

CHAPTER II

REVIEW OF LITERATURE

This chapter presents the result of reviewing related literature used in this study that provide previous study and studies and information concerned with the research problems. It consists of: reading, comprehension, teaching reading comprehension, genre of text, narrative text and Listen read discuss strategy.

A. Reading

1. Definition of Reading

Reading is one of the most important skills in learning a language. Reading is a 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 reader. 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 to be a passive activity but reading is an active process in which readers relate information in the text to what they already know.

According to Brown (1994), definition reading in a foreign language probably depends on your own previous language learning experience. Brown (2004: 185), states that foreign language learning reading is likewise a skill that teachers simply expect learner to acquire. He also states that reading arguably

the most essential skill for success in all educational contexts, remains a skill of paramount importance as we create assessment of general language ability. It can be concluded that reading in foreign language is learning because it is a process to acquire for student. As the result, that reading is the most important skill for success¹⁶ in educational context.

Citing Arthur I. Gates (1977) in Dallman et al (1982:22), reading is not a simple mechanical skill; nor is it a narrow scholastic tool. Properly cultivated, it is essentially a thoughtful process. It should be developed as a complex organization of pattern of higher mental process.

Grellet (1999:3) states that reading understanding a written text means extracting the required information as efficiently as possible. According to Bowman (1989), reading is a behavior, which is made up of large number of component skills. Similarly with Nunan (2003:6), successful reading involves using word attack skill in identifying sound /symbol correspondences: using grammatical knowledge to recover meaning, using different techniques for different purposes. Based on the explanation above, it can be concluded that reading is a thoughtful process because not only interpretation of written text but also how to understand the meaning of the written text. It can be said that reading comprehension involves component skills.

2. Process of Reading

According to Brown (2004: 185), in literate societies most “normal” children learn to read by age five or six even earlier. With exception of a small number of people with learning disabilities reading skill that is taken for granted. It means that human life learns to read of written text starting in early age. Similarly with brown Grellet (1999:7), states that reading is constant process of guessing, and what one brings to the text is important more than what one find is it. This is why, from the beginning, the student should be taught to use what they know to understand unknown element. In order hand, Brown (2004:186), states reading is like listening one cannot see the process of reading nor can observe a specific product of reading.

However, Dechant (1982), states that there are two process of in reading called a sensory and a perceptual process. Firstly, reading begins as the sensory process in which the eyes bring stimuli to the reader. The eyes process printed word and allow the reader to identify the words and recognize the words.

After that, it continues to the perceptual process that the reading is more than simply recognizing the printed words yet; it is a perceptual, conceptual and thinking process. In this process, the readers have to be aware of word meanings and relate to the word to its context.

Therefore, the processes happen in a sequentially occasion. In addition, Howard (1980:40), states reading are commonly referred to as process, but when you study what happens when people learn to read you quickly discover that reading involves many process simultaneously. Among the most relevant process involved in learning how to read are psychological, physical, intellectual, cultural, linguistic, and educational. It can say that reading requires knowledge of interrelated and independent skills. He also asserted (1980:42), the process of reading there are three growth areas almost simultaneously.

Firstly, the growth area of word recognition incorporates several essential skills which cause some confusion and conflict for the new reader whose knowledge of the language has been aural-oral and who is trying very hard to make the connection between the spoken sounds of the language and its printed forms, which do not always make sense.

The last of third major growth areas in reading process is study skill. It is that set of interrelated thinking skill that assist the reader to perceive the organization of nonfictional reading material and to note how the information presented fits together. Taken together the skills in word recognition, meanings, and study skills constitute the skill dimension of reading process.

3. Types of Reading

There are several types of reading according to Brown (2004:189), he classified types of reading performance. They are presented in the following:

1. Perceptive Reading involves attending to the component of larger stretches of discourse letters, words, punctuation, and other graphemic symbols. Bottom-up processing is implied.

