

CHAPTER II

L-R-D STRATEGY IN TEACHING READING COMPREHENSION

A. Listen-Read-Discuss (L_R_D) Strategy

1. The Nature of listen-read-discuss (L-R-D) Strategy

The L_R_D is strategy that helps students comprehend text by building their prior knowledge of the topic in advance to reading the text. Students begin using this strategy by listening to a presentation of the content they are going to read. Students then read the text selection and once finished they participate in a discussion that has them compare and contrast the information they learned while reading to the information presented to them at the beginning. And L-R-D is one of strategy can be used by the teacher in teaching, a technique can help students because learning strategy for students more effective than without the technique. Manzo said that the listen-read-discuss method is one teaching strategy for the teacher and learning strategy for the student more active in comprehending material. (Manzo,1985)

2. The step of L-R-D strategy

L_R_D strategy is one of the methods for students as a guidance to make the students more easily in comprehending in reading materials by giving three steps namely Listen-Read-Discuss or in other word pre-reading or description about materials that will be read, reading, and post-reading (Manzo and Casale, 1985:10).

Table 2.1
The Steps of L_R_D Strategy

THE L-R-D STRATEGY
- Listen, lecture (guide or graphic organizer will help)
- Read, purpose (to compare information from the lecture to the text)
- Discuss, small or large group (ask questions)

Developed by Manzo and Casale (1985) in lester and head (2002:12)

The purposes of L-R-D strategy is to have students orally comprehend the specific content by engaging in classroom discussion. Since the content is initially covered orally, student are unable to read the entire text on their own are able to gain at least a surface level of understanding about the reading. Those students lacking prior knowledge about the content gain it during the listening stage, allowing them to more easily comprehend the text during the reading stage.

3. The advantages and disadvantages of L-R-D strategy

Base on the expert opinion above, the researcher concludes that listen-read-discuss 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 give some explanation before reading, it is a good way to build their knowledge about the topic. So, absolutely listen-read-discuss (L-R-D) strategy has the advantages and disadvantages. In reference with manzo and casale (1985) in lester

and head (2002) L-R-D strategy has some advantages. The advantages are listed below:

1. it uses to activate student's prior knowledge.
2. it can improve student's reading comprehension and content learning in both weak and proficient value.
3. it engages struggling readers in classroom discussion and helps the students to comprehend the material presented orally .

The disadvantages of L-R-D strategy is :

1. difficult to use on a daily basic because developing the lecturer and the student's prior knowledge is time intensive.
2. Be selective and choose specific text you feel your students lack prior knowledge about and need more support with as your L-R-D text.
3. Most students do not 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.

4. The procedures of L-R-D Strategy

L-R-D is a three-step, according to manzo and casale (1985) offers a simple alternative to th is approach. Students listen as the researcher present the content of reading through a lecture, often paired with a graphic organizer. Next, students read the text and compare what they learned during the lecture to their understanding of reading the text on their own. Finally, students discuss their understanding of the text with

other students in their small group. In teaching reading, the procedures of this strategy are ;

- a. First, select a portion of the text to be read
- b. Second, present the information from that portion text in a well-organized lecture format for about 5-15 minutes.
- c. Third, have students read the book's version of the same material. Students now will be reading since they have just listened an overview information.
- d. Fourth, discuss the material students now have heard and then read three question. The question are useful in guiding the reading discussion :
 - 1) What did you understand most from what you heard and read?
 - 2) What did you understand least from what you heard and read ?
 - 3) What questions or thoughts did the lesson raise in your mind about the content and/or about effective reading and learning ?
- e. 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) What Do you understand about what you just read ?
 - 3) What questions do you still have about this subject ?

5. Related Researcher on L-R-D

There are some previous researcher that act as scientific evidences that L-R-D strategy is exist and also have fundamental theories that support this learning strategy. Below the researcher mentioned three previous studies on L-R-D strategy in reading Comprehension :

- a. First research is conducted by Maswa. 2014. This research entitles “improving Students Reading Comprehension on the Descriptive text by using Listen-Read-Discuss Strategy” the result of this research showed that L-R-D as strategy that appropriate and usefull to teaching reading comprehension.
- b. Second research wth L-R-D strategy conducted by Dian Pariska 2015. Entitle “The Effect of Using Listen-Red-Discuss (L-R-D) Strategy and Student’s prior knowledge on the students’ reading comprehension of the second year students at SMAN 3 Sanggau” based on research finding, the result of teaching reading comprehension taught by using L-R-D (Listen-Read-Discuss) strategy made more positive effect to improve students’ reading comprehension than QAR strategy that usually used by lecturer. By doing this strategy the students have more interest in reading comprehension. In this strategy, students’ center is more effective than teacher center in the process of this strategy. The center of this strategy was the students, and teacher just as a facilitator.

