

CHAPTER II

LITERATURE REVIEW

A. Reading Comprehension

1. Definition of Reading

Reading is an important skill in English because students can obtain information and knowledge by reading. According to Nunan in Fisher (2016) defines that reading as a fluent process of readers considering information represented in a text and their prior knowledge to get the meaning of the text. Therefore, students must be able to read to get the meaning of the text. In addition, Jhonson in Asrifan, et al., (2018) states that reading helps students become better writers. Students have the skills to develop an understanding of the structure of language and grammar and increase their vocabulary. Reading can be reflected as a dynamic interaction focused on meaning, in which students are required to build a non-linear understanding of the text. Therefore, reading activities also provide opportunities for students to learn language and skills and then arrange sentences, paragraphs, and text.

Based on definition above, it can be concluded that reading helps students gain some knowledge and make them proficient in other skills. In reading activities, a reader brings their background knowledge, emotion, and experiences to construct their idea in understanding the meaning of the text. Thus, students learn by acquiring knowledge, developing critical thinking skills, remembering prior knowledge, and acquiring new information from texts they have read.

2. Definition of Reading Comprehension

Reading comprehension is an ability in the brain's capacity to capture meaning and understand reading texts. As Boardman said, as quoted in Ibrahim (2017) stated that reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text as well as variables related to the text. It means that reading comprehension involves much more than readers' responses to the text. That's why readers need to be able to analyze and evaluate what they have read critically to have good reading comprehension. Therefore, reading comprehension is important to be mastered by students as beneficial for students to capture important

information from reading texts. According to Hans and Emmanuel Hans in Musdalifa (2018) stated that reading comprehension is defined as the level of understanding of a text. It can be concluded that reading comprehension is a process of students understanding a text by the way students recite the word or sentence, then finally can understand the meaning, purpose, and main idea of the text.

Comprehension is a process of understanding linked words, sentences, and text. According to Duke in Gilakjani, et al., (2016), comprehension is a process to make readers understand the meaning by interacting with the text through the combination of prior knowledge and experience. Moreover, Wynne in Amril (2021) states that comprehension is a strategic process in which readers adjust their reading to suit their reading purpose and the type or genre of the text they are reading.

From the definition of comprehension above, it can be concluded that comprehension is a way to understand the content and ideas of a passage. Moreover, the student can understand something if they can provide a more detailed explanation or description of what has been learned using their language. In short, it can be concluded that reading comprehension is an activity to understand the written text.

1. The Aspects of Reading Comprehension

The aspects regard as difficulties that the students encounter in comprehending the text. There are five aspects of reading comprehension in which the students should comprehend a text well, such as a main idea, vocabulary, reference, inference, and detailed information by King & Stanley in Rahmawati, et al., (2020):

a. Main Idea

The main idea is the main topic discussed in the paragraph. Finding the main idea is not always in the first sentence; it can be in the paragraph's middle or the last sentence. Crawley and Merritt in Sitohang, et al., (2021) said that the main idea is the central thought or meaning of a passage or selection: the main topic of the passage selection. It may be expressed or implied. If the main ideas are stated directly, they are at the level of factual understanding. In addition, the main idea must be general to cover all the supporting details.

b. Vocabulary

Vocabulary is the total number of words needed to communicate ideas and express the speakers meaning. According to Alqahtani in Susanto (2017) vocabulary is essential for successful foreign language use because without an extensive vocabulary, a language learner will be unable to use the structures and functions we may have learned for comprehensible communication.

c. Reference

Reference is antecedent of a pronoun. In identifying references, pronouns in the sentences are used to show people, places, or situations. According to Olviyanti et al., in Sirait et al., (2020), a reference is repeating the same word or phrase several times after it has been used.

d. Inference

The inference is a way to get information that is not explicitly stated in the text. In making inferences, the students are expected to comprehend the text to find the conclusion of the statements in the text. Moreover, the student must read carefully to understand the text being read. According to Graesser and Wiemer Hastings in Meneghetti, et al., (2006) the inference is the output of the interaction between the reader's knowledge and information in the text.

e. Detail Information

Detail information is a sentence containing statements, facts, and more specific examples that can be used to make us understand the main idea. According to Behne in Sirait et al., (2020), detailed information is used to support the main idea.

