

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter consists of two parts. There are previous studies and theoretical framework. In the theoretical framework, there are discussion about three parts, namely reading comprehension, listen read discuss strategy, and narrative text.

#### **2.1 Previous Studies**

There have been a number of research conducted some studies related to the topic. Therefore, I as the researcher chose five previous studies which are closer to the topic. Firstly, research was done by Nofitarina (2016:67) entitled “Teaching Reading Narrative Reading by Using Literature Circles Strategy to The Tenth Grade Student’s Reading Comprehension of SMAN 1 Lempuing Jaya”. She had finished the experiment to find out whether or not there was significant difference and significant improvement on the tenth grade students’ narrative achievement between those who are taught by using Literature Circles Strategy and those who were not of SMAN 1 Lempuing Jaya. She wanted the strategy would be applicable to be applied to the tenth grade students. The result of this thesis by using independent sample t-test, paired sample t-test and percentage analysis, it was found that there was significant different between students post-test experimental and control group, since p-output (0.002) was lower 0.05 and t-value (3.228) was higher than t-table (1.9949). It means, there were significant improvement both of groups.

Secondly, research was done by Elva (2017: ii) entitle “The Influence of Using Listen Read Discuss (LRD) Strategy Toward Student’s Reading Comprehension of Narrative Text At The First of The Eleventh Grade of SMA Perintis 1 Bandar Lampung in 2017/2018 Academic Year.” She had finished the experiment, she concluded from

the data analysis computed by using SPSS, it was obtained that  $Sig. = 0.000$  and  $\alpha = 0.05$ . It means  $H_a$  is accepted because  $Sig. < \alpha = 0.000 < 0.05$ . Therefore, there was a significant of using listen read discuss toward students reading comprehension of narrative text at the first semester of the eleventh grade of SMA Perintis 1 Bandar Lampung.

There are also journals related to this research. The first journal was written by Buther (2006:206) entitled “Narrative as a Teaching Strategy”. She concluded that stories were beneficial in relation to what was going on in the students’ lives. They allow students to take ownership of their behavior, action and thought. Stories allow change and growth. Stories often times have “gray areas”. The gray areas can be discussed to assist the student to consider different alternatives to problem and situations. The important thing was stories can change a student’s perspective. Secondly, the journal written by Stephenson and Harold (2009:20) entitled “Element in The Teaching of Reading”. They were concluded that reading is a critical element of literacy. This journal has aimed to help teachers understand more about the process of reading and implement strategies to develop essential micro-skill of reading. The result of the journal was establishing teaching standards, the certification of highly accomplished teachers and strategic teacher professional development will encourage sustainable educational effectiveness and continuous professional learning in the area of teaching reading.

The last but not least, the journal written by Hermida (2009;20) entitled “The Importance of Teaching Academic Reading Skills in First-Year University Courses”. This journal tried to explain this phenomenon by focusing on students’ attitudes, activities, and skills. The aimed is evaluating whether students used such skills to read academic texts and the result was that students tend to take a deep approach to reading and learning.

## **2.2 The Concept of Teaching Reading**

### **2.2.1 The Nature of Reading**

Telling about reading, reading is one of the important skills in English language and reading is also needed by the students from elementary school until in the university level or all the people around the worlds. Reading is a basic level when everyone want to learn English before they are try to speak correctly and with reading activities students are able to get some information about the contents based on the what is they have already read. Before some peoples decide to read, of course that they have a purpose why they want to read something. With this purpose, it means that they want to know and get some information about something with reading.

According to Harmer (2017:99) reading as positive effect on students' vocabulary knowledge, on their spelling and on their writing. With all the explaining above it can be conclude that reading is process of interaction between readers and the written material is transferring. So that, reading it too much important to people around the world, it can make other people know about something, etc.

### **2.2.2 The Purpose of Reading**

All of the people have a purpose when they decided to do something, especially when they want to read something. It means that they want to get some information about something with reading. Likewise in the classroom, teacher should provide students with a goal for reading or a guide to the task in which they will be asked to engage after reading (Cunningham and Wall, 1994). Mubarok and Sofiana (2017:20) stated the goal of reading is

asking students/learners to find grammatical formation of words and identifying words that related to the topic of reading language.

The purpose for reading also determines the appropriate approach to reading comprehension. A person who needs to know whether she can afford to eat at a particular restaurant needs to comprehend the pricing information provided on the menu, but does not need to recognize the name of every appetizer listed. A person reading poetry for enjoyment needs to recognize the words the poet uses and the ways they are put together, but does not need to identify main idea and supporting details. However, a person using a scientific article to support an opinion needs to know the vocabulary that is used, understand the facts and cause-effect sequences that are presented, and recognize ideas that are presented as hypotheses and given.