- c. The third research is conducted by Talitha Rahma 2015 with research title “ The Impact of L-R-D (Listen-Read-Discuss) strategy on the reading comprehension of second grade students at SMPN 1 sanggau in academic year 2014/2015”. The result of this research it can be conclude that listen read discuss strategy has significant impact on the second grade students’ reading comprehension, because the score of post-test is higher than pre-test.

This all previous research help me to conduct this research, because this all previous research made me take the information and make me to understand about the way to cunduct my research like made me to know about the strategy of L-R-D, what is reading comprehension, and how the fact to cunduct the experimental research with use L-R-D strategy to teach reading comprehension.

B. Reading Comprehension

1. Definition of Reading Comprehension

Reading comprehension is a process to understand the reading matrerial and to able to gain information and throughly understand the material itself. When the student is able to comprehend what they read they can get new information that will be useful for their academic life. This statement is supported by wooley (2011;15) that reading comprehension is the process of making meaning from text. The goal of the process is to gain an overall understanding of what is describe in the text rather than to obtain meaning from isolated words or sentences.

Comprehension is not a passive process, but an active one. The reader actively engages with the text to construct meaning. This active engagement includes making use of prior knowledge. It involves drawing inferences from the words and expressions that a writer uses to communicate, information, ideas and viewpoints. According to Klinger, Vaughn and Boardman (2007; 8) suggest that “reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in the text, understanding of the text types) in other words, when a student engages themselves in reading a text it takes a lot of process to make them comprehend the text and by utilizing their previous knowledge it could help them to get through that process.

2. Types of Reading

There are some types of reading comprehension, and the researcher chooses some types to conduct the research.

Reading Types :

1. Intensive Reading
2. Extensive Reading
3. Reading Aloud
4. Silent Reading

From these four reading types the researcher chooses intensive reading and then silent reading to conduct the research.

3. Aspects of Reading Comprehension

Reading comprehension is an iterative and dynamic process where by the reader intergrates information within text. Reading comprehension is a process to understand the reading matrerial and to able to gain information and throughly understand the material itself. To comprehend what information from the text, the students as a reader should know what aspect of reading comprehension are. According to Duffy (2009) mentions some aspects of reading comprehension. These aspects are:

a. Determining the main idea

A main idea is important information that tells more about the overall idea of paragraph or section of text. Duffy (2009) stated that to determine the idea, reader must understand that authors write because they have some important idea to convey.

b. Teaching word meaning directly

Reading comprehension depends on prior knowledge or knowledge about the world. Prior knowledge is expressed with words. So, to get a good understanding of the students also have to understand the conterster meaning of the text, the vocabulry they know, and the easier for the students to understand the meaning of the text.

c. Inferring

Inferring is the ability to “read between the lines” or to get the meaning an author implies but does nt state directly. Virtually all

comprehension strategies involve inferring in the sense that comprehension requires readers to not text clues, to access prior knowledge associated with those clues, and then, on the basis of that background knowledge, predict (or infer) what the meaning is. So, in this sense, inferring is something a reader does as part of all comprehension strategies.

d. Predicting

Predicting is fundamental to comprehension. Good readers anticipate meaning. They do this by predicting what they think is going to happen in the selection and by revising their predictions as they read. As with all comprehension strategies, predicting is based on the thoughtful use of prior knowledge. Readers make predictions based on purpose for reading, topic clues, and the type of text being read. This example focuses on using topic clues to make predictions. That is, readers use their prior knowledge about the topic as the basis for making the predictions.

e. Summarizing

Summarizing is the creation of a brief retelling of a text. While it may include the main idea or theme, the focus is on describing in brief from the text's major points.