From the explanation above, there are five aspects of reading comprehension. The research will focus on five aspects, there are main idea, vocabulary, reference, inference, and factual information because all the test cover five aspects.

B. Teaching Reading Comprehension

Reading is the main reason why students learn language because without reading the learners will not be able to learn. Teachers often expect students to develop reading skills; if teachers teach reading comprehension to the target language throughout the day, they will

improve their reading comprehension. Moreover, the purpose of teaching reading is to make students effective and efficient in reading. It is supported by Brown, to achieve these targets, teachers must use the best strategies to teach reading comprehension (cited in Dwiningtiyas, et al., 2020).

In teaching reading, a teacher is required to be able to use many different strategies. According to Harmer in Dwiningtiyas, et al., (2020), teaching is not an easy job, but it is a necessary one and can be very rewarding when we see our students' progression and know what we helped to make it happy and enjoyable. Adler C.R, in Dwiningtiyas, et al., (2020) states that the strategies for teaching reading comprehension are: A plan in setting out the steps a good reader will use to understand the text. To use any teaching technique effectively, whoever teaches must understand the principles and assumptions based on any particular technique. Teachers must direct students in classes to become proficient and successful readers in teaching effective reading comprehension. Creative teachers not only use one specific method and technique but apply a strategy and skills to accommodate and learn the styles of each student in the class.

Based on the explanation above, the researcher concludes that the role of a teacher in learning to read is very important to overcome students' problems in learning reading comprehension. Teaching reading is not only suggesting the students read but the teacher has to have strategies to motivate students and give the explanation to them because reading is one of the steps to get success. Hence, teachers must determine strategies to improve the quality of the teaching and learning process. Selecting teaching strategies for reading understanding is crucial to achieving learning objectives. Therefore, the researcher is interested in conducting research entitled "Improving students' reading comprehension through listen-read-discuss (LRD) strategy."

C. Listen Read Discuss (LRD) strategy

1. Definition of Listen-Read-Discuss (LRD) strategy

Some experts propose many strategies. Richardson as an expert who pays attention to reading development strategy, and development of reading strategy, proposed the strategy needed to read understanding. The strategy is called Listen-Read-Discuss (LRD). Listen-read-discuss (LRD) strategies is one teaching strategy for teachers and a learning

strategy for students with the aim that students are more active in understanding the material. By using this strategy, the number of students will be more active because, in this strategy, students build their initial knowledge before reading on their own. This strategy also uses discussion so students can share their ideas with other friends. Moreover, Purwanti in Amril (2021) states that using Listen-Read-Discuss strategies proves that students enjoy learning to read more and understand the text easily. Through the students' LRD strategy feel more enjoyable and motivated to learn English. This strategy can help students enter into the author's thinking through their own words. Thus, affecting understanding and remembering what they read.

The students will not be passive by using this strategy. They have the previous illustration about the text from the teacher. This step will be the initial way for the students to understand the text so that they will actively read the text and make the students more effective in solving the text questions. Furthermore, Manzo & Casale in Susanto (2017) said that the LRD strategy is one of the teaching and learning strategies for teachers, thus students are more active in understanding the material. LRD is also a great strategy for students with difficulty in class discussions. Several previous researchers support it namely Salman and Heri in Ibrahim (2017) found students who scored higher in reading comprehension when taught using the LRD strategy while students who scored less satisfactorily in reading comprehension when taught using the LRD strategy not taught to use the LRD strategy. Furthermore, the LRD strategy has a significant effect on student reading comprehension.

Based on the explanation above, it can be concluded that LRD is a strategy for learning reading comprehension skills and is related to helping students to understand the text. The concept used in this strategy is before-during-after. This strategy uses listening activities before students read the text, and before students read the text, students create discussion groups according to the text aimed at developing understanding.

