

CHAPTER II

REVIEW RELATED LITERATURES

This chapter presents review of literature. It consist of five sub chapters. They are definition of teaching, reading, reading comprehension, listen, read, discuss strategy, and previous study.

A. Definition of Teaching

Teaching is a process of giving lesson or process of transformation from teacher to the students. John and Foster (1976) in Muayddah (2011) explain that: “Teaching is one aspect of education an interaction between a teacher, a person who can intelligent behaving and learning, a person who is inquiring intelligent behavior”. Teaching is helping to the students to do something new. Therefore, in teaching and learning process, students can understand about what have been given by the teacher.

Richard and Renandra (2002:6) state that teaching is viewed as driven by teachers’ attempt to integrate theory and practice. The teachers create their own new understanding of teaching based on their knowledge. Teacher are responsible for a large amount of what happenend in the classroom, such as: what is taught, the resourcrs use, the type of activities, classroom management, asesment, feedback, etc. Mulyasa (2005:34-35) explain that teachers have to make their students understand, know, and able to develop their knowledge that they have not known before. So there are many ways that the teachers will do in learning process:

1. Making Illustration: the illustration related to the topic or knowledge with the lesson will be learnt.
2. They have to add more knowledge or give more addition related of the material.
3. Identifying material that have learnt briefly
4. Analyze: the teacher analyze and discuss the problems also opening question answer section little by little to give students' understanding.
5. Giving question: the teacher give questions to know students' output of the material that have learnt.
6. Responding of the students' questions.
7. Providing media to complete the material.
8. Matching method of learning.
9. Giving sense: make material easy to understand by the students, make the students more spirit and enthusiast to follow it.
10. Design lesson which reflect the learners' need and develop their communicateskill.
11. Monitor and correct sensitively.
12. Tell learners not worry about making mistake.
13. Encourage good learning habit inside and outside the classroom.
14. Keep track of progress, gaps in learning ability, and repeat error.

B. Reading

- a. The Nature of Reading

Reading is one of the most important skills in learning a language. Reading means of the language acquisition of communication and information sharing of ideas. Like all languages, it is a complex interaction between the text and the readers. Reading is approach in a thinking process – one in which the students interact with the textual material and sorts, evaluates, and reacts to its organization and content. This concept supported by Johnstone & King (2006:2), reading is decoding and understanding text. Readers decode written text by translating text to speech, and translating directly to meaning. Beside that Homby (1994: 357) state that reading is an act of reading something like article, book, etc that are intended to be read.

Reading is more than merely referring to the activity of pronouncing the printed material or following each line of written page. It involves various and mixed activities. Reading is not be a passive, but an active process in which readers related information in the text what they already know. According to Kalayo Haibuan (2007: 115) the text present letter, words, skill, and strategies to determine what the meaning is. Readers' knowledge, skill, and strategies include:

1. Linguistic competence: the ability to recognize the element of writing system, knowledge of vocabulary, knowledge of how words are structured into sentences.
2. Discourse competence: knowledge of discourse markers and how they connect parts of the text to one another.
3. Sociolinguistic competence: knowledge about different types of the text and their usual structure and content.

4. Strategy competence: the ability to use top down strategies as well as knowledge of the language (bottom up strategies).

Grellet (1986: 4) state that, there are four main ways of reading, they are:

1. Skimming: skimming is reading quickly over a text to get the gist of idea.
2. Scanning: reading quickly through a text to find a particular piece of information
3. Extensive reading: reading longer text, usually for one's own pleasure, mainly involve global understanding
4. Intensive reading: reading shorter text to extract specific information for detail.

Based on all the explanation above, it can be concluded that reading is interactive process between the readers and the writer where is the readers should use their knowledge, and make strategies to understand the whole of the text or what the text talk about. Because of that by reading we can get maximum understanding about the writer message.

Beside the main ways of reading, reading also has three categories that are:

1. Bottom up strategy focus on the text as the convergence of encoded message to be deciphered. Instructors who uphold bottom up processing focus on how learners extract information from the printed page, and whether or not learners deal with letters and words in a systematic fashions.

