CHAPTER II
REVIEW OF RELATED LITERATURE

A. Theoretical Framework

This chapter discusses the following topics: (1) The importance of reading. (2) The nature of reading comprehension. (3) The role of teacher in teaching reading. (4) LRD Strategy. (5) Short Story. (6) Related Studies.

(1) The Importance of Reading

Nowadays, reading is very important for all people in general and students.

According to Judi Moreillon (2007: 10) stated that reading is the process of making conclusions by actively increasing skills and exercise to understand. Our world is a complicated and competitive one to say on it comfortably, we need understanding. To understand more than our individual experiences can teach us, to deal with modern society and technology, that is on term better than those of primitive man. We must be able to get and give information. According to Peter Watkins (2017: 14) stated, "one reason for reading is that not just a means of maintaining social interaction or gaining world knowledge but also important to the process of learning.

(2) The Nature of Reading Comprehension

Reading comprehension as the goal of language study, they have also reflected changes in theories of nature of language and language learning. For most second language learners who are already literate in a previous language, reading comprehension is primarily a matter of developing appropriate and efficient comprehension strategies. Students have good comprehend skills when they considered as active reader, with an ability to interact with the words by understanding meaning completely and the concept behind it.

According to Elizabeth (1997: 51) the purpose of reading is to understand the text as a whole with the desired goal by comprehending it naturally. When

possible, students can be asked to read a text from a particular point of view. The text present letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is. Furthermore, she stated that reading is an activity with a purpose. A person may read to gain information or verify existing knowledge, or in order to critique a writer's idea or writing style. The purpose for reading and the type of text determine the specific knowledge, skills, and strategies that readers used to apply to achieve comprehension. Reading comprehension is thus much more than decoding. Reading comprehension result when the reader knows which skills and strategies are appropriate for the type of the text, and understands how to apply them to accomplish the reading purpose.

(3) The Role of Teacher in Teaching Reading

Teacher is the important element of reading class, as stated by Nadine (2017: 4) that teachers who teach students how to use reading strategies to become better readers should be strategic, fluent, and comprehending readers themselves. They should, therefore, be aware of the factors and stages of development that affect a child's ability to read. Teachers must also be aware of the reading process in order to teach certain concepts appropriate to the child's maturity and ability.

The Procedure of Teaching Reading Comprehension

In effective teaching of reading comprehension, teachers lead students in the classroom to become proficient and successful readers. Creative teacher do not use only specific method and technique, but implement many strategies and skills to accommodate the needs and learning styles of each student in the classroom (Muslaini, 2017: 67). The activities in reading class are commonly divide into three categories, there are pre-reading, whilst reading and post reading. According to Sadoski (2004: 83) for each individual lesson, the teacher's guide will generally include pre-reading activities (e.g., new vocabulary to be introduce), during reading activities (e.g., a purpose for reading to be assigned), and post-reading activities (e.g., comprehension questions and model answers).

a. The Pre-Reading

In Sadoski's opinion (2004: 83) in pre-reading activities used for introduce new vocabulary, pre-reading activities used for introduce the topic of the text given and increase student motivation to learn the reading text materials. Teachers can fill this activity with give some question which have relation with the topic chosen, or introduce the title of the text and invite students to discuss it together.

b. The Whilst Reading

Furthermore Sadoski (2004: 83) says that, during reading or whilst reading activities used to explain the purpose for reading to be assignment. This is a main activity in teaching reading. This activity can divide in two parts there is surface problem and deep problem. On Surface Problem, we can give factual question about the content of text, finds certain information on the text (scanning), get the general descriptive about the content of the text (skimming). While on Deep Reading, we can give some difficult question, like question which started with why or how. We can also give some statements and then student's response it with "true" or "false" and give the reason.

c. The post reading

The post reading activities is the last of teaching reading activities. In post reading activity the teacher give comprehension question and model answers (Sadoski, 2004: 83). In this part can fill with other activities which to be related with the content of text, for example speaking, writing or other.

1. Listen-Read-Discuss (LRD) Strategy

Listen – read – discuss strategy is a strategy helps students understand text. The teacher gives a short lecture to the students. Then the students read the text that the teacher spoke about. After reading, the students discuss the information they read and the lecture of the teacher gave. Jennifer Hamilton in her article stated that listen, read discuss strategy is a good strategy to teach reading material, it allows the students to hear the lecture from the teacher reading material it allows the students to hear the lecture from the teacher first before even reading. Then they are struggling readers into the discussion because the text is discussed before reading.

