CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. The Nature of Reading Comprehension

Reading is one of the language skills especially in English. It is very important activity for students because not only can give great knowledge but also as a realization obedient to Allah SWT that explain in Al-Qur`an for reading to all human beings. Good readers use on a day-to-day basis to process text in their world. Donna, Kimberly, and Joan (2010:9) state that Reading is a complex process that requires the analysis, coordination, and interpretation of a variety of sources of information.

Many people may think that reading only involves the ability to sound the word printed in the page. Many experts have given their definition about what reading really means. Harmer (1991:90) states that reading is an exercise dominated by the eyes and the brain. In order to read, the readers must be able to decode the printed words and also comprehend what the readers read. It is not only the process of eyes movement to the printed materials, but also the process of thinking. In this activity, the readers are actively responsible for making sense of text and know the meaning of the text. In additions, Johnson (2008:3) claims that reading is the practice of using text to create meaning. The two key words are creating and meaning. If there is no meaning being created, there is no reading taking place. So when

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the reader read, she or he combines visual and non-visual information to create meaning of the text.

In reading, the reader needs comprehension. Catherine Snow Chair (2003:11) states that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Comprehension entails three elements:

a. The reader who is doing the comprehending

A reader must have a wide range of capacities and abilities. These include cognitive capacities (e. g., attention, memory, critical analytic ability, inference, visualization ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies).

b. The text that is to be comprehended

The features of text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. During reading, the reader constructs different representations of the text that are important for comprehension. Texts can be difficult or easy, depending on factors inherent in the text, on the relationship between the text and the knowledge and abilities of the reader.

c. The activity in which comprehension is a part

Activity refers to this dimension of reading. A reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity. Prior to reading, a reader has purpose, which can be either externally imposed (e.g., completing a class assignment) or internally generated (a cluster of motivational variables, including interest and prior knowledge).

Based on explanation above that explain about definition of reading and reading comprehension, and combining both of them we called reading comprehension. Westwood (2001:19) states that reading comprehension is understanding text means extracting the required information from it as efficiently as possible. The information from the text becomes integrated with the reader's comprehension and also there is relationship between knowledge that students have in comprehending the text. The readers can use their prior knowledge to guess about the material that they will read. Reader' ability to understands the author' message influenced by their background knowledge. Denis and Carol (2008: 43) state that Comprehension of written English is accomplished with ease since students read language that is highly meaningful and relevant to their personal lives.

Readers should know some components in reading to make them easier in understanding the text. Catherine Snow Chair (2003:11) states

that there are some components of reading, which focused in comprehending text:

1. Finding factual information

Finding factual information requires readers to specific details. The readers must be able to recognize the factual or certain information in detail such as persons, places, events, and time. Factual information questions are generally prepared for junior high School students and those, will appear with WH questions.

2. Main idea

Reading is concerned with meaning to a greater extent that it is from. Reader can determine the ideas of paragraph and relative significance of what the author or writers expression in printed or written. Readers are also can find main idea of the paragraph which consisting sentences and select the main idea of the paragraph but also in the middle and at the end of paragraph. Sometime main idea do not states clearly just implicit.

3. Reference

Students are able to recognize the references words refer to sentences, which help them in understanding reading passages.

4. Inference

Understanding is the one important aspect in reading. Students are expected to understand what the writers' means. Writer uses language efficiently and recognizes what can be performed from their sentences.

5. Restatement

The last view questions of reading comprehension are to ask the reader to recognize which of the four possibilities best restated the meaning of sentences.

2.1.1 The Reading Purposes

Reading is an activity with a purpose. Students do reading for some different purposes; a student may read to prepare for a class lecturer, make a note for decision, review for an exam and so forth. Randi Stone (2009: 85) states that Reading is a complex, purposeful, social and cognitive process in which readers simultaneously use their knowledge of spoken and written language, their knowledge of the topic of the text, and their knowledge of their culture to construct meaning. A reader's competence continues to grow through engagement with various types of texts and wide reading for various purposes over a lifetime. If the purpose of reading is for learning the students can improve their vocabulary, because lack of vocabularies will raise the problems for the readers that they will hard to understand what they are reading.

