

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents and discusses previous study, the concept of reading comprehension, the concept of listen-read-discuss strategy, the procedure of listen-read-discuss strategy.

#### 2.1 Previous Studies

There are some studies concerning with Listen-read-discuss Strategy. First, based on the research by Purwati (Islamic University of Indragiri 2017) entitled “*The Use of Listen-Read-Discuss Strategy to Improve Students’ Reading Comprehension the Second Grade Students at SMP N 2 Tembilahan*” This research aimed at determining the effect of listen-read-discuss. There were two classes taken by the researcher, experimental group, and control group. The result of the analysis shows that the LRD strategy has given good effects for the students. The strategy was more effective than teaching reading comprehension by using conventional strategy. Based on this research stated that listen-read-discuss strategy can be adopted in English language classes in order to facilitate the learning process especially in the reading comprehension.

The second study was conducted by Yusanti (State Islamic University of Raden Intan Lampung 2017) entitled “*the Influence of Using Listen-Read-Discuss Strategy towards Students’ Reading Comprehension on Narrative Text at the First Semester of the Eleventh Grade of SMA Perintis 1 Bandar lampung*” The purpose of this study was to compare whether teaching reading comprehension on Narrative Text at the First Semester of the Eleventh Grade of SMA Perintis 1 Bandar lampung by using listen-read-discuss strategy was more effective than teaching reading comprehension used traditional method. As the result, the writer concluded that there was differences between the experimental

group and control group. In addition, teaching reading comprehension by using listen-read-discuss strategy is very useful both of the teacher and the students.

The third study was conducted by Rahma (Universitas Nusantara Kediri 2015) entitled “*the Impact of Lrd (Listen-read-discuss) Strategy on the Reading Comprehension of Second Grade Students at Smp N 2 Gurah*” The findings of this research was increasing after students are taught using listen-read-discuss read discuss has significant impact on the second grade students’ reading skills of SMP N 2 Gurah academic year 2014/2015. From that *findings* can be concluded that, listen-read-discuss was recommended in teaching reading to junior high school level. So, listen-read-discuss was suggested to the teacher in increasing students’ reading comprehension because listen-read-discuss gave positive impact in teaching reading comprehension.

The fourth study was conducted by Retmawasari (Universitas Negeri Yogyakarta 2013) entitled “*The Effectiveness of the Strategy of Listen-read-discuss (Lrd) In Learning Reading Comprehension in Students of Class XI SMA Negeri 1 Yogyakarta Tempel*”. In her study, she wanted the differences of listen-read-discuss strategy in teaching reading comprehension to XI-graders in a senior high school in Yogyakarta. After conducting the research, she concluded that listen-read-discuss was effective to improve students in reading comprehension. In addition, listen-read-discuss could help the student to improve the student reading skill.

Based on the previous study above, there are several studies related to improve student reading comprehension using listen-read-discuss strategy has been conducted. However, teaching reading comprehension by using listen-read-discuss strategy has been working out. So, it makes the writer interested in this strategy. In addition, reading comprehension is very important to make the student deep understanding the meaning of the text. In hopes, the strategy listen read discuss become one of ways to learn reading comprehension and the learner feels enjoyable.

## **2.2 Theoretical Review**

### **2.2.1 Reading Comprehension**

Reading comprehension is the process of meaning construction as a result of blending content and message of the text (Menzo & Casatele, 1985:13). It is described as student's reading the text selecting some information from the text in the light of preliminary information, reinterpreting and re-configuring them in their mind by combining them with the preliminary information. Reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text Moore (2014:3). It can be known to comprehend in reading need intentional thinking and more focus to be able to get understanding of the text.

Reading is a complex cognitive process in which a reader decodes the symbols or printed messages into sounds while, reading comprehension is a vigorous process of constructing meaning Javed (2015:141). Reading complex is a activity involving various factors that are composed of factors inside and outside factors of the reader. Reading is the ability of the human being as a product of the learning environment, and not the ability that is instinctive, or instincts brought from born.

Based on Javed (2015:147), Reading comprehension is not a single step or easily acquired skill. It is a very complex process that teachers find difficult to teach. Comprehension is a process that involves thinking, teaching, past experiences, and knowledge. The foundation of reading comprehension is word identification and decoding. Reading comprehension is not a single step or easily acquired skill. It is a very complex process that teachers find difficult to teach.

