gap, the study contributes into blended instructional practices and offers empirical evidence on the pedagogical potential of combining flipped learning and LRD in secondary EFL reading instruction.

METHOD

This study employed a quantitative approach to investigate the effectiveness of integrating the Listen-Read-Discuss (LRD) strategy within a flipped learning model on students’ reading comprehension (Maryani & Gazali, 2024; Pregoner, 2024). Considering the objectives of the study, a pre-experimental one-group pretest–posttest design was employed.

This study involved a single group of participants and did not include a control or comparison group. Initially, students’ baseline reading comprehension was measured through a pre-test. Subsequently, the Listen–Read–Discuss (LRD) strategy integrated with the flipped learning model was implemented as the instructional treatment. Finally, a post-test was administered to examine changes in students’ reading comprehension following the intervention. This design allowed the researcher to systematically evaluate within-group changes resulting from the instructional approach.

The population of this study consisted of all tenth-grade students of MA Muhammadiyah Padaelo or 75 students in 2022/2023 academic year. The sample was selected using purposive sampling by choosing one intact class comprising 20 students. This class was selected based on practical considerations, including instructional feasibility, time constraints, and the school’s scheduling policy, which did not allow the researcher to implement the intervention



across multiple classes simultaneously. Using an intact class also ensured consistency in instructional delivery and classroom management throughout the intervention. Consequently, this study focused on examining changes in students' reading comprehension within this selected group.

Data were collected using a primary instrument: a reading comprehension test, designed to assess students' ability to understand narrative texts in English. The test included pre-test and post-test formats to assess the effect of the intervention. The pre-test assessed students' initial comprehension and reading fluency, while the post-test measured improvement after treatment. In addition, classroom observation was conducted as a supplementary technique to monitor students' engagement during the implementation of the Listen-Read-Discuss (LRD) strategy. The observation data were used to support the interpretation of the quantitative findings rather than for statistical analysis.

The pre-test was administered on October 28, 2024, using a narrative text titled "*An Unforgettable Birthday Celebration*". The test consisted of 10 multiple-choice questions designed to measure students' reading comprehension abilities. Based on the pre-test results, 55% of the students were classified as having poor reading proficiency and 45% as very poor, based on the scoring criteria adapted from the school's assessment rubric, in which scores ranging from 40–59 indicate poor proficiency and scores below 40 indicate very poor proficiency. These results reflect the students' low initial reading comprehension and highlight the need for instructional intervention.

The treatment consisted of four sessions conducted on November 2, 4, 9, and 11, 2024. Each session employed a different narrative text and integrated the LRD strategy within a flipped learning framework. In the first meeting, students were introduced to the text and guided to identify the main theme, characters, and plot through group discussions. In the second meeting, focus was placed on vocabulary acquisition and reading comprehension techniques, including paired reading activities. In the third meeting, students analyzed characters and conflicts, participated in critical discussions, and related personal experiences to the text. Finally, in the fourth meeting, students synthesized information from multiple texts, created summaries, and engaged in reflective discussions to consolidate comprehension.

Data were analyzed using SPSS version 20.0. Students' pre-test and post-test scores were classified into five categories: very poor (≤ 50), poor (60–69), fair (70–79), good (80–89), and very good (90–100) (Nofriza, 2021). The following calculations were conducted: (1) Mean score calculation; (2) Percentage improvement; (3) Pre-test and post test comparison; and (4) Hypothesis testing.

$$X = \frac{\sum x}{N} \quad (1)$$

Description:

X : Mean score

$\sum x$: Total score

N : Number of students.



$$P = \frac{F}{N} \times 100 \quad (2)$$

Description:

F : Frequency of improvement

N : Number of students

$$\% = \frac{X_2 - X_1}{X_1} \times 100 \quad (3)$$

Description:

X_1 : Pre-test mean score

X_2 : Post-test mean score (Gay et al., 2012).