2. Procedures of Using Listen-Read-Discuss in Teaching Reading Comprehension

There are the procedures of Listen-Read-Discuss by Debra, J. Housel in Ananda (2019):

- a. Listen: The teacher provides information about the descriptive text to the students that they will read, which is the teacher's brief explanation of the selected reading material.

The teacher tries to make students active in class. The time for this step is approximately 5-10 minutes.

- b. Read: Afterward, the teacher allowed the students to read the material, either with partners. In this study, the explanation was compared with the information from the teacher. Here, the teacher should let the students know the aims of reading the topic, then the students compared it to the information they have heard.
- c. Discuss: After that, the students have finished, they set the reading aside. In this study, after students reading, there are small group about the topic. Then, students may be asked to complete the information to develop their understanding.

Based on the procedures above, the researcher concludes that the LRD strategy can help students comprehend the text. The first procedure that students must do in this strategy is listening; students must listen to the teacher's explanation regarding the material in question. After that, students are asked to read a textbook about the related material; the textbook must follow the previous explanation given by the teacher. The last procedure is discussion; students must discuss the material being discussed. It will train students' abilities and make students more active.

3. Advantages and Disadvantages of Listen-Read-Discuss Strategy

There are some advantages and disadvantages of the Listen-Read-Discuss strategy by Manzo and Casale in Ananda (2019).

a. Advantages of the Listen-Read-Discuss strategy:

1. LRD can be used for the proficient or weak reader.
2. Teachers observe reluctant readers approaching the text with more confidence.
3. This strategy is very easy to use and does not require much preparation.
4. It helps students to comprehend the material presented orally.
5. It builds students' prior knowledge before they read a text.
6. It engages struggling readers in classroom discussions.
7. Students bring more information and enthusiasm to a post-reading discussion.
8. Students capable of reading with greater understanding.
9. They have more to contribute to class discussion.
10. LRD is a flexible strategy used across all curriculum areas with almost any text.

b. Disadvantages of the Listen-Read-Discuss strategy:

1. The teacher had a problem choosing the teaching material for teaching reading comprehension.
2. Students have a slow habit of reading texts and do not have good vocabulary mastery.
3. Students have difficulty finding motivation and interest in learning to read comprehension. Then, they become passive when following the process of learning activities, and they are afraid to make mistakes when learning to read.

A. Descriptive Text

One type of genre that is taught in Junior High School is descriptive text. Descriptive text can describe people, animals, and things. The text that the person being described usually describes the body shape, behavior, habits, activities, age, and family members. Then, describing animal usually describes the color, body, and food consumed. Furthermore, the usual thing describes the shape, color, size, weight, height, and width. Description text provides illustrations or descriptions for describing people, animals, or things in detailed, thus the reader can visualize or imagine the object being studied. The writer tries to add the reader's imagination to the descriptive text.

Descriptive text is the text which describes a thing, a situation, or the way a researcher visualized a person, animal or thing in a written form. Moreover, According to Abisamra in Sari (2017) states that descriptive is a text that describes people, animals, and things in detail to help the reader visualize the object being described. The reader will get a detailed picture of the object explained by reading descriptive text. Moreover, the description is used to describe an object and make it clear to the reader, thus they can imagine the defined thing accurately. According to Wardiman in Maududi (2019), descriptive text is a text that describe the features of something or a certain place. The descriptive text has an orderly arrangement of words, clauses, and sentences. In short, descriptive text is a collection of words, clauses, sentences, or arrangement of patterns in spoken or written language that describes an object.

Based on the explanation above, descriptive text is text which has a function to describe something, such as a person, place, or thing. The readers can imagine the text was read, and they will get information from the text.

1. The Purpose of Descriptive Text

There are several aims of descriptive text:

- a. To see, means to help readers see people, places, or something more specific.
- b. To explain, means to explain to the reader about a subject. For example, a photographer will describe the function of the camera to help explain to readers how to use the camera to take photos and videos with good results.
- c. To persuade, means the writer describes something to make the reader interested and enjoy reading.