Reading comprehension can be defined as the ability to extract the required information from a written text and interpret this information properly Ness (2009:60). Defining reading comprehension as the process of obtaining the meaning of the readings is actively involved with the knowledge and experience possessed by the reader. The knowledge and experience associated with the

content of the readings. There are some basic in reading comprehension, that effort or motivation to acquire meaning, knowledge and experience of the reader, as well as the process of connecting with the content of the readings.

Reading skill is one of components who taught when the teaching and learning process. The teacher performs teaching reading in two levels, the level of reading is beginning level and comprehension level. The beginning level of teaching reading is introduction about the component such as alphabet and vocabulary.

An important part of learning a foreign language is mastering learning (Soleimani & Hajghani, 2013:594). Reading is one of skills that very important to understand the text. By reading, the reader is be able to get many information and new knowledge. When the reader reads some texts, they have to concentrate and deep understand about the meaning before the reader makes conclusion. Reading comprehension is one of some strategy to facilitate learner.

Reading is a significant skill that learners should know (Pourhosein & Sabouri, 2016:180), The purpose of the learner reads some texts is for gaining information. It helps the students to be familiar with the subjects of their major and student can be improved their knowledge. The use of reading strategy in language has important role to improve the students' skill. Student learning process is an interactive process of finding the meaning about the text.

Comprehension is the essence of reading and the active process of constructing meaning (Moore, 2014:22). Reading comprehension is a complex interaction among automatic and strategic cognitive process that enables the reader to create a mental representation and decoding the text. Reading comprehension is not only about the characteristic of the text but also o language process. It is a basic knowledge of reading skills, decoding, vocabulary and sensitivity to text structure. Reading comprehension is also automatic recognition of word that frees up the cognitive required for reading comprehending the meaning of the word. Reading comprehension is suggested to students that poor in comprehension

ability. Furthermore, the reading comprehension panel is explicit instruction in vocabulary through a variety in learning.

### **2.2.2 Reading Comprehension Strategy**

Reading strategies help the readers to decode text, understand the words, and construct or derive meanings of the text (Javed & Muhammad, 2015:144). It means that student can develop reading skill by using reading comprehension. Reading strategies helps the student to decode text, understand the word and construct the meaning of the text as well. The strategy has been used in various studies, student need to reread, interpret, analyze and evaluated the ideas during reading the text. According to (Harvey, 2016:2), Reading may be one of the single most important skills that a person can possibly acquire. Reading comprehension requires the reader to actually know and understand during the reading some texts. Learners have excellent decoding skills, but the learner not truly reading. Reading comprehension is a process that students involves their mindset such as thinking, teaching and knowledge. As individuals get better at these skills and be able to decoding the text as well. Comprehension is and interaction in identification words, comprehension strategies and engagement.

Reading comprehension is one of skill that involves students' knowledge, improving their memory, mindset and thinking as abstractly. Reading comprehension can develop students' vocabulary as well and knowing how to decode the text. Reading comprehension strategies is also develop in reading mastery.

Reading comprehension can be defined as the ability to extract the required information from a written text (Alshammari, 2015:30). Reading comprehension strategy can be called by reading ability in extracting the meaning and information form some text and the learner can be interpreted the information properly. In other words, reading comprehension refers to how learner can understand and interpret what they read in appropriate way. However, the process

of reading comprehension of building an accurate following by identifying the meaning, the topic and the structure of the text.

### **2.2.3 Objective Reading Comprehension**

Reading comprehension is not a single step or easily acquired skill (Harvey,2016:2). The foundation of reading comprehension is word identification and decoding. Reading comprehension is not a single step or easily acquired skill. It is a very complex process that teachers find difficult to teach. Reading comprehension is the process of meaning. According to Panathan (2017:75), is construction as a result of blending content and message of the text with the readers existing knowledge and skills during reader text interaction. Meaning of configuration is described as student's reading the text, selecting some information from the text in the light of preliminary information, reinterpreting and re-configuring them in his mind by combining them with the preliminary information.

The purpose of reading comprehension is to understand the content contained in a text. When students do reading comprehension, a reader will get a lot of information and knowledge from reading. Students are usually lazy to read, because they think that reading is an activity that is very boring and makes them sleepy. It cannot be denied that all of students in their class are very lazy to learn.