2. Selective

This category is largely an artifact of assessment formats. In order to ascertain one is reading recognition of lexical, grammatical, or discourse features of language with a very short stretch of language. A combination of bottom-up and top-down processing may be used.

3. Interactive

Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in psycholinguistic sense interact with text.

4. Extensive

Extensive reading as longer stretches of discourse such as long articles and books that usually read outside a classroom hour.

B. Comprehension

1. Definition of Comprehension

Dechant (1982:311) said that comprehension includes the correct association of meanings with word symbols, the selection of the correct meaning suggested by the context, the organization and retention of meanings, the ability to reason one's way through smaller idea segments, and the ability to grasp the meaning of a larger unitary idea. Then, Thorndike as quoted by Dechant (1982:311) argue that reading comprehension simply as thinking. In addition, Davis as quoted by Dechant (1982:312) stated that early noted that underlying comprehension are two general mental abilities: the ability to remember word meanings (word knowledge) and the ability to reason with verbal concepts, and hence with words. Dechant conclude that comprehension is a thinking process; it is thinking through reading. As such, it is dependent upon the learners' basic cognitive and intellectual skills; upon their background of experience (vocabulary, knowledge, concepts, and ideas); and upon their language skills (knowledge of morphology, syntax, and grammar). In Oxford Learner Dictionary (2000:81) Comprehension is the ability to understand completely and be familiar with a situation, facts.

2. Levels of Comprehension

According to Dallmann et al (1982:161) there are some levels of comprehension here are:

1) Reading on the Factual Level

Reading on the factual level pertains to skill in understanding the information that is directly stated in written material. Understanding at this level is closely related to the ability to read inferentially and critically.

Among the skills required for reading at the factual level are:

a) Knowing the Meaning of Words

If a large number of words in written material are unknown to the reader, comprehension suffers. A special problem frequently exists in the case of words with multiple meaning.

b) Finding the Main Idea

One of the most common reasons for reading is to get the general idea of a selection. This may often legitimately be the goal in reading fiction or even in reading other types of material, such as science.

c) Selecting Significant Details

The ability to note important details is closely related to skill in finding the central thought or main idea of a selection. To be proficient in this respect, the reader needs to do more than differentiate between main points and supporting details.

d) Following Directions

The ability to follow directions is usually a combination of many reading skills. The ability to note details, to organize, and to note the

sequence of points are among the learning essential to this type of reading skill.

2) Reading on the Interpretive or Inferential Level

Interpretive or inferential reading is also referred to as “reading between the lines.” In other words, in reading on this level the reader is able to understand what is implied though not directly stated. Included in this category are the following skills:

a) Summarizing and Organizing

Both the ability to select the main idea and to choose significant details are basic to another commonly sought-after goal of reading that of summarizing and organizing.

b) Arriving at Generalizations

Formulating generalizations is in a sense a specialized form of summarizing. To arrive at generalizations the reader needs to note specific instances and then decide whether the data presented are sufficient to warrant a significant conclusion.

c) Predicting Outcomes

Another important comprehension skills is that of predicting outcomes. Skills in predicting outcomes is useful in helping the reader note when

they have misread a word or a group of words or a sentence. This skill is helpful also in remembering what is read.

C. Teaching Reading Comprehension

a. Strategies of Reading

There are categorized of strategies reading based on Shoray and Mokhtari (2001) in Mistar (2016), they are classified into three categorized strategies of reading. There are cognitive, met cognitive and support strategies. While cognitive strategies are in form of deliberate action in the readers to take enhance to enhance text comprehension when reading such as utilizing prior knowledge and adjusting reading rate, met cognitive strategies take the form of advanced planning and comprehension monitoring, such as setting purpose for reading and previewing text. Meanwhile, support strategies are tools the readers take to aid comprehension, such as taking notes, and using references when reading.

b. Strategies of Reading Comprehension

There are principal strategies for reading comprehension according to Brown (2004:188):