A student also may read in order to gain information or verify existing knowledge or in order to critique a writer ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. Purpose of reading affects the readers' motivation, interest, and manner of reading.

a. Reading for learning

A good reader not only able to read, but also being able to interpret, judge, draws the inferences from the printed language being read. In other word, reading activities entail the reader intelligence and carefulness and analysis in identifying the major purpose of the author through words, signs or even symbols of the text. When you read, you may think that you are decoding a message of the writer has encoded into a text.

b. Reading for pleasure

Pleasure reading is the most frequently associated with narrative, and in particular, popular fiction. It is commonly perceived to be the antithesis or academic or serious reading. Reader interest in a text can be a function of purpose.

c. Reading for comprehension

Reading comprehension impacts our life every day; therefore, we cannot underestimate the important of understanding the written word. Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encoding meaning. The reader use knowledge, skills, and strategies that reader need to apply to achieve comprehension. Reading comprehension result when the reader know which skills and strategies are appropriate for types of the text, and understands how to apply them to accomplish the reading purpose.

d. Reading for getting information

Reading for information is pursed to gain insight or information. It may range from scanning and the reading of letters to in depth reading articles or books. Whether we are reading for pleasure or information the nature of the nature of the reading depends and what we wants from the text, as well as situational factors such as time available or constraints relative to place reading. No matter what our agenda, why, and where we read inevitably determine how we read.

2.1.2 Reading Activities

There are some activities in reading class. Saricoban (1999) states that the activities are divided in three parts. They are pre-reading, during-reading, and post-reading activities.

a. Pre-reading activities.

In pre-reading, the teacher models to the students about what they are going to do in reading and the purpose of the lesson. In this activity, the students will be guided by giving some explanations before reading using graphic organizer. It is a good way to build students' knowledge about the topic.

b. While-reading activities.

In while reading activity, the students are reading the text and learning to understand the reading text. After listening teacher's lecture, the students will read reading text and then write five interesting

statements on five index cards and other sides for commenting the statement, and then comparing the information from teacher's explanation with reading text that they have read.

c. Post-reading activities.

In post-reading activity the students can understand text further, through critically analyzing what they have read. It provides students a way to summarize, reflect, and questions what they have read.

2.1.3 Teaching Reading Comprehension

Reading is a communicative process and also an interactive process between the reader and the text. It is means for communication between the reader and the writer. The process involves the reader, the text, and interaction between the reader and the text. Considering the importance of reading in English language learning, teacher's role is important in improving students' ability in reading. Harmer (2000:68) states there are some reasons why reading is taught. They are:

1. Many of students want to able to read texts in English either careers, for study purposes or simply for pleasure.

2. Reading is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for language students.

3. Reading texts also provide good model for writing English.

4. Reading text also provides opportunities to study language: vocabulary, grammar, punctuation, and the way to construct sentences, paragraphs, and texts.

5. Lastly, good reading text can introduce interesting topics, stimulate discussion, excite imaginative responses and be the springboard for well rounded, fascinating lessons.

Jerremy Harmer (2000:68) claims that the concept of teaching methodology consists of four aspects, namely:

a) Approach

Approach is an overall theory about learning language, which then lends it-self to "approaching" language teaching and learning in a certain manner.

b) Method

A series of procedures or activities used to teach language in a certain way. In other words method is the process of planning, selection and grading language materials and items, technique of teaching, and so on.

c) Strategy

Procedure used in learning, thinking, and so on, with serve as a way of reaching a goal.

d) Technique

Technique is one activity or procedure used within a plan for teaching.