The basic literacy skill that one must possess is reading skills (Suryanto, 2017:200), because the concepts of literacy primarily refer to the capabilities to absorb information and knowledge through reading activity. The reading comprehension associated with the student gets better in the reading mastery. The ability of reading will be improved the communicated process.

Form the material above, the objective of reading comprehension which needs to be understood by the teachers in teaching and learning reading is read to obtain pleasure, improve reading aloud, reading with a specific strategy, renewed the knowledge about a topic, associate information with the new information that

has been known previously, obtain information for oral or written reports, inform or reject predictions, show an experiment or applying the information obtained from a study of the structure of the text, and text as well as answer specific questions. The other objective of reading is a heavy emphasis to obtain information, including content, obtain details-details, facts and ideas. Reading also aims to get a taste of more compared to others in his intercourse.

#### **2.2.4 Problem in Teaching Reading Comprehension**

Reading comprehension is a complex process between identifying printed symbols and interpreting the meaning behind the symbols (Pourhosein & Sabouri, 2016:182), some factor on reading comprehension skill, they are complexity of reading text, students are usually doubt when they do reading, student mental, student motivation, student interest, student psychology and medical problems.

One of the factors is complexity of the text. This factor is influenced by the reader when comprehending cannot get the main idea. This factor usually makes the student confused because the students do not understand or they think the meaning is not same or different meaning.

Second factor is anxiety during reading. When the students do for some examinations or homework, student can put more pressure than reading for enjoyment. The experience of some learners in this case may not completely understand about the meaning.

Third factor is the student mindsets. Learner always thinks that reading is very bored time and they cannot understand all of the words when they read some texts. Learner who has problems in decoding and recognizing words read slowly and find it more difficult to understand the meaning without decoding problems.

According to (Dwiono, n.d 2015:436), the problem in teaching reading comprehension is same with the teaching reading strategy and selection the material also. There are four problems in teaching reading comprehension. The problem are follows:

- The students' mastery of the basic in reading comprehension.

The basic knowledge is the foundation of reading comprehension. The learners habit of slow reading. Slow readers generally have poor comprehending. Therefore, slow reader are at disadvantages in many ways.

- The students' in ability to figure out.

Student usually concerned in two factors to decode the text as what the writer says and to be familiar with the content. The mastery on these factors will provide students with accurate inferences.

- Text selection.

In this case about the text selection, the teacher are not confident to choose the reading materials and the teacher mostly really upon English textbook available by which modification are not required.

- Exercise to include.

Some exercise included following the reading passage have been as they impose the teacher to implement teaching. The teacher feels that modification to the exercise model is very hard to do since it wastes time and energy when teacher's modification the exercise.

Poor reading comprehension may also be related to a lack of prior experiences or a lower socio-economic environment (Harvey, 2016:4). Student to be able to properly comprehend what is being read, student usually required connections what is being read to their own. If students has not many experience in reading or comprehending, student usually difficult to understanding the meaning of the text. This component of reading comprehension, it is prior knowledge in reading. Some students do not have this prior knowledge and some student do have prior knowledge but they are lack the skills need to active it.

### 2.2.5 Macro and Micro Skill of Reading

According to Aprilia (2015:45), notes that reading comprehension consists of two big elements, micro and macro skills.

- The micro skill is discriminating among the distinctive graphemes and orthographic patterns of English.
- Retaining chunks of language of different lengths in short-term memory.
- Proses writing at an efficient rate of speed to suit the purpose.
- Recognizing a core of words, and interpret word order patterns and their significance.
- Recognizing grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, and pluralization) patterns, rules, and elliptical forms.
- Recognizing that a particular meaning may be expressed in different grammatical forms.
- Recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

Based on Yeo (2007:43), the macro skills include these following skills.