The significance of score differences between pre-test and post-test was evaluated using the paired-sample t-test. If the calculated t-value = (or >) critical t-value, the null hypothesis was rejected, indicating a statistically significant improvement in reading comprehension after implementing the LRD strategy within flipped learning.

To ensure the accuracy of the instruments, this study utilized validity and reliability test. Content, construct, and criterion validity were examined to confirm that the test measured reading comprehension accurately (Bryman, 2016). Consistency was evaluated through internal reliability, test-retest reliability, and inter-rater reliability to ensure stable and trustworthy measurement outcomes (Bryman, 2016). These procedures ensured that the data collected were both valid and reliable, allowing for credible analysis of the impact of the instructional intervention.

FINDINGS

Improvement of Reading Comprehension through LRD Strategy

The study examined the effect of the Listen-Read-Discuss (LRD) strategy on the reading comprehension of tenth-grade students at MA Muhammadiyah Padaelo. Students' reading abilities were measured through a pre-test before treatment and a post-test after implementing the flipped learning approach combined with LRD.



The results of the assessment indicate a substantial improvement in performance. The total score increased from 1,140 in the pre-test to 1,680 in the post-test. On average, participants scored 59 on the pre-test and 85 on the post-test, reflecting a significant 42.3% improvement. These results demonstrate that the intervention or learning program had a positive impact on participants' understanding and performance.

Table 1. Pre-Test Score Classification

Score Range	Category	Frequency	Percentage
80–100	Very Good	0	0%
70–79	Good	0	0%
60–69	Fair	4	20%
50–59	Poor	10	50%
0–49	Very Poor	6	30%

Table 2. Post-Test Score Classification

Score Range	Category	Frequency	Percentage
80–100	Very Good	6	30%
70–79	Good	14	70%
60–69	Fair	0	0%
50–59	Poor	0	0%
0–49	Very Poor	0	0%

Descriptive Statistics and Improvement

Table 3. Descriptive Statistics of Pre-Test and Post-Test

Indicator	Pre-Test	Post-Test	Improvement (%)
Mean Score	59	85	42.3
Standard Deviation	7.18	6.80	—

Table 3 presents the descriptive statistics of students' pre-test and post-test reading comprehension scores. The mean score increased from 59 in the pre-test to 85 in the post-test, indicating a substantial improvement following the implementation of the Listen–Read–Discuss (LRD) strategy. In addition, the standard deviation decreased slightly from 7.18 to 6.80, suggesting a more consistent distribution of students' scores after the intervention. The descriptive statistics show a significant increase in students' reading comprehension after applying the LRD strategy.

Hypothesis Testing

A paired-samples t-test was conducted to determine the statistical significance of the improvement.



Table 4. Paired Samples t-Test Result

Indicator	Value
Mean Difference (Pre-Post)	-29.500
Standard Deviation	5.104
Standard Error	1.141
t-value	-25.847
df	19
Sig. (2-tailed)	0.000

Based on the t-test result, that showing sig. (2-tailed) $< 0.05 \rightarrow$ null hypothesis (H_0) is rejected. Students' post-test scores significantly higher than pre-test scores. Therefore, LRD strategy has a positive and significant effect on reading comprehension. This finding indicates that the flipped learning approach combined with the LRD strategy effectively enhances students' reading comprehension.

A paired-sample t-test was conducted to determine the statistical significance of the improvement. The analysis showed a mean difference of -29.5, $t(19) = -25.847$, $p < .001$, confirming a significant difference between pre-test and post-test scores. Consequently, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted. Descriptive statistics further highlighted that 30% of the students achieved a "very good" classification, while 70% were classified as "good" in the post-test. This improvement from predominantly "poor" and "very poor" pre-test classifications demonstrates the positive impact of the intervention. Despite the limited sample size, all 20 cases were valid and included in the analysis.