In addition Jennifer Hamilton's statement is supported by Tarek Elabsy

(2013) stated that for the struggling students, who have difficulty reading proficiency on their own, benefit from this activity because they activate their through listening to the teacher's introduction of the topic. The teacher asks the students to listen to her presentation, to read and to discuss what the read with each other to deepen their understanding.

Another expert also state like that, their opinion is almost same with other, one of them is coming from Alvermann, he stated listen-read-discuss (LRD) strategy is a strategy guides students to be an active students in learning. Here the students can be trained to be better listener, reader and speaker. The teacher first lectures about a selected portion of material. Students then that portion with the purpose of comparing the lecture and the written content, Afterward the students and teacher discuss the lecture and reading. (Alvermann : 1987)

1) The advantages of listen-read-discuss (LRD) strategy

Based on the expert opinion above, the researcher conclude that listen-read-discuss (LRD) strategy is an appropriate strategy to teach and learn about reading, because this strategy requires the students to be active in reading. And for the students who do not have any background knowledge about the topic given the teacher gives some explanation before reading it is a good way to build their knowledge about the topic.

So, absolutely listen-read-discuss has the advantages, there are some advantages of using listen, read and discuss strategy are it can improve student's reading comprehension and content learning in both weak and proficient value. It engages struggling readers in classroom discussion and helps the students to comprehend the material presented orally.

According to Manzo and Rasinski (1985) states that there are three advantages of using this strategy; First, In the fact that it is a powerful tool for engaging struggling readers, especially second language learners. Because the content of the text is covered orally at the beginning, the learners who are unable to read the text on their own, are able to gain at least a surface understanding about the reading. Second, for students who lacked about the content gain it during the listening stage, which will allow them to more easily comprehend the

text during the during the reading stage. Third, this strategy gives the effectiveness in teaching and learning reading.

This opinion is also supported by Tarekh Elabsy, he stated that this strategy has the advantages in each steps : first is "listen" it provides students with essential background information and text structure that makes the text more accessible to multi-level readers. With this preview, students are more motivated to read and can focus on the meaning of the text, rather than wrestle with completely new words and concepts. This portion also reading model process by demonstrating how the teacher interpreted the text, decided on important ideas, used the text structure and summarized content. The second is "read" it provides students a chance to critically discuss the text state opinions and use the text to support what they say. Students should gradually assume the responsibility for the discussion. (Tarekh Elabsy; 1985)

It is not excessive to say that this method is very appropriate to encourage students reading comprehension in our education because we still find many of students have difficulties in understanding treading text. Such us the students have lack the knowledge to understand what the topic talk about and to find the main point of the topic. The students sometimes need to explore their knowledge through discuss, with discussion the students could be sharing each other about the topic. They can share about the important information of the text and analyze what the crucial problem with their partners in group or whole class.

2) Teaching Reading of Listen-Read-Discuss (LRD) Strategy

According to Manzo "The Listen-Read-Discuss (LRD) method was created as a starter method for bridging from traditional instruction to a more interactive approach." Traditional reading based instruction typically begins by having students read the assignment, listen to a brief lecture or overview by the teacher, and discuss their responses to questions. The LRD simply inverts the first two steps. According to Bruner "Effective learning, including learning how to be an effective teacher, needs something to get it started, something to keep it going, and something to keep it from becoming random or misguided. Manzo said it is a simple lesson design that can be tried almost immediately and that offers several

variations that can be phased in as a personal program of professional development. The LRD is a heuristic, or hands-on, activity designed to induce self-discovery about effective teaching by teachers and about effective learning by students.

Therefore, the writer concluded that the teacher must be selective and choose specific text where the students lack knowledge about the text and needed more support with LRD text. Most students don't need that high level of support for the content material they will read, but struggling readers and early English language learners will benefit greatly from this strategy.

a. Listen

Teacher present information to students about the text will be reading. This can be in the form of short lecture on the topic, using graphic organizer to a guide the lecture. Presenting the information from the portion text in a well organize lecture format is about 5-15 minutes while the students are listening the lecture of the content of their reading.

b. Read

In this stage, students read the text and compare what they learned during the lecture to their understanding or reading the text own. Students should read silently because silent reading increases comprehension and encourage students to practice study strategies independently.

c. Discuss

After reading, students discuss their understanding of the text with other students in their small group or large group. The teacher guides students in a review and reflect of the content. Discuss the material students now have heard and read. Three questions adapted from Smith are useful in guiding this post reading discussion:

1. What did you understand most from what you heard and read?
2. What you understand least from what you heard and read?
3. What questions or thought did this lesson raise in your mind about the content or about effective reading and learning?