In this research, the writer focuses on the strategy because the writer applied Save the Last word for Me and Listen-Read-Discuss strategies in teaching and learning process. These strategies will be used in teaching reading comprehension that is focus on descriptive text.

Mursyid (2016: 4) state that descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. It differs from Report which describes things, animals, persons, or others in general. The Social Function of descriptive text is to describe a particular person, place, or thing. The generic structure of descriptive text consists of Identification and Description.

a. Identification: Identifies phenomenon to be described.

b. Description: Describes parts, qualities, characteristics, etc.

The language features of descriptive text are:

a. Using simple present tense.

b. Using action verbs. Action verbs are the words that tell what people or things do. Example, *the swimmer dives into the water*.

c. Using passive voice. Passive voice used when the focus is on the action. *For example: my bike is stolen.*

d. Using noun phrase. A noun phrase is either than single noun or pronoun, or a group of words containing a noun or pronoun that function together as a noun or pronoun, as the subject or object of a verb. *For example: that people that I saw coming in the building at nine o'clock* have just left.

e. Using adverbial phrase. An adverbial phrase is a group of related words which play the role of an adverb. For example: *Toni decided to move to Jakarta in June last year*.

f. Using technical terms.

g. Using general and abstract noun. A common noun is a noun that refers to a person, thing, and place. For example: *dog, house, picture, computer, and so on*. An abstract noun refers to *states, events, concepts, feelings, qualities, and so on*, that have no physical existence. For example: *freedom, happiness, idea, and music.*

h. Using conjunction of time and cause-effect.

2.2. The Nature of Save the Last Word for Me Strategy.

Crawford (2005: 99) states that Save the Last Word for Me strategy is a strategy which provides a framework for class discussion of a text, either narrative or expository (fiction or nonfiction). This strategy is particularly helpful in getting the quieter and more reluctant students to participate in class discussions. The purpose of this strategy is to enhance text understanding, to foster group interaction and problem-solving, to provide a

"scaffold" for challenging text material, and to encourage purposeful note-taking.

Teachers are usually the ones who have "the last word" on a topic during a class discussion. Giving students the opportunity to have "the last word" on a topic can be motivating and can give their ideas a sense of reading importance. The Save the Last Word for Me strategy teaches students to identify issues of interest to themselves in a text they read and to take responsibility for a whole-class discussion. It requires small slips of paper for students to write their comments on. It also requires a text to read or a topic to consider.

In additional, Judy et, al (2011: 85) state that the Save the Last Word for Me strategy (Rasinski & Padak, 2000) is designed to enhance student understanding of text material, as well as to foster group interaction and problem solving. Additionally, this strategy can provide a scaffold for challenging material, as well as encouraging purposeful note- taking. *Types of Texts:* Fiction, Nonfiction, Expository Text. This strategy can be easily modified for a variety of content areas.

The benefits of Save the Last Word for me strategy are:

1. To enhance text understanding.

2. Easily implemented

3. Requires only moderate advance preparation from the teacher

4. A good activity for a classroom with a wide range of ability

5. Provides a framework for discussion of text

6. Can easily be implemented with nonfiction text

7. Facilitates the recognition of the main idea.

The procedures of using this strategy are:

Step 1: Distributing the reading material.

Step 2: Each student individually reads the text. As students read the material, they are required to locate five statements that interest them or that they would like to say something about. These might be statements with which they agree or disagree, or statements that contradict something they thought they knew.

Step 3: Group participants in 3-4-5 member groups. (The larger the group, the longer the activity takes.)

Step 4: Distribute five index cards to each student – one index card for each statement they marked in their text. On one side of the index card, students will copy the statement from the text. On the other side, the student will respond to the statement.

Step 5: When the class has had their chance to comment, the student who chose the quotation turns over her piece of paper and reads her comment. That is the last word. No other student and not even the teacher should comment on the quotation after that. One participant in each group shares by reading her/his sentence aloud; every other participant in the small group comments about the sentence. The individual with whom the sentence originated may NOT read their

comment from the back of their card until all other participants have made their remarks. Hence," Save the last word for me."