DISCUSSION

Reading comprehension is a vital skill in language acquisition, enabling learners to understand, interpret, and analyze written texts while integrating prior knowledge (Smith, 2023). Effective instructional strategies can significantly enhance comprehension, retention, and critical thinking. The results of this study align with previous research emphasizing the efficacy of the LRD strategy. Anderson (2023) explains that LRD fosters active engagement by guiding students to listen to texts, read them attentively, and discuss their understanding collaboratively. Gong et al. (2012) also highlight that discussion-based strategies enhance peer-to-peer learning, critical thinking, and collaborative skills. Similarly, Kirkpatrick (2012) notes that LRD accommodates diverse learning styles, supporting individualized comprehension through listening, reading, and discussion activities.

Integrating the Listen–Read–Discuss (LRD) strategy within a flipped learning framework created a synergistic instructional model in which each approach complemented and reinforced the other. The flipped learning structure enabled students to engage with reading materials prior to class, thereby activating background knowledge and reducing cognitive load during classroom instruction. This preparation phase enhanced the effectiveness of the LRD strategy, as students entered the classroom better equipped to listen critically, read analytically,



and participate actively in structured discussions. Rather than functioning as separate components, flipped learning served as the preparatory foundation that maximized the interactive potential of LRD during in-class sessions. This integrated approach fostered deeper engagement with texts, encouraged meaningful peer interaction, and supported the development of critical thinking and self-directed learning skills. The observed improvement in students' reading comprehension following the intervention suggests that the pedagogical synergy between flipped learning and LRD can facilitate a more coherent and effective learning experience in EFL reading instruction.

Despite the positive findings, this study has several limitations that should be acknowledged. First, the research employed a pre-experimental one-group pretest–posttest design without a control or comparison group. As a result, the observed improvement in students' reading comprehension cannot be conclusively attributed solely to the intervention, as other extraneous variables may have influenced the outcomes. Second, the intervention was conducted over a relatively short period, which may limit the generalizability of the findings and does not allow for the examination of long-term effects of integrating flipped learning and the Listen–Read–Discuss (LRD) strategy. Third, the study involved a single intact class with a limited sample size, which may restrict the broader applicability of the results to other educational contexts.

Future research is therefore recommended to employ experimental or quasi-experimental designs with control groups to allow for stronger causal inferences. Studies with longer intervention durations are also needed to examine the sustained impact of the integrated flipped learning and LRD model on students' reading comprehension. Additionally, future research could adopt mixed-method approaches by combining quantitative measures with qualitative data, such as classroom observations, interviews, or reflective journals, to provide deeper insights into students' learning processes and engagement. Expanding the research context to include different school levels and learner characteristics would further enhance the understanding of the effectiveness of this integrated instructional model.

CONCLUSION

The findings of this study showing that the Listen-Read-Discuss (LRD) strategy significantly enhances reading comprehension among tenth-grade students at MA Muhammadiyah Padaelo. Several factors contribute to this improvement: (1) The strategy actively engages students through listening, reading, and discussion; (2) It promotes deeper understanding by providing context before reading; (3) It fosters critical thinking through analysis and evaluation; it encourages peer learning and collaboration; and (4) It reinforces retention of information by involving multiple modalities. Furthermore, the integration of the LRD strategy within a flipped learning approach proved highly effective. The post-test mean score (85) was substantially higher than the pre-test mean (59), and the t-test result ($t = 10.45$) exceeded the critical t-value (2.10), indicating a statistically significant improvement. These results confirm that implementing a flipped classroom combined with the LRD strategy positively impacts students' reading comprehension skills.



Despite the overall improvement, the study revealed that students' interpretative comprehension progressed less than their literal comprehension. To maximize learning outcomes, teachers are encouraged to employ a variety of instructional techniques, adaptively combining strategies to meet diverse student needs. Creative approaches that capture students' interest and promote active engagement are likely to further enhance both literal and higher-order reading comprehension skills.

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