- Recognizing the rhetorical forms of written discourse and their significance for interpretation recognizing the communicative functions of written texts, according to form and purpose.
- Inferring context that is not explicit by using background knowledge.
- Distinguishing between literal and implied meanings. Detecting culturally specific references and interpret them in a context of the appropriate cultural schemata. Developing and using a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

## **2.2.6 Kind of Reading**

Based on Resketi & Branch (2014:40), there are two different kinds of reading. They are extensive reading and intensive reading are presented below:

### **1. Extensive Reading**

Extensive reading is as skimming and scanning activities while expressed that exposing learners to large quantities of meaningful and fascinating materials and activities will have a significant impact on the learners' knowledge of second language acquisition. According to Bamford, (1996:40), Extensive reading, in contrast, is generally associated with reading large amounts with the aim of getting an overall understanding of the material. Readers are more concerned with the meaning of the text than the meaning of individual words or sentences.

Extensive reading is at issue Reading large quantities of specially designed materials rapidly for general comprehension with special focus (Bamford, 1996:74). The meaning on the target language the given material in extensive reading is to provide the opportunity for the students to fairly understand it without any assistance from an outer source In a Second Language Learning environment, students should be exposed to large quantities of target language input, which is succeeded through the most extensive reading. Furthermore, readers take the opportunity to read at their own pace and in their own time limits. By this way, students adapt their reading speed and gain the ability to read faster in their further readings.

In extensive reading, students silently read large quantities of materials (Jonathan, 2013:73). The materials are usually at a level that permits students to gain at least a fair understanding of what they are reading without outside help. Extensive reading materials provide the students get deep understanding

in order to make their progress in reading. The ability to read is a knowledge through the reading success. Extensive reading is a strategy which the two groups worked on were the same between the relevant and irrelevant about the information. According to (Ricard, 2015:294), Extensive reading is thought to be a crucial skill in the EFL learning process and Extensive Reading a very useful strategy. It is mean that the strategy is very useful to teach the student in teaching and learning process. Extensive reading guides the student to get more information of the text and get the main idea.

Extensive reading enables learners to develop into independent and confident readers (Mart, 2015:85). Learners stand a better chance of promoting their reading fluency and speed, extensive reading helps learners to improve a good writing style acquire sufficient knowledge of word and structure and grow into good spellers.

## **2. Intensive Reading**

Intensive Reading is a long-standing course occupying an important position in English language teaching. Based on Bamford (1996:10), it sometimes happens however that students learning English as a foreign language need to develop study and reference skills in English. These are skills which they ought to the course to have developed in their mother tongue.

Intensive reading is typically concerned with texts of not more than 500 words in length (Brance & street, 2016:231). Once again, the terms indicates that it is not the nature of the skills involved that is of most interest but the results, in this case a deep and through understanding of the black marks on the paper. The concern is for detailed, intensive reading as a methodology is a teacher centered approach, meaning the instructor directs most of what happens in class, including what to read, when to read, and what vocabulary, grammar, text organization or comprehension points are to be discussed.

Intensive reading as a methodology is a teacher centered approach (Miler, 2011:70), the meaning of intensive reading as the instructor directs most of what happens in class when teaching and learning process, there are some character are including in intensive reading such as grammar and vocabulary or comprehension points. Student encourages to ask some questions to the teacher. Teacher sets the aspects of the text are received by the students. Intensive reading as a methodology is a teacher as the center. Teacher as the instructor directs and guides the students to get understanding about the meaning of the text.

### **2.3.1 Definition of Listen-read-discuss**

According to Javed (2015:141), Listen-Read-Discuss is a comprehension strategy that builds students' prior knowledge before they read a text. It is a powerful tool for engaging struggling readers in classroom discussion. Since the content is initially covered orally, students are unable to read the entire text on their own to gain at least a surface level of understanding about the reading. Those students are lacking prior knowledge about the content gain it during the listening stage, allowing them to more easily to comprehend the text during the reading stage. Listen-Read-Discuss strategy is relatively easy to create because they can enhance a student's understanding about many lessons.

LRD is a comprehension strategy that builds students' prior knowledge before they read a text (Menzo & Casatele, 1985:11). Listen-read-discuss strategy was developed in 1999 by Richardson with team of elementary teachers and graduate students. The project designed and implemented a framework of conceptually oriented reading instruction to improve students' amount and breath of reading and strategies of search and comprehension. Listen-read-discuss is a strategy designed to promote the learning of students. The strategy of learning suitable for reading comprehension strategies because

LRD consists of the innovative measures that help students better understand the purpose of reading comprehension.