Step   6: The process is repeated until each member of the group has contributed her/his sentence.

Besides that, Edmund (2005:23) claims that Save the Last Word for Me is a strategy which provides a framework for student review of materials. The discussion encourages students to share ideas and opinions. Since the discussion takes place in a small group, students who typically do not participate in large discussions are more comfortable joining in the review. In addition, Dixon et, al,. (2012: 38) claim that in using Save the Last Word for Me strategy the Students are given a specific amount of time to read through a text. Other information come from Amy and Marcia (2002:47) claim that "Save the last word for me" requires students to read a text and record five statements from it that they find interesting or significant. After each statement, they record their own comments about the statements. Students then work in groups, taking turns sharing their statements and comments.

2.3. The Nature of Listen-Read-Discuss (LRD) strategy.

Anjali and Emmanuel (2015: 8 (68)) state that LRD is a literacy strategy that helps students comprehend text. Before reading, students listen to a short lecture delivered by the teacher. A guide or graphic organizer can be used to help students follow the information. It is a comprehension

strategy that builds students, prior knowledge before they read a text. Listen-Read-Discuss (L-RD) is powerful tool for engaging struggling readers in classroom discussion. Prior knowledge can be explained as a combination of students' preexisting attitudes, experiences, knowledge (Kujawa and Huske 2002).

The Advantages of Listen-Read-Discuss (LRD) strategy:

a. Listen

It provides students with essential background information and text structure that make the text more accessible to multi-level readers. With this preview, students are more motivated to read and can focus on the meaning of text, rather than wrestle with completely new words and concepts. It very helpful for the learners who lacked prior knowledge about the topic because they can get it during the listening stage, which will allow them to more easily to comprehend the text during reading stage.

b. Read

It provides focused reading time. If done in partners, it provides more support and a chance to discuss for struggling readers. 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.

c. Discuss

It provides students a chance to critically discuss the text, states opinions and use the text to support what they say.

Julie et, at. (1985:12) state there are some procedures in using LRD strategy, they are follows:

a. (LISTEN) Students listen to a short lecture delivered by the teacher. A guide or graphic organizer can be used to help students follow the information.

b. (READ) students read a text selection about the topic. This explanation is compared with the information from the lecture. The passage from the textbook should cover the same information introduced in the lecture.

c. (DISCUSS) After reading, there is a large group discussion or students engage in small group discussions about the topic. Questions should be encouraged. Students may be asked to complete an information sheet or a writing activity to further develop understanding.

2.4. Related Studies

Related studies require some previous researches conducted by other researchers in which they are relevant to this research itself. Besides, the related studies have to analyze what the point that focuses on, inform the design, and find the conclusion of the previous researches, as follows:

a) Lina Wiget et al,. (2013) conducted a research entitled "The Effect Of Using Save The Last Word For Me Strategy Toward Students Reading Comprehension A Study Of Eleventh Grade Students Of SMA Pertiwi 2 Padang In The Academic Year 2013/2014". The aim of this research was to find out a significant effect of using Save the Last Word for Me strategy toward students' reading comprehension. The research design was a quasi-experimental research. This research was conducted on the eleventh grade students of SMA Pertiwi Padang used a pretest before giving the treatment and post-test after giving the treatment. The technique of analyzing data by using t-test with noticing normality and homogeneity requirement. The result of this gives a good effect on students' reading comprehension.

This related study has similarities and differences with my research. The similarities like using Save the Last Word for Me strategy, using independent t-test and paired sample t-test in analyzing the data. The differences like different research variable, subject, location, time, population and sample.

b) Penrahmad (2014) conducted a research entitled "Teaching Reading by Combining Save the Last Word for Me Strategy and Say Something Strategy for Senior High School Students". The aim of this study was to add teachers' knowledge in teaching narrative text by using save the last word for me strategy. This research was conducted at Senior High School. The research design was an experimental research design that used pre-test

and post-test design. The result of this study was given a good effect on students' reading comprehension.

