
**THE EFFECTIVENESS OF LISTEN–READ–DISCUSS (LRD) STRATEGY
FOR STUDENTS’ READING COMPREHENSION*****Yulianah****SMPN 01 BATU, Jl. KH. Agus Salim 55, Kota Batu**(Master of English Education Study Program, Universitas Kanjuruhan Malang, Indonesia)*[*zobeibh@gmail.com*](mailto:zobeibh@gmail.com)***Lasim Muzammil****Universitas Kanjuruhan Malang, Indonesia*[*muzammil_lasim@unikama.ac.id*](mailto:muzammil_lasim@unikama.ac.id)**ABSTRACT**

This article investigates the Listen–Read– Discuss (LRD) strategy towards students’ reading comprehension. In understanding the meaning from a passage, the reader wants a good strategy for comprehension. There were varieties of reading strategies developed by experts all around the world, but the researcher focused on one of the strategies called the L–R–D strategy. L–R–D is a strategy that introduces students’ prior knowledge before they start reading, during, and after reading by seeing the teacher’s lecture, reading a selected text, and discuss it with their classmates. L–R–D may help students convey the author’s messages with their own words, increase their comprehension, and also help students to remember what they read. The L–R–D strategy could be beneficial as it is an engaging strategy for readers who are struggling with reading comprehension. Because the materials are done orally, students who are not able to read the whole passage at least can understand a little information from the passage. For students who have low proficiency in background knowledge about the reading passage, they could obtain through the listening phase where after that they could comprehend the passage in the reading phase.

Keywords: reading comprehension; l-r-d strategy; prior knowledge; brainstorming idea

BACKGROUND

Harmer (2008) defines English as a foreign language as a condition where learners can use English when they interact with English speakers all around the world: as a tourist, business people, and other purposes. In Indonesia, EFL learners are required to learn English from elementary school until the university level as the government of Indonesia declared English as a compulsory subject in the curriculum (Nuh, 2013). One of the essential skills the students should develop is the ability to read. Most students get a lot of information in reading, based on what they read such as health, technology, art, politics, culture, sport, etc. They will get the information point if they understand the meaning of the passage vocabulary. By enhancing their reading skills, students can adjust their reading skills.

Reading comprehension seems to be a very important issue for students to master. By mastering reading comprehension well, students can gain in-depth information in the passages. In other words, if they do not get the point of the information, they will lose their meaning considerably. If a student can comprehend well, their reading activity would much be easier. Reading strategy is one of the strategies that a teacher must apply when teaching. According to Wallace (1992:57), reading strategy is a process that can’t be divided into parts. According to Brown (2004: 185), reading is similarly a skill that teachers simply expect learners to acquire in foreign language learning. Through reading, learners get new ideas, get the information needed, look for ideas to support their statement, and broaden their interest. To understand the passages, it is not only by reading the text loudly but also by understanding the meaning of each word, each sentence, the correlation between the paragraphs, the point of the ideas in each paragraph, and the mastery of the vocabulary that sometimes makes difficulties for the students.

Reading strategy is a process that involves parts of text processing which vary with the variety of text, reader's objective, and the situation context. Reading significance is applied implicitly in Indonesia's 2013 curriculum. The objective of reading teaching is as one of the major skills is to develop a student's ability in reading and comprehending from a variety of reading texts (Nuh, 2013). Meanwhile, Nuttal (1996) stated that one of the essential purposes of reading is being able to know the meaning from a passage which is called the reader's decoding process.

Similarly, Nunan (1999:249) stated that a big amount of money, time, and effort is spent on the reading of teaching in schools all over the globe. In understanding the meaning from the passage, the reader needs a good strategy within comprehension. Hillerich (1983) stated that the major objective for any reading activity is understanding (comprehension). It defines that there has to be a certain strategy in comprehending.

There have been many strategies developed by researchers and experts all over the world such as Hillerich (1983), Tierney (1990), and Anderson (1999). Many reading comprehension theories that had been developed by Brown (2001) who made ten strategies of reading comprehension teaching correlated to bottom-up and top-down processes. Meanwhile, Logsdon (2007) combined PQ4R strategies that stand for Preview, Question, Read, Reflect, Recite, and Review to improve students' comprehension. Furthermore, Wallace (1992) and Barnett (1988) stated that reading comprehension had three methods: pre-reading, while-reading, and post-reading.