According to Grabe and Stoller (2002:6) there are several purposes of reading as follows:

- a. Reading to search for simple information
- b. Reading to skim quickly
- c. Reading to learn from texts
- d. Reading to integrate information
- e. Reading to write (or search for information needed for writing)
- f. Reading to critique texts.

The other opinion is from Cahyono et al (2011:68) where the purposes of reading:

- a. Readers are able to discriminate among events as they have been presented;
- b. Readers recognize the order of presentation in the stated sequence;
- c. Readers identify the main idea of a paragraph;

- d. Readers must have knowledge of prescribed or denotative meaning;
- e. Understand form of figurative language.

### **2.2.3 The Definition of Reading Comprehension**

Comprehension is the ability in understanding something completely. It is a condition where people need to be more familiar with situations and facts. Buzan (2006:72) notes that comprehension is the linking together of all parts of the information being read with all other appropriate information. Reading comprehension is skill that is critical in the educational success for all individuals. Reading comprehension is also important skill that need it for areas of school. The aim of reading is comprehension. Linse (2006:71) says that “reading comprehension refer to reading for meaning, understanding and entertainment.” People read the texts of course not only to get some information, but also to learns from the texts, integrated the information, critiques texts, even to get pleasure.

Therefore, Nagaraj (1996:126-131) mention three techniques in improving reading comprehension skill. They are follow:

#### **a. Scanning**

In scanning reader glance rapidly though a text either to search for a specific piece of information (e.g. a name, a date) or to get an initial impression of whether the text is suitable for a given purpose (e.g. whether a book on gardening deals with the cultivation of a particular vegetable).

#### **b. Skimming**

By skimming, on the other hand, readers glance rapidly through a text to determine its gist. For example, in order to decide whether research paper is relevant to their own work (not just determine its field, which they can find out by scanning), or in

order to keep themselves superficially informed that about matters that are not great importance to readers.

From the explanations above, the researcher added some materials appropriate about skimming. Brown, (2004:203) argues that, skimming is the process of rapid coverage of reading matter to determine its gist or main idea. From this statement the researcher know that skimming is used to identify the main idea of a text with more quickly. It means, in skimming the readers only focus and look for the main idea and ignored the contents in details, because main idea we can found in the first sentences of each paragraph or maybe in the last paragraph. This way was very useful to pay attention and also to organization of the text.

Based on the Soedarso, (2006:16) says that skimming techniques is appropriate to be utilized in some reading purposes, such as:

1. Recognizing the reading topic
2. Understanding people's opinion toward the topic discussed
3. Obtaining substantial part that the readers need without reading the whole text
4. Understanding the writing organization, and
5. Refreshing toward the reading material.

By utilizing the skimming technique in reading more optimally, students will be able to identify the particular information from the text more quickly and also it can be optimizing their times, rather than the conventional reading technique. On the other hand, it depends on somebody's purposes in reading, so that the people must decide the most effective reading technique to achieve a good reading comprehension. By using skimming technique in reading, it can be used to made

students more active and more interest, because the students can work in team or in a group to understand certain topic or main idea.

**c. Intensive/in-depth reading**

Intensive reading involves approaching the text under the close guidance of the teacher (the right kind of guidance, of course, as defined earlier), or under the guidance of a task which forces the students to pay attention to the text.

**2.3 Listen Read Discuss Strategy**

**2.3.1 The General Concept of Listen Read Discuss Strategy**

McKenna (2002:94) states that “Listen read discuss is a strategy especially designed for struggling readers. Its three stages represent before, during, and after stages of all reading lesson format. It means that, there are three stages in this strategy. First, the students listen the explanation about the material from the teachers. Second, the teacher asks the students to read the text to get their comprehension. Finally, the teacher guides the students to discuss to know the students’ comprehension about the text. In this strategy, the teacher efforts in order that, the students comprehend about the text by giving explanation in earlier section. It stimulates students’ mind in section discussion.

During the first stage, in LRD strategy, students listen as teacher presents the content of their reading through a lecture, often paired with a graphic organizer. A graphic organizer is a visual display that is used to depict the relationships between facts, terms and ideas within a learning task. They form a powerful visual picture of the information and this allows the mind to discover patterns and relationship. Next, the second stage of LRD strategy is the students read the text and compare what they learned during the

lecture to their understanding of reading the text on their own. In this stage, the students discuss their understanding of the text with other students in their small group or large group.