This related study has similarities and differences with my research. The similarities like using three variables, using independent t-test and paired sample t-test in analyzing the data, using quasi experimental design. The differencies like different research subject, location, time, population and sample.

c) Riri Mulyanti (2015) conducted a research entitled "Teaching Reading By Combining Partner Prediction and Save The Last Word For Me Strategy At Senior High School". The aim of this research was to find out which strategies that gives a good effect on students' reading comprehension. This research was conducted at Senior High School. The research design was an experimental nonequivalent control group design that is used pre-test and post-test design. The result of this study by Combining Partner Prediction and Save The Last Word For Me Strategy was given a good effect on students' reading comprehension and students' thinking ability.

This related study has similarities and differences with my research. The similarities like using three variables, using independent t-test and paired sample t-test in analyzing the data, and have same research purpose. The differences like different research design, subject, location, time, population and sample.

d) Sri Rahayu (2016) conducted a research entitled "Teaching Reading Skill by Using Double-Entry Journal and Save the Last Word for Me Strategies

at Senior High School". The aim of the research was to help the teacher to find out the suitable strategies in teaching reading. The research design was a quasi-experimental group nonequivalent control group used pre-test and post-test design. The subject of this research was the students of Senior High School. The result of the study was found that the students are more active and creative, the students' critical thinking was improving, and students reading comprehension was improving.

This related study has similarities and differences with my research. The similarities like using three variables, and research purpose. The differences like different research design, subject, location, time, population and sample.

e) Mutiara Jannati. 2016. Conducted a research entitled "The Effect of Using LRD strategy toward Students' Prior Knowledge and Their Reading Comprehension at MA. Daarun Nahdhah Bangkinang. The aim of this research was to investigate students' reading comprehension and students' prior knowledge on report text after being taught by using the LRD (listen-read-discuss) strategy. The research design was a factorial design. The population was 198 students of Ma. Daanum Nahdhah Bangkinang and the total sample was 80 students. The subject of the research was the students of MA. Daanum Nahdhah Bangkinang. The research finding was showed that using LRD strategy can improve students' reading comprehension and students' prior knowledge of second year students at MA. Daarun Nahdhah-Tb Bangkinang.

This related study has similarities and differences with my research. The similarities like using three variables. The differences like different research design, subject, location, time, population and sample, kinds of text.

f) Sri Erma Purwanti (2011), conducted a research entitled *The use listen-read-discuss strategy to improve reading comprehension.* The research design was an experimental research nonequivalent control design. The purpose of the study was to find out the effectiveness of using LRD strategy in improving students' reading comprehension at SMP 2 Tembilahan kota. The research conducted on the second grade of SMP N 1 Tembilahan. An experimental group consists of 30 students, while a control group consists of 30 students. The result of this study was: the application of this strategy was given a good effect on students' reading comprehension. They were more enjoyable in learning reading and comprehend the text easily. The last, there was a significant improvement on students' reading comprehension that taught by using LRD strategy.

This related study has similarities and differencies with my research. The similarities like research purpose. The differencies like different research variable, design, subject, location, time, population and sample, kinds of text.

g) Lola Febrina and Dona Alicia (2002) conducted a research entitled *Teaching reading comprehension in report text by using listen-read-discuss strategy,* the aim of the study was to find out the effect of using

LRD strategy toward students' reading comprehension on report text. The design of this research was an action reserach design, it was conducted in junior high school, the research result found that listen-read-discuss strategy was a strategy that builds students' background knowledge before reading a text through brief explanation orally by the teacher. And help them comprehend the text by comparing the students' explanation and their understanding about the text.