1. Identify your purpose in reading a text.

2. Applying spelling rules and convention for bottom- up decoding.
3. Use lexical analysis (prefix, roots, suffixes, etc.) to determinemeaning.
4. Guess at meaning (of words, idiom, etc.) when you are not certain.
5. Skim the text for gist and for the main ideas.
6. Scan the text for specific information (names, date, key and words).
7. Use silent reading techniques for rapid processing.
8. Use marginal notes, outline, charts, or semantic maps for understanding and retaining information.
9. Distinguish between literal and implied meaning.
10. Capitalize on discourse to process. From the principal strategies from Brown, he says are steps or strategy for reading comprehension with serially it can make students easy to understand about the text want to learn. The strategy very effective to applied when the studentswant to understand about text quickly. For example when we want to understand about a long text we can found the purpose first, then applying spelling rules and convention for bottom- up decoding, next analysis to determine meaning and so on like principle strategy by Brown)

D. Genre of text

The term “genre” comes from France. It means “the texture of the cut of wood”. In scientific writing, genre is defined as discourse (text)

classification on the basis of its communicative purposes. In the past, discourse is divided into four basis genre, Narrative, Descriptive, Expository, and Argumentative. According to Knapp (2005,29) , text is any completed act of communication such as a greeting between friends in the street, a television advertisement, a novel, or a film and so on. As far as speech and writing are concerned, a text stands alone as an act of communication.¹³ It means that text is arranging of words to be sentence. According to Intan, genre is some kind of a category, It means that text is arranging of words to be a sentence. According to Intan, genre is some kind of a category.

It means that genre is the type of text about concept and a form in text that is. In on the school, many form a texts are taught in senior high school. They are procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, discussion, review, and public speaking. These variations are known as genre. However, Gerot and Wignel (2003.192-207) classify the genre into thirteen types. They are :

1. Spoof

Spoof is a text to retell an event with a humorous twist. In other word, spoof is a text which tell factual story, happened in the past time with unpredictable and funny ending.

2. Recount

Recount is a text to retell events for the purpose of informing or entertaining. The order in which they occurred. Its purpose is to provide the audience a description of what occurred and when it occurred. Other definition, recount is to retell a series of events, usually in the order they occurred.

3. Report

Report is a factual text used to organize and store information, particularly information in the fields of science and technology. The generic structure of report text consists of general statement to identify and classify the topic and also description which describe the appearance and behavior. Usually, present tense is used in report text. Butt, et al (2000:238)

4. Analytical Exposition

Analytical exposition is a text to persuade the reader or listener that something in the case.

5. News Item

News item is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important

6. Anecdote

Anecdote is story genre which almost same with narrative. The difference is anecdote tell about funny story which has done by someone or something. Both of them are use past tense.

7. Procedure

Procedure is kinds of text which tell how things or work is finished. It also tells how to do or make something in order. Procedure text consists of several steps which presented by using simple present or continuous tense, imperative sentences such as *add, stir, mix, click, etc.* and also use temporal conjunction or numbers. The steps in procedure text have to be in order. The generic structure follows as: Goal which showing the job to be accomplished, Sequence of steps which describes the steps achieved from the goal, Closing (optional) which tell the statement or suggestion to do.

8. Description

Description is kinds of text functioning to describe the uniqueness of things whether living or non-living things. In describing the things or object, the writer has to tell the general description first then followed by the detail description of it. The writer may include the colors, parts, functions, shapes, and many other in their description.

9. Hortatory Exposition

Hortatory exposition text is a text to persuade the reader or listener that something should or should not be the case.

10. Explanation

Explanation is kinds of factual text which tell how and why things happen or work. The general structure of explanation text is starting

from general statement, a series of explanation how something happens, and closing. The main characteristics of explanation text are using conjunctions indicating relations, usually in passive voice.