2. Generic Structures of Descriptive Text

According to Masruri in Jayanti (2019), a descriptive text has several generic structures: identification and description. The explanations of them are explained below:

a. Identification

Identification as a generic first becomes the focus of this research. Identification is for identifying the phenomenon being described. In making descriptive text, something must be explicitly explained. The verb or predicate should be relational-identifiable. This is the core knowledge that researchers have deep inside descriptive text. If the researcher understands this generic structure, it will result in correct identification in the descriptive text. According to Masruri in Jayanti (2019) states that identification is a part of the paragraph that introduces or identifies the character.

b. Description

The second generic structure in the descriptive text is a description. To write a description, the writer needs to describe parts, characteristics, and characteristics. The participant or subject in the description is called carrier and token. The verb or process in the description is called relational-attributive. A last part is an object called an attribute. Carriers and tokens, relational attributes, and attributes must be written textually. Furthermore, they also explain the grammatical features, language features (simple present tense, action verb, and adjective), vocabulary, and mechanics) of descriptive text. According to Masruri in Jayanti (2019) states that description is a part

of the paragraph that describes the character. So, the writer describes all information related to the topic.

In this case, each of the generic structures is connected and organized. Hence, the reader can understand well what descriptive text is. The reader will get a clear picture of the phenomenon or subject described in the book description text.

3. The Grammatical Features of Descriptive Text

The grammatical features of the descriptive text that is used to support the information including the text. Knapp and Watkins in Narvika (2021) stated, there are some grammatical features of the descriptive text:

a. Simple Present Tense

The present tense is mostly used when describing things from a technical or factual point of view. Although the present tense may be used in the literary description, the past tense tends to predominate.

b. Relational Verb

Relating verb is a type of verb that tries to connect to the explanation of the subject noun, such as be, have, etc. Relating verbs in descriptive text are connecting words between the subject and the explanation.

c. Action Verbs

Action verbs are used when describing behaviors or uses. For example, ants live in colonies.

d. Mental Verbs

Mental verbs are used when describing feelings. For example, he feels very happy.

e. Adjectives

Adjectives are used because descriptive text will explain the characteristics of an object, such as bad-good, big-small.

f. Adverbs

Adverbs add extra information to a verb to give a more detailed explanation. For example, the rabbit runs fast.

It can be concluded that simple present tense, relational verbs, action verbs, mental verbs, adjectives, adverbs are essential in writing descriptive text to help readers understand the author's ideas and increase their imagination of descriptive text.

G. Previous Related Study

There are some experts found some results of their study about Improving Reading Comprehension Through the Listen-Read-Discuss (LRD) Strategy:

- 1) As conducted by Nur Faindah Syamsir, Zul Astri, Suhartina, & Fhadli Noer (2021) conducted a study entitled Improving Reading Comprehension Skill Through Listen-Read-Discuss (LRD) Learning Strategy. The data showed that using LRD strategies had been proven effective in improving reading comprehension skills in class VIII of SMP Negeri 5 Mandai in Maros Regency. The research has put forward the results of this study to find out the increase in reading comprehension after the Listen-Read-Discuss strategy is applied in improving reading comprehension of Grade VIII students of SMP Negeri 5 Mandai in Maros Regency.
- 2) As conducted by Sri Erma Purwanti (2017), the use of the LRD (Listen-Read-Discuss) Strategy to Improve Student's Reading Understanding of Class II Students of SMP N 2 Tembilihan. Based on the data analysis, the result of the research was concluded as follows. Applying the LRD strategy for Junior High School greatly affected the student's reading comprehension. They were enjoyable in learning reading and comprehended the text easily.

From the findings above, it has been mentioned that the LRD strategy is good for applying in teaching reading comprehension activities. To reach a maximum result from this strategy, the teacher must be able to follow the correct procedure. Besides that, teachers need to pay attention to the ability of each student in learning because it will help the teacher give the right questions to students based on the text to make sure the students understand their responses when answering questions.