These strategies have an essential role in the success of reading comprehension teaching. In general, there are two basic responsibilities of a language teacher; providing a proficient language learning in the classroom, and motivate students language use (Lindfors, 1989). An English language teacher must implement the two responsibilities in reading comprehension teaching. Although a lot of previous studies reported comprehensive results on reading comprehension strategies, the researcher thought that it's essential to explore wider about reading comprehension strategies. This study focused on investigating L-R-D strategy in previous studies to create a deeper understanding regards to L-R-D strategy.

The essential literacy skill that one must acquire because the concepts of literacy mean the ability to absorb knowledge from reading activities to communicate the information via written media. According to Kumar, Kumar, & Rani, 2016, reading skill is closely related to people's prosperity. The better the reading skills, the better the economic lives they have. Better reading abilities also enable people to become successful achievers (Iftanti, 2015). From these important reading skills, Indonesian people's literacy level is, unfortunately, one of the worst in the world at the level of 60 out of 61 countries (Gunawan, 2016).

Harmer (1991) stated that the basic skills in the English language are divided into two types, which are receptive and productive skills. Both of these skills are considered integrated as they complete each other to establish a successful learning process. According to Kalayo (2017), reading is the activity of pronouncing the materials or following the printed lines of a text as it combined various and mixed activities. In other words, reading is a method for students to enhance ability and knowledge because reading is a process of understanding meaning. It can be concluded that reading is a process of interaction between the author and writer to explain the information that the writer wants to convey in the text.

Additionally, students' motivation in reading is a problem. Most of the students don't pay enough attention to the teachers that are teaching reading. When the teacher asked students to read a reading passage and answer the questions provided, most of the students have confusion in understanding. In the learning process of reading, each student has different motivations. Some have high motivations and some have low.

The students have difficulties in following instructions that are given by the teacher. If the teacher uses a monotonous approach for teaching reading, the students might lack motivation because they feel

bored (Ibrahim, 2015). In regards to the problem stated, teachers should find an appropriate teaching strategy to help students have good reading comprehension skills. According to Boardman (2007:8), reading comprehension is a complicated process that involves a lot of interaction between readers and their background knowledge or the use of strategy, also variations related to the passage. Reading comprehension is more than just the reader's ability to answer questions but the background knowledge of readers plays a very essential role in helping them comprehend important pieces of information in the written passage.

Besides that, readers need appropriate strategies to be able to comprehend well. In this case, readers are called as students or learners. They should be taught some reading strategies since it could be difficult in determining the right strategy for reading comprehension. According to Miller (2006:xii) comprehension strategies are meant to be taught equally with letters, words, and sounds.

The teacher must provide simple instructions when he or she teaches students comprehension strategies, so students could use the strategies in reading. By using the right strategy, students could comprehend well. Meanwhile, the reader must understand what the writer wants to convey for him or her to get the information. Melisa (2018) stated that reading is a process when readers monitor their understanding and when they lose it, they subconsciously select and use a reading strategy (such as re-reading or asking questions) that will help them to reconnect with the pieces of information conveyed in the text.

Thus, reading strategies can be taught explicitly while learners are learning subject-specific content through authentic reading tasks. Still talking about reading strategies, there are varieties of reading strategies developed from experts all around the world. One of them is Richardson. He is an expert that gives attention to reading comprehension strategies and one of them is L-R-D. It was made in 1999 with a group of teachers and graduate students.

The goal of the project was to create a framework for reading instructions to improve students' strategies in reading comprehension. Richardson (1999) stated that L-R-D is a strategy in which help students have a basic knowledge before starting to read a passage, during reading, and after reading a passage by listening to a short presentation by the teacher, also discussing with their classmates. This particular strategy could help students implement the author's ideas in their understanding, but also make their comprehension better. This strategy has been used by several researchers and teaching procedure namely Salman (2012) and Heri (2011) which results of their research conveyed that students who are taught using the L-R-D strategy have achieved high scores than students who are not taught using the L-R-D strategy. The strategy itself gave a positive impact on students reading comprehension.