The strategy has several steps, L-R-D step L (listen), R (read) and D (discussion). First in the activity of listening, and students get an overview of the theme or title material readings, predictions regarding the importance of points which facilitate students in reading activities.prehension of very short texts. Both activities in reading, students become easier to search and find things that are crucial or important points in reading. Third, in the discussion of designing students socialize, active, trying to find the problem and solution together and provide the opportunity to develop themselves.

### **2.3.2 Procedure of Listen-read-discuss**

Based on Putri (2013:41), The strategy Listen-read-discuss has several steps. The step L (listen), R (reading) and D (discussion).

Step L (Listen):

- a. Teachers convey a theme or title one reading.
- b. Teachers and students question and answer on the key points in the readings or ideas staple readings that will be studied.

Step R (Read):

- a. Students read and mark the important things when they found in the text.
- b. Students are seeking principal ideas or main idea in reading.

Step D (Discuss):

- a. Students are formed into groups each group of five students.
- b. Students discuss points or ideas staple before reading and after reading. Students make a summary based on points or ideas staple after discussion

It can be seen from the procedure of listen-read-discuss strategy is very easy to apply. Students easy to understand the contents of a text was given by the teacher. Because in this strategy using 3 stages, the first stage is listening,

listening is one of the basics of learning English. Listening is the first step before students continue to the next level. By listening student must be concentrated on capturing the word or the contents of the reading. Then reading is the second basic of learning English. After listening, the next step is reading, it could be improved the vocabulary and explore the meaning of contain. Reading is one of the important stages in learning English. The next step is discussion. Discussing is also improve the knowledge, by using discussion student can enrich and decode the meaning and main idea of the text.

### **2.3.3 The Benefits Using listen-read-discuss strategy:**

Listen-read-discuss was created as a "Starter" method to bridge traditional instructions to interactive approach (Rahmah, 2015:45). Reading instruction is usually started by listening to a brief explanation or overview by the lecturer (Rush, 2015:87). LRD (Listen-Read-Discuss) has two steps, namely: first, effective. LRD is designed to encourage the discovery of effective by lecturers and about effective learning students.

The advantage of this method is to improve students' reading ability properly and correctly, it is to increase student activity in reading because the basic of the application of this method involves all students. Another advantage is that students can be more confident in understanding the meaning of the text.

One of the values in learning by using the strategy listen-read-discuss model is able to the students be able to deep understanding of the meaning and information from the text. With better alignment and organization, lecturers instruct reading effectively to stimulate active reading such as key terms, important questions, and new concepts before reading. Learning to read by providing new information related to real life events and experiences. The advantage of using this method is that the teacher easily directs students to learn about the meaning of a text, besides that, students will easily to accept the contents from the text.

Based on Putri (2013:41), there are some benefit related to listen-read-discuss:

- a. When teachers select textual material for a listen-read-discuss lesson, they look at the textbook more carefully and from more points of view than they might otherwise. They begin to sense where students' comprehension is likely to be falter and so align the phrasing, facts, and organization of the lecture material to anticipate student need.
- b. L-R-D stimulates active reading by pre-teaching key terms, pivotal questions, and new concepts before reading.
- c. L-R-D helps students to better recall and develop relevant background information and appropriate anticipation, both of which are of great value in effective comprehension.
- d. Careful preparation of an L-R-D lesson actually raises students' ability to read information beyond their typical reading and thinking levels.
- e. Following the lecture and reading, the lesson design calls for discussion, providing a 3rd repetition and elaboration of the material. This redundancy factor is an important principle of effective learning.
- f. Using L-R-D guidelines, teachers begin to restructure class time and expectations from the typical 90% lecture format to one where increasing amounts of time are spent in purposeful reading and informed discussion (increased time on task).

One of effective strategy that will help the teacher make the students easy to comprehend the genre text is Listen Read Discuss strategy. It is suitable the listen-read-discuss strategy is one teaching strategy for the teacher and learning strategy for the students more active in comprehending material. With this strategy the students will be more active because in this strategy the students build their prior knowledge before reading by themselves then this strategy also use discuss, so the students can share their idea to other friends.

In fact, there are so many students with disabilities to understand the text that may be caused by several factors such as prior knowledge, interest, vocabulary and teacher. Also students do not have strategy or reading skills to comprehend the text. For strategy in comprehending text, the teacher also takes the rule because the teacher should has ability in teaching reading.