11. Discussion

Discussion is factual text that explores different sides of an issue in order to reach an informed judgment or recommendation. A discussion shares many of the language features of an exposition. Like an exposition, a discussion has arguments, but the arguments are balanced for and against the issue. The structural elements of discussion consist of an issue, arguments for, and arguments against. Butt, et al (2000:243)

12. Reviews

Reviews is a text to critique an art work or event for a public audience..

13. Narrative

Narrative is kinds of genre that is told about story in the past. The story can be as fiction or non-fiction. Narrative are structured to be entertained and to teach cultural values. Langan (2008: 27) stated that the main purpose of narrative essay is to make a point by telling the audience or reader a story. Colorful details and interesting events that build up to a point of some kind make narrative text or essay enjoyable for readers and writers alike.

In narratives normal events are disrupted and language is used to build up suspense around the disruption so it reaches a crisis point. The way the characters in the story confront and resolve the crisis teaches the audience about ways of behaving which are valued in the culture. Narrative is constructed by the orientation, complication, resolution, and may also include a coda which covered a moral value. Past tense is used in narrative text.

Based on those explanations, the writer concluded, there are many kinds of texts, each of characteristics have different characteristics and purpose. And then the writer focus on one text genre that is about narrative. Narrative is a text piece of text which tells a story and entertains the readers or listener. By uses a narrative text, the students are hope can comprehend the reading activities

E. Concept of Narrative Text

There are many kinds of texts in English. Every text has the difference in definition, social function, language features, generic structure. In this case the writer will focus on narrative text

1. Definition of Narrative Text

Narrative is classified into fiction and nonfiction story According to Smith (2010. 149), narrative is popular in everyday life since through

narrative people construct social reality and make sense of their past experiences. It means that narrative text is a kind of text that deals with telling about event or something action the real in life to someone.

Narrative text is a piece of text tells a story and, in doing so, entertains or informs the reader or listener. It means that narrative text is tells a story in form text the important and for give information to the reader and listener.

According to Herlina (2012,147), narrative text is a text shich 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.²⁵ It means that narrative text is a tell story about events the correct and realincident. In curriculum 2004 narrative text is defined as a text which function is to amuse, entertain, and to deal actual or various experience in different ways. Narrative deals with problematic event lead to a crisis or turning point some kind in turn finds a resolution.²⁶ It means that narrative is a text tells about something interesting that has to amuse, entertain or the readers, that the plot consist of orientation, complication, sequence of events, resolution, and coda. The story consists of fictional and nonfictional. Based on the descriptions, the writer concluded that narrative text is a story to entertain and narrate the audience, its the plot consists of orientation, complication, sequence of events, resolution and then followed by coda in the end of story. Then,the narrative text narrate about fictional and non-fictional.

2. types of narrative text

Narrative is classified into fiction and nonfiction story. As cited in Crown (2008:02) stated that the types of narrative text are fiction and literary nonfiction. The fiction story is classified into *Folklore*, including Fables, Folktales, Myths, and Legends; the second classification is *Fantasy* which is covered Modern Literary Tales, Fantastic Stories, Science Fiction, Fairy Tales, Novels, Plays, Poems, Tall Tales, and high Fantasy. The last classification of narrative text is Realistic or nonfiction story which is included Contemporary Stories, Historical Stories, Autobiographies, Biographies, and Human-interest stories in magazine and newspapers.

a) Fable

A fable sets out to teach the reader or listener a lesson.

Characteristics:

- (a) They are short.
- (b) The characters are most often animals.
- (c) The characters are one-dimensional—wise or foolish.
- (d) The setting is vague and could be placed anywhere.
- (e) The moral of the story is usually stated at the end.

Examples: The Ant and the Grasshopper and The Boy Who Cried Wolf

b) Folktales

Folktales are stories where the hero overcomes adversity. The stories began as oral stories being told and retold by medieval story tellers. Characteristics:

- (a) Often begin with the opening "Once upon a time..."
- (b) The setting is could be anywhere.
- (c) The plot structure is simple.
- (d) Characters are one-dimensional: stupid or clever
- (e) Industrious or lazy
- (f) The ending is happy often with the phrase "everyone lives happily ever after."