2. Top down strategy, the learners prior knowledge is activated, which is capable of enhancing learners' language learning, and making possible reading comprehension. So the prior knowledge as a key and the reader just focus on the context and try to construct the meaning from the text.
3. Interactive strategy, in this concept the focus on two concepts of interaction. First, it is the interaction of two types of cognitive skills, identification and interpretation. Second, it is interaction between reader and a text. Fluent readers seem to simultaneously employ what come to be known as lower level skills that allow them to rapidly and automatically recognize words (and presumably grammatical forms), while higher level skills allow them to comprehend and interpret a text. Lower level skills involve rapid and precise unconscious processing (automatically).

From the explanation above, it can concluded that bottom up strategy the result is to get the meaning from the text and the reading process from part to whole, then top down strategy driven the meaning from the text from whole to part. The last interactive strategi assume that reader have to focuses on cognitive skill, identifications and interpretation, and also interaction between reader and text.

b. Teaching Reading

According to the Murcia (1979: 200), reading is learn which involves complex thinking skills in which students must comprehend the material from a text by using their own thought activities which can help analyze the text.

Reading is dynamic process in which the reader work actively to construct meaning from the material. Students need to have abilities to adjust their reading to fit the type of material being presented. Effective readers are involved in the process of reading, actively looking for meaning. Ineffective readers play passive role when reading, not connecting the text material with prior knowledge. It means that reading is skill to delivering ideas from the writer. So the writer should make good connection in their written to make readers get the meaning from the text.

The content area is teachers can equip their students with strategies that will help their access and the use of background knowledge, text future knowledge, and general knowledge gained from the world, or some would call it, common sense knowledge.

1. Principle for teaching reading

The following principles can guided the design and practice of a reading program. For another principle of teaching reading is: Nasution (2009: 6)

Meaning focused input

- 1) Practice and training in reading should be done for range of reading purposes. A reading course should cover these purposes of reading to search for information (including skimming and scanning), reading to criticize texts, and reading to write.
- 2) Learners should be doing reading that is appropriate to their language proficiency level. The course should include reading simplified material at a range of levels, particularly extensive reading of graded readers.

3) Reading should be used as a way of developing language proficiency.

Learners should read with 98 percent coverage of vocabulary in the text, so they can learn meaning through guessing from the context.

Meaning focused output

Reading should be related to other language skills. The course should involve listening, speaking, and writing activities related to the reading. It used ask and answer technique.

2. Intensive Reading

Intensive study of reading text can be a means of increasing learners' knowledge of language features and their control of reading strategies. It can also improve their comprehension.

C. Reading Comprehension

Reading comprehension is the process of making meaning from text, the goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. Beside that reading comprehension also known as a process of understanding and constructing meaning from the text. It can conclude that reading comprehension is a process of catching meaning or information from the text by using the students prior knowledge because the result of reading is comprehension. Tankersley (2003: 9) states that comprehension is the center of reading. It can be known that to comprehend in reading need intentional thinking and more focus to able get understanding of the text. According to Harmer (2008:99) in the teaching reading

comprehension process teacher must consider some aspect they are, students' reason for reading, reading level, and reading principle. In other hand, reading comprehension is a highly interactive process that needs evaluating, synthesizing, and analyzing of information and gaining through an interaction in reading. It can conclude that reading comprehension is a complex process that need intensive interaction between the teacher and the students. So, the readers should able to construct meaning from the text.

The important point in reading comprehension is to know the main idea of the text. And the general purpose of reading is to find out the meaning part by part of text and to know the whole information that the writer want to share to the reader.

And then, Brown (1995 ; 187) states there are two skill categories of reading comprehension. They are:

1. Micro skill of Reading Comprehension. Micro skill refers to producing the smaller chunks of language, such as:
 - 1) Discriminate among the distinctive graphemes and orthographic pattern of English.
 - 2) Retain chunks of language of different lengths in short-terms memory.
 - 3) Process writing at an efficient rate of suit the purpose.
 - 4) Recognize a core of words, and interpret order patterns and their significant.
 - 5) Recognize grammatical word classes.