According to King and Stanley (2004:8) in Novati Rini *et al* (2014) who explain that "reading comprehension skill has five

components contained in reading texts that may help the students in understanding a text”, they are:

1) Finding factual information

Factual information requires readers to scan specific details. The factual information questions are generally prepared for students and those which appear with WH questions word. There are many types of questions, reason, purpose, result, time, comparison, etc, in which of the answer can be found in the rest.

2) Finding main ideas

Recognition of the main idea of a paragraph is very important because it helps you not only understand the paragraph on the first reading, but also helps you to remember the content later. The main idea of a paragraph is what the paragraph develops. An efficient reader understands not only the ideas but also the relative significance as expressed by the writer. An efficient reader understand not only the ideas but also their relative significance, as expressed by the author, in other words, some of the ideas as super ordinate while other subordinate.

3) Finding the meaning of vocabulary in context

It means that the reader could develop his or her guessing ability to the word which is not familiar with him or her, by relating the close meaning of unfamiliar words to the text and

the topic of the text that is read. The words have nearly equivalent meaning when it has it or nearly the same meaning as another word.

4) Identifying references

In English, as in other language, it would be clumsy and boring to have and repeat the same word or phrase every time you used it. Instead of repeating the same word or phrase several times, after it has been used we can usually refer to it than repeat it. For this purpose, we use reference words. Recognizing reference words and being able to identify the word to which they refer to will help the reader understand the reading passage. Reference words are usually short and very frequently pronoun, such as, it, she, he, they, this, etc.

5) Making inferences

Inference is a skill where the reader has to be able to read between lines. King and Stanley divide into two main attentions, draw logical inferences and make accurate prediction.

Related to what Duffy (2009) and King and Stanley (2004) mentioned above, it can be concluded that there are five aspects in reading comprehension namely:

a) Understanding the factual information

Understanding the factual information is about understanding question are generally prepared for students

and those, which appear with WH question word. There are many types of questions : reason, perpose, result, time, comprehension, etc, in which of the answer can be found in the text.

b) Finding the main idea

Recoqnitioon of the main idea of a paragraph is very important because it helps students not only understand the paragraph on the first reading, but also helps students to remember the content letter. Main idea maybe stated explicitly or implycitly, in a paragraph with explicit main idea, there is the topic sentence, either in the begining. In the middle or at the and of paragraph. On the other hand, a paragraph with implciit main idea does not have a topic sentence.

c) Identifying reference

Reference is the relationship of one linguistic expression to anothers' characters and abilities, etc. Reference in reading comprehension is the use of demonstrative pronoun in a reading text. Reference words are usually short and frequently pronoun, such as it, we, they, she, he, this, etc. Recoqnizing reference words and being able to identify the words to which they refer to will help the reader understand the reading passage.

There is aspect of reading comprehension is (determining the main idea, teaching the word meaning directly, inferring, predicting, summarizing) the aspects are going to use by the researcher as the aspects of reading comprehension to testing the student's reading comprehension toward reading material.

4. Teaching reading by using listen-read-discuss (L-R-D)

Reading is one of four essential skill in learning english however, the process to learn this skill needs time and also takes a lot of process to make the students understand how to comprehend the text. Clarke *et al* (2014;13) argues that 'reading is a highly complex process and therefor it may not be surprising that some children struggle to become proficient readers. 'with this in mind, teacher should pay more attention to the process of learning reading. This is caused by the possibility that not all students able to achieve comprehension at the same time. Some students might have slow progress than others. This challenging issue urgent teacher to think critically of making reding class more efficient and can balance each student's ability in processing the information that they receive from the teacher.

Listen-read-discuss (L-R-D) strategy is a strategy guides students to be an active student in learnig. Here the students can be trained to be better listener, reader and speaker. The researcher first lectures about a selected portion of material. Students then read that portion with the

purpose of comparing the lecture and the written content afterward the students and the researcher as the teacher discuss the lecture and reading.

In general, the following reading strategies are used by the learners in the reading process; finding a focus for understanding, establishing a relationship between initial learning and text meanin, thinking about the meaning of text, making conclusion about the text, using prior knowledge for comprehension, controlling reading speed, making predictions about the meanings of unfamiliar words, and making productions about the meanings of unknown groups of words or sentences in the text. The L-R-D strategy has been found to be a powerful means of improving reading comrehension and content learning in both weak and proficient readers.