### **2.3.2 The Procedure of Listen Read Discuss Strategy**

Listen read discuss is a learning strategy that had three steps over there. Of course, the first step is listen, second step is read and the last is discuss. It is a powerful strategy which useful more processes to encourage the students to learn in another way and also in a creative way. This method is easy to do, especially for students in Senior High School. According to Manzo et al (2005:15), the teacher should do in the class: (a) review the reading selection and prepare a brief, organized overview that points out the basic structures of the material, relevant background information and important information, (b) present the summary orally to students. (c) have the students read the text book version of the same material, students will then be empowered to read material with which they have some familiarity. (d) discuss the material students have heard and read (e) begin the discussion with the information and ideas students were directed to look for.

Manzo's (2005), explanation gives us understanding about the teacher do in the class to apply the Listen Read Discuss Strategy. Firstly, the teacher prepared the material. The teacher also prepared about how to deliver the material through ask about background knowledge of the students about the material it about. Then, the teacher present or show the summary of the text to the students by using graphic organizer. The student listen explanation of the teacher. After that, the students read the text. The last, the teacher and the students discuss about the material. It meets about teacher explanation

and the students' comprehension. In discussion group, the students also discuss about their difficulties that they found in the text.

To make sure about the rules, there are some steps in the Listen- Read- Discuss Strategy, there are as follow:

**Table 1.1**

**Listen Read Discuss (LRD)**

<b>LISTEN – READ – DISCUSS</b>	
It's a literacy strategy that will help students comprehend text.	
❖ <b>Listen</b> :	Lecture A guide or graphicorganizer will help.
❖ <b>Read</b> :	Purpose – to compare information from the lecture to the text.
❖ <b>Discuss</b> :	Small or large group Ask questions!

*Adopted from: [www.readingrockets.org/content/pdfs/strat\\_4lrd.pdf](http://www.readingrockets.org/content/pdfs/strat_4lrd.pdf)*

### **2.3.3 The Advantages and Disadvantages of Listen Read Discuss Strategy**

Listen read discuss strategy is one of many technique or model in teaching learning processes that can help teacher to teach and help the student to more easier to get well understanding. Everything is also have advantages and disadvantages, and of course in listen read discuss strategy also have. Here, the writer gives some overview about the advantages and disadvantages of listen read discuss strategy.

Adopted from English Journal, there are:

- a) LRD can be used for proficient or weak reader.

- b) Teacher observe reluctant reader approaching the text with more confidence.
- c) It is easy to use and require little preparation.
- d) It helps student to comprehend the material presented orally.
- e) It build students' prior knowledge before they reread a text.
- f) It engages struggling readers in classroom discussion.
- g) Student bring more information and enthusiasm to be post-reading discussion.
- h) Student capable of reading with greater understand.
- i) They have more to contribute to class discussion.
- j) LRD is flexible strategy can be use across all curriculum areas with almost any text.

In addition, that is advantages of LRD, there is also disadvantages of LRD strategy is difficult to use on a daily basis because developing the lecture and the students prior knowledge is time intensive. Its mean that we can see the disadvantage in LRD strategy when the student still get some difficulties about this strategy in daily basis.

## **2.4 Narrative Text**

### **2.4.1 The Definition of Narrative Text**

There so many kind of the text that must be taught to student in senior high school especially in second grade student of senior high school and of course the narrative text is also takes a part. Talk about narrative we know that, narrative text is the text that tell something imaginative or something happens that is just a fantasy and of course the function is only to entertain the reader or listener all about the story.

According to Anderson (1997:8) "narrative text is a piece of text tells a story and, in doing so, entertains or inform the

reader or listener.” On the other hand, Herliana (2012:149) states that “narrative text is a text which related a serried of logically and chronologically related events that are caused or experienced by factors”. A key of comprehending narrative is a sense of plot, them, characters, events, and how they relate.” From both of this statement we know that narrative text is all about story that explain about event that happen in the correct and real incident to give some information to the readers or listener.

#### **2.4.2 Generic Structure**

According to Siswanto (2012:16), on the narrative text, the structure is as follows:

- a) Orientation : this is a time to introduce the participats or characters of the story with the time and place set.
- b) Complication : it is such a the crisis of the story.
- c) Resolution : it is a final series of the event which happen in the story.

On the other hand, the generic structure of narrative text can be seen below:

- a) An orientation (can be paragraph, a picture or opening chapter) in which the narrator tell the audience about who is in the story, when the story is taking place and where the action is happening.
- b) A complication that sets off a chain of event that influences what will happen in the story.
- c) A sequence of even where the characters react to the complication.
- d) A resolution in which the characters finally sort out the complication.