Examples: The Gingerbread Boy, Cinderella, and Jack and the Beanstalk

c) Myths

Myths are stories created by ancient explain natural phenomena. The purpose is to provide a fictional explanation for natural phenomena. Many cultures use myths to explain the world and its mysteries by handing them down from one generation to the next. Myths can also pass on cultural, religious or spiritual beliefs and traditions.

Characteristics:

- (a) They explain creations.

(b) The plot is often based on a long and dangerous journey, a quest or a series of trials for the hero.

(c) The characters are usually heroes with supernatural powers.

(d) The setting is not well defined.

(e) Magical powers are required.

Examples: The Legend of the Bluebonnet, King Midas: The Golden Touch,

d) Legend

Legends include hero tales and tall tales. They tell of courageous deeds of people. There may be some basis in history that support that the characters were real people, but this cannot be proven.

Examples:

(a) Legend: Robin Hood and King Arthur

(b) Tall Tales: Johnny Appleseed, Paul Bunyan, and Pecos Bill

e) Modern literary tales

Modern Literary Tales are related to folktales and fairy tales as having same characteristics, but they have been written more recently and have identifiable authors. Examples: The Snow Queen (Ehrlich), The Ugly Ducking (Mitchell), and Alexander and the Wind-Up Mouse (Lionni)

f) Fantastic story

Fantastic stories are realistic in most details, but explore alternative realist and contain elements not found in the natural world.

Characteristics:

- (a) The events are things that could not happen in today's world.
- (b) The setting is realistic.
- (c) The main characters are people or personified animals.
- (d) The theme usually addresses the conflict between good and evil.

Examples: Jeremy Thatcher, Dragon Hatcher (Coville), Poppy (Avi), Charlie and the Chocolate Factory (Dahl)

g) Science fiction

Science fiction stories are set or speculate in the future scientific world. Characters often travel through space or time.

Characteristics:

- a) The story is set in the future.
- b) The conflict is between characters and natural or mechanical forces.
- c) The characters believe in the technology.
- d) Detailed descriptions of scientific facts are included.

Example: Time Warp Trio (Scieszka)

h) High fantasy

High fantasy stories are based upon the conflict between good and evil and often involve a quest. Most include: Magical kingdoms, Quests, Tests of courage, Magical powers, Super human characters.

Examples: The Harry Potter Series and The Lion, the Witch and the Wardrobe

i) Contemporary stories

These stories are lifelike and believable. They portray today's society. Usually the purpose is to create empathy with familiar characters. Readers are quick to identify with the characters.

Characteristics:

a) Characters act like real people or like real animals of today. b)

The setting is today's world.

c) The stories represent events of everyday life or important topics of today.

Examples: Going Home (Bunting) and Seedfolks (Fleischman)

j) Historical stories

Historical stories set in the past. The story has already happened in the past. Sometimes, a historical story begins with the final event and go on to explain what led up to that by moving back in time to tell the whole story. Details included about food, clothing, and culture are accurate.

Characteristics:

- a) The setting is historically accurate. Historical setting needs detail to make it authentic.
- b) The conflict is between characters or characters and society.
- c) The language is appropriate to the time and place. Appropriate archaic language is used, including old-fashioned words that have fallen out of usage.

Examples: Crispin: The Cross of Lead (Avi), Sarah, Plain and Tall (MacLachlan), Roll of Thunder Hear My Cry (Taylor) Crown (2008:1-22)

3. Social Function of Narrative text

The main purpose of a narrative text is to amuse, entertain and deal with actual and vicarious experience. It means that the purpose of narrative text from the writer is to tell story and entertain the readers. According to Anderson, the purpose of narrative is to present a view of the world that entertains or informs the readers or listeners. Based on those explanations, there are two purposes of narrative. The first is purpose for writer and the second is purpose for readers. For the writer, he or she can tell or create the narrative story and entertain the readers. For the readers, after reading the text, the story can entertain them and give a experience.