THEORETICAL BASIS

The Importance of Reading Comprehension

Reading is considered a complex skill as it needs comprehension from the readers to understand what the writer is trying to convey. Reading comprehension is the implementation of a skill developed for other objectives. Unlike listening skills, reading comprehension isn't easy for human brains as it is more challenging and requires complex instructions (Kirby, 2017). Reading comprehension is very important for English as foreign language learners. It is a process that includes the reader's background knowledge about any information. It involved a process such as questioning, summarizing, predicting, understanding the meaning, controlling their comprehension, and reflecting (Weaver, 1994:44).

Then, according to Snow et al (2002, 11) stated that reading comprehension is the process of creating meaning through interaction with written text. The comprehension has three elements: reader (capacity, ability, background information, and personal experiences that a person brought in reading), text (printed text or electronic text), activity (the purpose, process, and responsible consequences regarding reading process). Grabe & Staller (2002) stated that reading for general-purpose means the ability to understand the information in a passage and interpreting it clearly and correctly. However,

reading comprehension abilities are complicated and differentiated in a variety of ways depending on the assignment, motivation, goals, and ability.

The level of reader's comprehension depends also from the interaction between the reader and passage (Barnet, 1988); Zare (2014) stated that comprehension is necessary for all learning areas, including professional and lifelong learning. The struggle of improving the quality of education for students more or less depends on the essence of teaching reading comprehension strategies which are integrated into all learning areas and assessed from any kind of assessment in the learning process. Reading comprehension is a crucial factor in all learning standards, and to improve better qualities in the learning process, reading comprehension strategies must be taught to obtain the knowledge needed. It could be concluded that reading comprehension a reader's action to obtain information from a passage using a sequenced and repeated process.

There are three components in the process: reader, text, and activity. The three components are correlated to each other in various stages of reading comprehension which are: pre-reading, while-reading, and post-reading activities. Meanwhile, the reader's level of comprehension (literal, inferential, and critical) depends on the involvement among the components. To have good reading comprehension skills, students will need to obtain the appropriate strategy.

Comprehension Skills and Strategy

Reading is a cognitive skill when a person can interact with the written passage. Reading skill include: finding word meaning, making an inference, writer's writing method, knowing the mood of the text, answering questions, knowing the language script, understanding meaning, using lexical items, understanding explicit and implicit meaning, the communicative meaning of a passage, coherence between sentences, and the basic skills such as skim, scan, decode information from diagrams (Bojovic, 2010). Meanwhile, according to Hellyer, Robinson, & Sherwood, 2001; Kalayci, 2012, reading is a process of self-discovery as readers have interaction with written passage through cognitive and metacognitive skills to develop new knowledge or understanding meaning. From this perspective, reading comprehension is the final product. Teachers must also focus on the reading strategy as Rivas (1999) stated that problems in language are mostly in reading difficulties faced by EFL learners.

Reading in a foreign language is correlated with translating the meaning to the learner's mother tongue. If a learner wants to read well, they must have a good reading strategy. According to Webster (2018), skill is the ability to use knowledge effectively and wisely in execution or performance. Some skills come naturally for some people, and some are obtained over many practices.

Webster (2018), also defines skills as a learned power to do something competently: a developed ability. For students to learn new skills, it must be practiced. Reading comprehension in most Indonesian schools used the standard method, which is to read and answer questions. Commonly, there were no specific techniques given by the teacher to comprehend the passage and teach students how to decode or understand the passage. Webster (2018) defines strategy as the way of having plans and applying it towards a specific goal.

The goal is students to learn and use the knowledge they are presented with. Next, for the knowledge or information in the text to be obtained, strategies must be taught for students to point important aspects of the text. Some readers might have the skills naturally, and others have to practice to acquire the ability. Teachers need to teach reading comprehension strategies so the ability can be used in all learning subjects and areas.

Based on Curriculum 2013, the aim of teaching English especially in reading competence is to express the various meaning of interaction of oral text and monolog in descriptive, narrative, recount, procedure, report. As the basic one stated for second grade is that "students will be able to comprehend the report text". When the students learn to make a connection from their experience to the text, they are currently reading. As good readers, they think about what they are reading and considering how it

fits what they already know before. The students should understand what they are learning because there is a complex connection between writers to the readers and the messages conveyed between authors to the reader. Therefore, the students have to have the strategy to be applied in reading. The success of teaching reading is caused by many conditions such as reading materials, teaching equipment, teachers' competence, and the student's motivation.