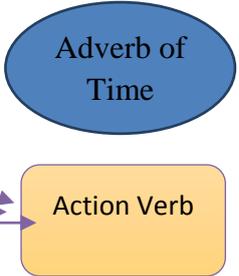
- e) A coda that provides a comment or moral based on what was been learned from the story (an optional step). (Anderson and Anderson,1997:8)

To make more understanding about narrative text. Here are the example of narrative text includes with the generic structure:

**Table 1.2**

**The Example of Narrative Text (The Cake and Small Ants)**

Generic Structure	Part of the Story	Linguistic Features
<b>Orientation</b>	<p>The mouse was nibbling the cake left over by some picnickers when the cat came over and said the cake was his. The mouse stopped and argued with the cat.</p>	<p>Specific Participants</p> <p>Past Tense</p>
<b>Complication</b>	<p>That duck walked past, saw the cake and said, “ That’s my cake.” Then came along the chicken, followed by the lamb. All of them said that the cake belonged to them. While they were quarrelling, an army of ants carried the cake away.</p> <p>“ Where’s my cakee?” the mouse screamed. “You took my cake!” the mouse said to the cat. The cat turednd to the duck and called him a thief. The animals had a big fight over the big cake.</p>	<p>Temporal Conjunction</p> <p>Direct Speech</p>

<b>Resolution</b>	<p><u>In the meantime</u>, the ant got taken the cake to their <u>hiding</u> place and were enjoying the cake. “Yummy! Isn’t this cake a real treat?” one ant asked. <u>Hearing</u> the question, all of the other ants burst out <u>laughing</u>.</p>	
-------------------	--	---

*Adopted from English Revolution Fifth Edition (Siswanto, 2012:17)*

#### 2.4.2 Language Features

According to Anderson (1997:18), language features are usually found in narrative that are using past tense, specific characters, time words that connect events to tell when they occur, verb to show the actions that occur in the story, descriptive words to portray the character and setting. Moreover, according to Siswanto (2012:16), there are language features of narrative text, they are :

- 1) Using Past Tense (S + V<sub>2</sub> + O) for action verb, example lived, saw, drank, etc.
- 2) Using specific characters and usually individualized participants, example the dog, the mouse, cinderella.
- 3) Using time connectives and conjunctions to connect all the even in the story, example then, when, after that, suddenly.
- 4) Using adverbs and adverbial phrases to show the place and something happens in the story, example here, there, at home, in the jungle, happily ever after, etc.
- 5) Using saying verb to perceive or mark the greeting, example said, told, promised and also using thingking verb to mark or perceive the feeling, example thought, felt.

## **2.5 Teaching Reading Comprehension of Narrative Text by Using Listen Read Discuss Strategy**

The explanation below is the procedure of teaching reading comprehension of narrative text by using Listen Read Discuss strategy:

- First : Introduce students about the concept of listen read discuss strategy and tell them about the advantages and disadvantages of listen read discuss strategy in comprehension a text, especially in narrative text.
- Second : At the first meeting, the researcher give explanation about what is narrative text and the researcher will tell about the story and the student must pay attention to know about the content and also know how to identify the generic structure of the text given. When this step clear enough the researcher give some questions related to the text.
- Third : Students are instructed to read by their self and also comprehend a text.
- Fourth : Student divided into some groups that consist of four until five persons.They must choose one leaders to managed the time and friends. They must discusses and make the conclusion about the text, like who characters in the story, time and place, what's the contents about and etc. And one of the members must tell in front of class and the other groups give opinion whether they have similir though or not.
- Five : Student have to answer questions related to text to make sure that they task that help them in reading comprehension. In this case, the question are given

after the student present their task and all of the member can help also.

## **2.6 Research Framework**

Reading is one of the skill must be held for everyone, especially for students. Reading need to be developed like the other skills, such as writing, listening, and speaking skills. Students will get some information and knowledge easily trough reading. But we know, in fact so many students still do not have enthusiasm to do reading a text. On the other hand, to read English text they absolutely would got some difficulty how to understanding the text and also the meanings. It was a cause for teacher to give motivation and engaged the students' enthusiasm to more active in the classroom. Moreover, in this 21<sup>st</sup> century the technology grow up so fast. It means that, technology can help students and also teachers in education aspect that both need it. Listen Read Discuss (LRD) strategy is a one of strategy that can teachers used for teaching English especially in teaching reading comprehension. By using and applying this strategy, the teacher can more easily to apply in the curriculum that has been run now (2013 curriculum), that need student to more active and creative. Students will easier to get understanding in some English text within discussion, and some strategy which had been wrapped up in Listen Read Discuss (LRD) strategy.