From explanation about LRD strategy above, the writer has big expectation that using LRD strategy can be useful to apply in teaching comprehension in

classroom. Moreover, it will give valuable contribution for the students in comprehending the reading texts. For the English, it can be better information in teaching English subject. And the last, this strategy will be useful for the writer to motivate herself in teaching and learning English.

3) Listen-Read-Discuss Practice

The LRD Strategy Manzo offers a simple alternative strategy to this approach simple by changing the sequence instructions, students are better prepared for reading notice, in the steps bellow, how this approach quickens the pace instruction and provides for several repetition of the information.

Steps in the Listen-Read-Discuss strategy:

First : Select a portion of the text to be read.

Second : Present the information from that portion text in a well organize lecture format for about 5-15 minutes.

Third : Have students read the book's version of the same material.
Students now will be reading since they have just listened an over view information.

Fourth : Discuss the material students now have hear and then read. Three question. The questions are useful in guiding the reading discussion.

1. What did you understand most from what you hear and read?
2. What did you understand least from what you hear and read?
3. What questions or through did the lesson raise in your mind about the content and / or about effective reading and learning?

Fifth : When they have finished, have the students set the reading aside, ask these question:

1. Do you understand about what you just read?
2. Do not you understand about what you just read?
3. What questions do you still have about this subject?

2. Short Story

Short story refers to a work of fiction that is usually written in prose, usually in narrative format. This format or medium tends to by pointed. A story usually about imaginary characters and events that is short enough to be read from beginning to end without stopping. (Hornby, 2000: 1235).

In this study the term story telling refers to the student's activity in which they read a given short and simple story and are assigned to retell the story to their partner by using their own word with answer the question. In other word, story telling is a technique in teaching speaking where the students retell the story to their partner for to know the students ability in comprehend short story.

3. Related Studies

To whether there are relevant researchers related to the title discussed, there are several related studies about the variables used in this study:

First: a journal by Sri Erma Purwanti (2011) conducted a research entitled *The Use Listen-Read-Discuss Strategy To Improve Reading Comprehension*. It was an experimental research. It was conducted on the second grade of SMPN Tembilahan. Experimental group consist of 30 students, while control group consist of 30 students. The researcher was conducted a pretest before giving the treatment. The result of this study are : the application of this strategy gives a good effect to the student's reading comprehension. They are more enjoyable in learning reading and comprehend the text easily. The last is there is significant improvement in student's reading comprehension that taught by using LRD strategy.

Second: a journal by Metra Jevitsa (2002), the title of her research is *Teaching Reading Comprehension in Report Text Using Combining LRD Strategy and FQR Strategy for Students on Junior High School.* It was at the third grade of SMP Bekasi. It was an action research. She was combined the LRD and FQR in teaching reading report text, and the result of her research is these strategy can build the students prior knowledge and improve student's reading comprehension then the students have critical thinking and creative in learning and understanding the text. Besides that, it can help the teacher to know student's reading comprehension skill. So, they have motivation and spirit in English learning.

Third, a research done by Nurman Antoni (2001) entitled *Exploring EFL Teacher's Strategiesi In Teaching Reading Comprehension*. It was a classroom action research, it was conducted at all EFL teacher in SMPN 1 Gunung Toar, he found that these findings recommend that the three teachers need to increase their knowledge and experiences in order to understand the concepts implementations and the reasons in using the strategies in teaching reading comprehension. They are also suggested to give instruction of teaching strategies to students with low level association responses before starting the reading activities, and give some guidance to students with partly formed knowledge.

In line with those related studies, there are two of them which were conducted research by using classroom action research design. First, the research conducted by Mitra Jevitsa (2002) her research was about teaching reading comprehension in report text by combining LRD strategy and FQR strategy. And second, Nurman Antoni (2001) conducted the research entitled "Exploring LRD strategy in teaching and learning reading comprehension. Their both research design was about classroom action research design. While, the design of this research is an experimental research and use a quasi-experimental research that focuses on non-equivalent control group design.

4. Hypothesis

The hypothesis are the null hypothesis (H_0) and alternative hypothesis (H_a). Testing hypothesis was applied if null hypothesis was refused, and the alternative hypothesis was accepted. In this study, the hypothesis was formulated as follows:

H_0 : There is significant influence difference of students reading comprehension who are taught without using LRD strategy (control class).

H_a : There is significant influence difference of students reading comprehension who are taught by using LRD strategy (experimental class).