Listen–Read–Discuss (LRD) Strategy

Hence, English teachers should integrate appropriate strategies to develop student's mastery in reading comprehension, which can enhance student's interest, their focus on learning reading comprehension, and strategy which can be understood easily by students. To conclude Manzo & Casale's statement about what is needed to make an effective learning process, the teacher could use one strategy which was introduced by Manzo & Casale; Listen–Read–Discuss (LRD). Therefore, the researcher attempts to use this strategy towards students' reading comprehension. LRD strategy can be used by the teacher to strengthen students' abilities in reading. It is suitable for Manzo and Cassella (2008:292), saying that the strategy can help students comprehend materials.

The L–R–D could be done in a few steps. The first is “listen”, the teacher must give a short presentation regarding the materials of reading. A graphic organizer or authentic source is highly recommended as it can boost students' interest and motivation. The second is “read”. Students read the selected material from the teacher that may have a different understanding or interpretation. The third is “discuss”. The teacher should ask the students to discuss with the whole class regarding the differences between the reading and the presentation. The L–R–D strategy could be quite complicated to use on a daily classroom learning as it needs a big amount of time.

EMPIRICAL STUDY

L–R–D strategy

The first empirical study is from Dwijono (2017). Results conveyed that it is a powerful strategy in improving EFL student's reading comprehension. There was a contrastive side between the theories and the implementation in the class. The study used a descriptive qualitative method along with a case study design to find out about L-R-D implementation. Meanwhile, the data was from observation, questionnaire, and interview. Therefore, there are weaknesses and problems faced by students and teachers in the implementation; teachers had ineffective time management, difficulties in understanding reading materials, unable to find inferences, implications, and main ideas in the passage, and problem giving meaningful feedback.

The second empirical study was from Ni' mah (2018). The purpose of the study was to find out the significance of L-R-D strategy in improving SMK Panacsila student's reading comprehension. The method of the study was Classroom Action Research (CAR). The data collection was the observation, test, and documentation. Results conveyed that the pre-test 1 score is 60.3, and the minimum passing grade is 85.71%. Cycle 1 shows that the post-test score is 73.5, and the percentage of passing grade is 85.71%. Meanwhile, cycle 2 conveyed that the pre-test score is 67.8, and the minimum passing grade is 42.85 %, while the post-test score is 84.7, with the minimum passing grade is 95.2%. The result of t-calculation in cycle 1(8.43) and 2(8.92) was higher than the t-table (2.085). Moreover, the students improved their reading comprehension when the researcher implemented an L-R-D strategy, with the explanation as follows: (1) the students became more active; (2) they enjoyed the teaching-learning process; (3) they were more enthusiastic than before. This research indicated that the L-R-D strategy could improve student's reading comprehension of SMK Pancasila Salatiga.

The third empirical study was from Putri (2012). The study was about the effect of using L-R-D on students of Batu Kampar regency. Turns out that there was a positive effect of using L-R-D strategy towards students' reading comprehension. The fourth empirical study was from Manzo & Thomas (2005). The Listen–Read–Discuss (LRD) strategy was a method created for connecting the traditional

approach to an interactive approach. The traditional approach usually begins with having students read the text, listen to a short lecture or summary by the teacher, and discuss their answers to the questions. The Listen – Read – Discuss strategy put the first two steps in a different sequence. Effective learning was the goal of Listen–Read–Discuss (LRD) strategy as effective learning helps teachers from being random and misguided by the materials (Bruner, 1971). The L-R-D technique (Manzo & Casale, 1985) met the requirements for both teachers and learners. It was a simple lesson plan that could be applied immediately and it offered varieties. The L-R-D is a simple activity to help students self-discovery about effective teaching for teachers and effective learning for students.

There are four steps in the L-R-D according to Manzo & Thomas (2005). First is reviewing the selected reading passage, preparing a brief review which includes the points from the materials, related background knowledge, essential information, and creates interest in the materials. Second is teachers present the review in front of the students. The third is having the students read the textbook of the same material. Students will be motivated and gain their interest in reading materials which they have some basic knowledge about it. Fourth is discussing the materials that students have learned. Teachers can begin the discussion with questions and points that students were asked to look in the passage. Also, there are some variations on the L–R–D strategy. Students may read again the information in the L–R–D template repeatedly to make their speed fast in reading and processing. Students tend to fasten their reading speed if they already had a piece of background information or basic knowledge which they were interested in. Then, teachers must inform the class about what reading materials he or she will deliver but not telling important details to help students practice recognizing new experience in reading carefully. Teachers must inform that her teaching will cover all details of the lesson but students must read to discover it. This helps students look and understand the basic concept and the main question of the passage. Next, teachers must tell the class that there would be a quiz at the end of the lesson.