- 6) Recognize that a particular meaning may be expressed in different grammatical forms.
 - 7) Recognize cohesive devices in written discourse and their significance for interpretation.
2. Macro skill of Reading Comprehension, The macro skill implies the reader's focus on the larger elements such as:
- 1) To obtain information for some purpose or because we are curious about some topic.
 - 2) To obtain instruction on how to perform some task for our work or daily life.
 - 3) To keep in touch with friend by correspondence or to understand business letter.

From the explanation, it can conclude that macro skill need some effort because talking about getting general information, spesific information and interest from the students. So the students need to used their prior knowledge to comprehend the text.

In addition, Christine Nuttal (1982: 132) mention that there are five types to clasify reading comprehension question, they are:

1. Question of literal comprehension

There are questions, directly and explicitly available in the text. Question of this kind could often be answered in the words of the text itself. The question are essential preliminaries to serious work of the

text, because it make sure that the plain meaning of the text has been grasped.

2. Question involving reorganization or reinterpretation

These are question which require the students to obtain literal information from various oarts of the text and put in together or to reinteprt information. The question are valuable in making the students consider the text as the whole rather than thinking of each sentence on its own or making assimilates fully information.

3. Question of inference

These are question that oblige the students to read between the lines to consider what is implied but not explicitly stated. Question of this kind are considerably more difficult then either of the former types. Because these question require the students to understand the text well enough to work out its implications.

4. Question of evaluation

Evaluation question involve the students in making a considered judgement about the text in term of what the writer is trying to do, and how far the writer has achieved it. For example: the writer's honesty or bias. (e.g in newspaper reporting or sdvertising copy)

5. Question of personal response

The students is not asked to assess the techniques, it means the writer influence them, but simply record his reaction to the means of the text. Based on the expplanation above, the writer is interested in these types

of questions because the writer focused on how good the students can comprehend the basic information that can be found from the text.

In addition, Catherine (2002 : 11) divides three elements of reading comprehension. first; the reader – who is doing the comprehending the text, second; the text – the text which is to be comprehend, and third; the activity – what activities which are to be done in the classroom in comprehending the text. First factors influencing comprehension related to the reader who is doing the comprehending. He or she should have capacities and competencies in comprehending the text. The reader's capacities such as sight-word vocabulary, decoding, past experience, level of intelligence, and the capacity for remembering are influencing in doing the comprehending. Second, the written material or the text is another factor which influences comprehension ability. The complexity and density of ideas, the rate at that the ideas represented, and the vocabulary chosen to communicate in the text are significant that enter into every instance of successful or unsuccessful comprehension. Furthermore, the text can be difficult or easy to be comprehended depending on the level of complexities on text features or language features that are presented on it. Third, the term activity means that the reader does some activities to achieve the goals of comprehending. The engagements of reading as the relationship between the material and the reader also come into play because factors like motivation and interest in content affect comprehension ability.

In conclusion, in the reading comprehension there many aspect such as students competence, capabilities, and the teacher role to give the students

treatment or strategy to help them to get their own understanding about the information from the text.

D. Listen, Read, Discuss Strategy

According to Manzo and Casale (1985: 377), LRD strategy is a comprehension strategy that build the students prior knowledge before they need a text. This theory supported by Richardson (1999: 10) that LRD is a comprehension strategy that builds students' prior knowledge before they read a text, during reading and after reading by listening the teacher's short lecture, reading a text selection, and discussing. Beside that McKenna (2002: 60), states that LRD strategy has been shown to increase students' science inquiry strategies, and overall text comprehension compared to control classrooms with separate science and literacy curricula and/or strategy instruction on reading alone. In the LRD strategy 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 gives. It is a powerful tool for engaging struggling reading 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 lacking prior knowledge about the content gain it during the listening stage, allowing them to more easily comprehend the reading text. LRD strategy is relatively easy to create because can exchange the students understandig about many lesson. There are procedures of LRD strategy to follow:

1. Listen: Teaching presents a lecture on the content of the reading that includes a graphic organizer of the information you discuss. In a listening process the teacher provided background information, and creates context through lecture. Then, motivated the students for reading and generates excitement, prepare the students for new and foreign concept, and often includes a visual or auditory devise.
2. Read: students read the selection, guided by idea that the reading may provide another understanding or interpretation of the content.
3. Discuss: Discussion of material, it encourage the studnets to reflect the differences between their reading of the content and presentation.

During the first stage, students listen as the teacher present the content of the reading through teaching, often paired with the graphic organizer. Next, the students read the text and compare with what they learned during the teaching to their understanding of reading the text on their own. Finally, the students discuss their understanding of the text with other students in their small or large group.

The procedure of Listen, Read, Discuss Strategy are:

The procedure of teaching reading comprehension through LRD based on the Taxonomy of procedures for teaching EFL reading and variations in teaching reading comprehension through LRD based on Manzo & Casale (1985; 11) as follows:

a. Pre-Activities

- 1) Teacher greets the students.

2) Teacher gives brainstorming to students.

3) Teacher stimulates students' curiosity.

- Students predict what they will read.

4) Facilitating the task.

- Teacher informs the class that teacher will present presentation which will cover all details of the material, but they will need to read to discover what questions these detail answer.

b. Whilst Activities

1) Teacher presents the information from the text in the customary lecture style.

2) Reading

- Give the students times to read the textbook version of the same material.

3) Teacher puts the students into teams and provides times for students to delve into a topic in greater depth.

4) Checking comprehension and facilitating comprehension.

Discuss the material students have heard and read. Teacher can use question, adapted and extended from Smith in Manzo & Casale, these questions recommended for provoking a fruitful discussion following reading:

a. What did you understanding most from what you heard and read?.

b. What did you understanding least from what you hear and read?.

- c. What questions or thoughts did this lesson raise in your mind about the content and/or about effective reading and learning?.

c. Post Activities

Practicing reading skill.

- 1) The teacher gives the score and does reflection.
- 2) The teacher closes the meeting.

And then, Manzo states that there are three advantages of using this strategy are:

1. In the fact that it is a powerful tool for engaging struggling readers, especially L2 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.
2. For students who lacked prior knowledge about the content gain it during the listening stage, which will allow them to more easily comprehend the text during the reading stage.
3. This strategy gives the effectiveness in teaching and learning reading.

It can be concluded that using LRD strategy is powerful tools to engaging struggling readers in the classroom discussion. Because this strategy activated the students prior knowledge when they have a text, then they read the text and compare with their prior knowledge with they already know from the text, and

then make discussion with their friends to make sure the information from the text.

E. Review Of Previous Study

1. The previous study is “*The Effect of Using Listen, Read, Discuss (LRD) Strategy Towards Reading Comprehension of The Second Year Students at Senior High School 9 Tampung Kampar Riau academic year 2013/2014* from State Islamic University of Sultan Syarif Kasim Riau.

The differences between her research and this research are her research used quasi experimental research design and this study used pre-experimental research design. Then the text selection of the text that used in treatment process. Her research don't used specific text in treatment and in this study used narrative text. And then her research conduct at The Second Year Junior High School and this study conduct at the First Grade Students of Senior High School.

2. There is previous study that related with reading narrative text. The title is “*Improving the Students' Reading Comprehension of Narrative Text through Story Mapping (A classroom Actin Research of the Second Grade of MTs Tarbiyatul Falah)* by Muhammad Ramli from State Islamic University of ‘Syarif Hidayatulloh Jakarta. The differences with this research is his research used CAR and this research used pre-experimental research design. And his research used Story Mapping as the media, and this study used Listen, Read, Discuss Strategy I teaching reading narrative text.