4. Language Features of Narrative text

According to Anderson (2002), about language features that are usually found in narrative, there 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. It means that there are five language features of narrative text, they are:

- a) Using Past Tense (S+V₂+O), example: Riko went to Paris last year.
- b) Specific Characters, example: the king, the queen
- c) Time words that connect events to tell when they occur, example: then, before, after, soon.
- d) Verb to show the actions that occur in the story, example: climbed, turned, brought.
- e) Descriptive words to portray the character and setting, example: long hair/black.

5. Generic structure of Narrative text

Anderson (2002,167) said that the generic structure of narrative text is orientation, complication, sequence of events, resolution, and coda. There are five of generic structures in narrative text they are orientation, complication, sequence of events, resolution, and coda. The generic structure of narrative text, these are:

- a) Orientation

The readers are introduced to the main characters and possible some minor characters. Some indication is generally given of where the action is located and when it is taking place.

b) Complication

The complication is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters and often serves to (temporarily) hinder them from reaching their goal.

c) Sequence of events

This is where the narrator tells how the character reacts to the complication. It includes their feelings and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audience is given the narrator's point of view.

d) Resolution

In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative which leaves us wondering „how did it end“).

e) Coda

Coda is an optional structure in a narrative. In this part, the narrator includes a coda if there is to be a moral or message to be

learned from the story. It means that the generic structure of narrative story is orientation, complication, sequence of events, resolution and coda or moral lesson in a text the read. So that, the generic structure of narrative story can be only four steps, they are orientation, complication, resolution and coda.

Based on the descriptions that in making a narrative text, we have to know the generic structure of the text. The generic structure is used in making narrative text to guide and make a good text. There are some generic structures of narrative text, they are, orientation, complication, sequence of events, resolution and coda. In this research, the writer applied orientation, complication, resolution and coda in making narrative text because it appropriated with textbook in the school. The following is concept or the example of narrative text

F. Listen-Read-Discuss (LRD) Strategy

a. Definition of *Listen-Read-Discuss (LRD) strategy*

According to Manzo&Casale (2008), et al. *Listen-Read-Discuss (LRD)* strategy 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 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. According to Manzo&Casale (2008:379) there are procedures of LRD as follows:

1. Listen : Teaching presents a lecture on the content of the reading that includes a graphic organizer of the information you discuss.
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. Encourage students to reflect the differences between their reading of the content and presentation.

According to Manzo&UlaCasaleet all say that the LRD (Listen, Read, Discuss) strategy was created as a “starter” method for bridging traditional instruction to a more interactive approach. Traditional reading-based instruction typically begins by having students read the assignment,

listen to brief lecture or overview by the teacher, and then discuss their responses to questions.

b. Concept of *Listen-Read-Discuss (LRD) Strategy*

Listen-Read-Discuss (LRD) strategy 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 discussion. The *Listen-Read-Discuss (LRD) strategy* is a heuristic, or hands-on, activity designed to induce self-discovery about effective teaching by teachers and about effective learning by students (Manzo&Casale, 2008: 378). Manzo&Casale (2008:379) state that concept of *Listen-Read-Discuss (LRD) strategy*, they are:

1. You present a lecture on the content of the reading, include a graphic organizer of the information you discuss
2. Students read the selection, guided by the idea that the reading may provide another understanding or interpretation of the content
3. Lead a classroom discussion of the material. Encourage students to reflect on the differences between their reading of the content and your presentation

c. Procedure of *LRD Strategy*

According to Tarek Elabsy (2013) states that, in this activity the students listen to a brief lecture by the teacher paired with a graphic organizer to facilitate comprehension. Then the teacher asks the students to read and discuss what they read in detail with the whole class. Students, who have difficulty reading proficiently on their own, benefit from this activity because they build on their prior knowledge through listening to the teacher's introduction of the topic. The teacher asks the students to listen to his or her presentation. To read and discuss what they read with each other to deepen their understanding.