In conclusion, L–R–D is a reading comprehension strategy developed by Manzo & Casale in 1985. It helps students develop background knowledge before they start to read a passage. In the first phase, students will listen to the teacher’s short presentation about the reading materials that usually use a graphic organizer or an authentic media. Then, students will read the passage and compare the information they got in the teacher’s short presentation and their understanding. Last, students discuss the information with their classmates in the form of a small group or a large group. The L – R – D strategy could be beneficial as it is an engaging strategy for readers who are struggling with reading comprehension. Because the materials are done orally, students who are not able to read the whole passage at least can understand a little information from the passage. For students who have low proficiency in background knowledge about the reading passage, they could obtain through the listening phase where after that they could comprehend the passage in the reading phase.

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DISCUSSION

Concept of Reading Comprehension

Comprehension is the thinking process as a person reads (Panel, 2016). Tankersley (2003; 9) states that comprehension is the most essential part of reading. To comprehend, intentional thinking and focus are needed. When a comprehension is deep enough, readers can understand, evaluate, synthesize, and analyze information through interaction between the reader and the author, also construct meaning in the passage. Furthermore, successful comprehension makes readers get information, experience, communicate, and achieving academic success.

It can be measured from some factors used in measuring readers comprehension mastery, such as Main idea (topic), Expression / Idioms/phrases in context, Inference (Implied detail), Grammatical Features, Details (Scanning for specifically stated detail), unstated detail, supporting ideas, and vocabulary in context (Brow, 2003). Reading is not simply a method of correct recognition of letters, terms, and, eventually, sentences that contribute to understanding from letter to word to sentence. Readers are making use of their current context awareness (schemata) to allow guesses on what is coming next in the text and whether a fresh, unknown piece of information applies to what is already understood. It is equally obvious, however, that readers are engaged in reading to obtain knowledge (Bojovic, 2010).

Concept of Teaching Reading Comprehension

Reading is an essential role in academic and non-academic development. According to Iskandarwassid (2009:245), reading is a special skill as reading can be a media to obtain a lot of important information from a written text. Not all people can make reading a habit that can give advantages to them. Reading is also stated as a process of thinking as it requires responses from readers. According to Harmer, reading is an exercise using the brain and eyes. The eyes get information and the brain processed it.

The strategies of reading comprehension teaching are divided into three main phases developed by some experts and scholars which are: pre-reading phase while reading phase, and post-reading phase (Hood et al, 2005; Gibbon, 2002; Brown, 2001; Wallace, 1992; and Barnet 1988). In the pre-reading phase, the most popular example of an activity to do is brainstorming (Wallace, 1992: 91). Meanwhile, Crawford (2005: 29) stated that brainstorming is a technique for developing ideas about a certain topic. In this technique, students are required to mention words, background knowledge, and personal experiences related to the topic, related language, and an expected meaning (Hood et al, 2005: 73 and Wallace, 1992:91).

Brainstorming ideas about text type and structure are also the activities that can be developed at this phase. The aim of discussing text type to students is to make students familiar with the major context features of a text or the structure and tell how the features can improve students ability to find out the main function of the passage and the content (Hood et al, 2005; 76, Tierney et al, 1990; 255).

Then, more activity that could be implemented is picture sequencing (Hood et al, 2005: Gibbon, 2002; Barnet 1988; Wallace, 1992). It is an activity in which a picture related to the passage is given and it provides related background information which helps students expect the meaning (Hood et al, 2005; 75; Gibbon, 2002). It's essential also for teachers to help students mention new vocabularies as it gains comprehending skills for the students. When the students have difficulties understanding new words, the teacher can suggest them to use dictionaries. Wallace (1992: 86) stated that the teacher must suggest students use the dictionary in this stage. Then, another variety of activity is predicting. Anderson (1999) encourages teachers to use this strategy.

In the while-reading phase, teachers could select appropriate strategies in helping students comprehend the reading passage. The common strategy is the 'read aloud activity' which is recommended by Gibbons (2002). Reading aloud can be used as the chance to bring students familiar with popular culture and challenging experience in reading. Next, is the silent reading strategy by Anderson (2003). He stated that people often do the silent reading because the aim is to get the main point from the passage. NCLRC (2007) also stated that silent reading helps students recheck comprehension while reading. In the last phase which is the post-reading stage, the teacher's role is to evaluate students' comprehension through different assignments. According to the National Capital Language Resource Center (2007), teachers could do activities such as giving questions, summarizing, and follow up. Also, Brown and Palinscar (1984)

Problems of Teaching Comprehension

Students that have reading problems may lack basic knowledge in reading. They sometimes are unable

to read well and also comprehend the passage. They have problems associated with comprehension, including poor decoding skills, fluency (being accurate and speed of reading), and also vocabulary (Klingner, 2007). Therefore, in teaching and learning reading comprehension there are some obstacles that students might face:

a. Decoding

Students with reading problems have difficulty decoding words and sentences meanwhile children at a young age see words and read them without struggling to know the meaning of every word.

b. Inference making

Numerous studies stated that readers with poor comprehending skills may have difficulty making inferences when reading.

c. Working memory

Memory weakness may be a cause for poor comprehension skills.

d. Prior knowledge

Without knowing the meanings of words, comprehension skills may be poor. Prior knowledge about the passage is important as it predicts comprehension of it (Nation, 2016).

The procedure of teaching reading through LRD

The procedure of teaching reading comprehension through L-R-D strategy is based on Manzo & Casale-Manzo (1985; 11) taxonomy are as follows:

a. Pre-Activities

- The teacher greets the class.
- The teacher asks students to brainstorm.
- Teacher stimulates students to ask questions
- Students try to predict the reading passage they will read
- Teachers help by facilitating the task.
- The teacher will give a presentation that will cover all aspects of the reading materials, and students read to discover the questions given by the teacher.

b. Whilst Activities

- Teachers give the student chance to read the textbook versions of the reading materials
- Teachers divide students into groups and let students discuss.
- Teachers check for students' comprehension and facilitating comprehension. The teacher can use question guidelines adapted from Manzo & Casale;
- What do you understand from reading the passage?
- What did you not understand from reading the passage?
- What questions do you have about the content of reading?

c. Post Activities

- The teacher gives the score and does reflection.

- The teacher closes the meeting.

CONCLUSION

Indonesian's study English as a foreign language. Harmer (2008) defines English as a foreign language as a condition where learners can use English when they interact with English speakers all around the world: as a tourist, business people, and other purposes. In Indonesia, EFL learners are required to learn English from elementary school until the university level as the government of Indonesia declared English as a compulsory subject in the curriculum (Nuh, 2013). Reading strategy is one of the strategies that a teacher must apply when teaching.

Listen Read Discuss (LRD) strategy was developed by Richardson (1999) and Manzo & Casale (1985) with a team of teachers and university students. The project implemented a theoretical framework of reading instructions to improve reading comprehension. Richardson (1999: 10) stated that LRD is a strategy that introduces students' prior knowledge before they start reading, during, and after reading by seeing the teacher's lecture, reading a selected text, and discuss it with their classmates. L-R-D may help students convey the author's messages with their own words, increase their comprehension, and also help students to remember what they read.

Besides L-R-D strategy, another factor that helps students' success in reading comprehension a reading text is motivation. Jamestown (2006: 7) defines reading motivation is the reader's effort of willing to read and knowing the meaning from the text. It is much related to students' desire for mastering reading. To achieve the aim of reading goals, the students should possess high motivation. With high motivation, students may be curious to find information in the reading.

In conclusion, L-R-D is a reading comprehension strategy developed by Manzo & Casale in 1985. It helps students develop background knowledge before they start to read a passage. In the first phase, students will listen to the teacher's short presentation about the reading materials that usually use a graphic organizer or an authentic media. Then, students will read the passage and compare the information they got in the teacher's short presentation and their understanding. Last, students discuss the information with their classmates in the form of a small group or a large group. The L-R-D strategy could be beneficial as it is an engaging strategy for readers who are struggling with reading comprehension. Because the materials are done orally, students who are not able to read the whole passage at least can understand a little information from the passage. For students who have low proficiency in background knowledge about the reading passage, they could obtain through the listening phase where after that they could comprehend the passage in the reading phase.

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