According to Ce-Cein Manzo's book, the procedures of using *listen-read-discuss strategy* in her journal as follows:

1. Listen : The teacher give the informational to the students about the books that they will be reading and this can be in the form of a short lecture on the reading material selected, here the teacher tries to the activate the students prior knowledge by using graphic organizer to guide the lecture. The time for this step is 10-15 minutes; the example of graphic organizer can be seen in the bellow
2. Read: Asks students to read a text. The content is similar with the material presented during the "listening" portion of the lesson.

3. Discuss: The teacher will lead a classroom discussion of the material that was reading and encourage students to reflect on any differences between their readings of the content on teacher's presentation.
4. Ask for volunteers to read their speeches aloud.

Finally, based on the explanation above, using *Listen-ReadDiscuss (LRD) strategy* helps students in reading text because the entire process of teaching reading by using *Listen-Read-Discuss strategy* will activate students in reading. They will interact with others to discuss the option of target language. In this strategy, students will be motivated to gain the meaning of the text.

d. The advantages of LRD strategy

According to Manzo and Rasinski (1985) states that there are three advantages of using this strategy: First, in the fact that LRD is a powerful tool for engaging struggling readers, especially for 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. Second, 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.

It concludes that *listen-read-discuss (LRD) strategy* is an appropriate strategy to teach and learn about reading, because this strategy requires the students to be active in reading. In addition, 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.

Using *Listen-Read-Discuss* strategy can improving students' active priorknowledge. Then it improving student's reading comprehension and content learning in both weak and proficient value. After that, it engages struggling readers in classroom discussion and helps the students to comprehend the material presented orally.

G. Review of Previous Research

There are several related studies about the variables used in this study:

The first, Talitha Rahma student of UNIVERSITY OF NUSANTARA PGRI KEDIRI. *The Impact Of Lrd (Listen Read Discuss) Strategy On The Reading Comprehension Of Second Grade Students At Smp N 2 Gurah In Academic Year 2014/2015*. This research nalisys shows that there is significant impact of using listen read discuss on the second grade students of SMP N 2 Gurah.. The result of t-score is 2,244 and the t-table is 2,042. So, t-score is higher than t-table. Based on the result, the researcher

determines that using listen read discuss gives a better result in student's reading comprehension.

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.

second, ReniwatiPutri (2012), the tittle of the research is ***The Effect of Using LRD (Listen, Read, Discuss) Strategy toward Reading Comprehension of the Second Year Students at State Junior High School 9 Tapung Kampar Regency.*** She found that there is significant effect of using LRD (Listen, Read, Discuss) strategy on reading comprehension at the second year students of State Junior High School 9 Tapung. The result showed that students were interested in this strategy. It was seen from the total of questionnaire 1 was 60.44% and questionnaire 2 was 75.44%. The observation check list result showed that the students become active during teaching learning process. It was seen from the total of observation checklist cycle 1 was 57.14% up to 85.71% in cycle 2.

Third, 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.

The difference from the three previous studies is the case, they are improving reading comprehension through LRD strategy and the effect of using LRD strategy toward reading comprehension, in different school, different research design and the different text was deliver by English teacher in learning process. They are using report text and descriptive text.

From the three previous studies the writer concludes that using *Listen-Read-Discuss (LRD) strategy* makes students more interest in reading, improving students’ reading comprehension and understanding about the text from the material was delivered by teacher.

The writer found that in second grade has a less anxiety with English actually in Reading skill. Then the researcher wants to apply the LRD strategy in second grade

to make the students interest in reading. Using LRD strategy is very relevant to help the students improve their reading skill.