This related study has similarities and differencies with my research. The similarities like research purpose. The differencies like different research variable, design, subject, location, time, population and sample.

h) Mita Bugi Anggraeni (2014), the tittle of the research was *The reading comprehension of the eighth grade students of SMPN N 1 puncakwangi pati in the academic year 2013/ 2014 taught by using LRD (listen read discuss).* The research purpose was to find out the effect of using LRD strategy to improve students' reading comprehension. The study was conducted on eight grade students at SMPN 1 Puncakwangi that was consist of 27 students, the researcher took the descriptive text as text genre of her research, and the design of this research was quasi-experimental research. The research instrument was test (multiple choice tests with 40 items) by giving pre-test and post-test. The result of this research showed that LRD (Listen Read Discuss) was an appropriate strategy in teaching

reading comprehension on eighth grade students at SMP N 1 puncakwangi.

This related study has similarities and differencies with my research. The similarities like research purpose, kinds of text. The differencies like different research variable, design, subject, location, time, population and sample.

i) Metra Jevitsa (2002), the title of her research is *Teaching Reading Comprehension in Report Text by Using Combining LRD strategy and FQR strategy for students of junior high school*. The purpose of the study was to find out the effectiveness of the strategies in teaching reading comprehension. It was conducted at the third grade of SMP Bekasi. It was an action research. She combined the LRD and FQR in teaching reading on report text, and the result of her research was these strategies could build the students prior knowledge and improve students' reading comprehension, the students have critical thinking and creative in learning and understanding the text. Besides that, it could help the teacher to know the ability on students' reading comprehension, motivation and spirit in English learning.

This related study has similarities and differencies with my research. The similarities like using three variables, research purpose. The differencies like different research design, subject, location, time, population and sample, kinds of text.

j) Prasetyo Adi Wibowo, Nurbaya, Sudiati, M. Hum (2013). The title of their research was *The comparison of using TPRC strategy, LRD strategy, in learning Reading comprehension on students at eight grade SMPN 6 Kroya Cilacap.* The purpose of the study was to investigate the effectiveness of TPR and LRD strategies in teaching reading comprehension. The research design was an experimental research with Control Group Pretest-Posttest design. The technique of data analyses using t-test technique with noticing normality and homogeneity requirement. The researcher took VIII B as TPRC group, VIII C as LRD group. The results of t-test analysis posttest TPRC group and LRD group that (1) any different significantly on posttest reading comprehension score between students who follow learning using TPRC strategy and student who follow (2) comprehension learning using TPRC strategy was more effective than using LRD strategy for student grade VIII in SMPN 6 Kroya Cilacap.

This related study has similarities and differencies with my research. The similarities like using three variables, using independent t-test and paired sample t-test in analyzing the data, and has same research purpose. The differencies like different research design, subject, location, time, population and sample.

2.5. Operational Concept and Indicators

To avoid misunderstanding and to give guidance in collecting data in this research, this part will be expressed into the operational concept. It is an important element in scientific study, because it is still operated in an abstract form of the research planning, which must be particular word in order to be easy to measure empirically and clarify briefly the variable used in this research. Since this is an experimental research, there are three variables in this research: they are independent variable 1 (X1) that is Save the Last word for Me strategy and independent variable 2 (X2) is Listen-Read-Discuss strategy and dependent variable (Y) that is students' reading comprehension in descriptive text, especially of the second year students at SMPN 1 Teluk Pinang. The operational concept in this research can be seen on the table below:

Table 2.1
The Operational Concept
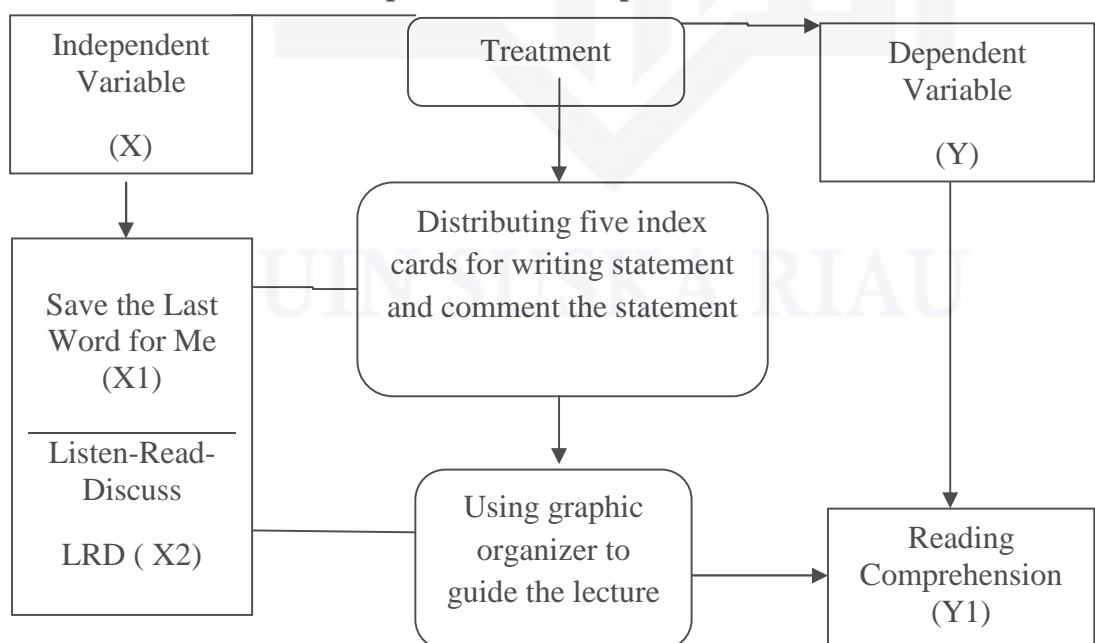
2.5.1   Save the Last word for Me (variable XI):

a.   The teacher explains the material about descriptive text to the students.

b.   The teacher gives the example of topic to the students.

c.   The teacher introduces about steps of reading by using "Save the last Word for Me strategy".

d.   The teacher Distributes five index cards to each student

e.   The teacher divides students into small group (4 or 5 students in a group)

f.   The teacher asks the students to read the text (or portions of the text) silently. On the index cards, they note areas of agreement/disagreement with the author and/or questions that occur to them while reading.

g.   The teacher asks the students to discuss the text (or portions of the text). Each member of the group selects a comment or question from the note cards for the group to discuss. Other members of the group react to the comment or question by sharing their own opinions, in the case of areas of agreement/disagreement, or by attempting answers, in the case of questions.

h.   The student who initially shared the comment/question has the "last word" by summarizing the discussion or by offering his/her own opinion.

i.   The teacher repeats the process until each member of the group has contributed her/his sentence.

j.   The teacher and the students conclude the materials together.

2.5.2 Listen-Read-Discuss (LRD) Strategy (variable X2):

Julie et al,. (2002: 12) state that the indicators of using "Listen-Read-Discuss (LRD) strategy is as follow:

a. The teacher explains the material about descriptive text.

b. The teacher presents the information of the text to the students about using graphic organizer to guide the lecture.

c. The teacher divides the students into small group (4 until 5 students in a group)

d. The teacher distributes reading text and then asks students to read a text.

e. The teacher leads a classroom discussion of the material and asks the students to make summary of the text.

f. The teacher asks for volunteers to read their summary loudly.

g. The teacher and the students conclude the material together.

2.5.3 Students' reading comprehension (variable Y):

a. Students are able to determine the factual information of the text.

b. Students are able to determine the main idea of reading text.

c. Students are able to determine reference of the reading text.

d. Students are able to determine inference of the reading text.

e. Students are able to determine generic structures of text.

f. Students are able to develop their vocabularies of the text.

2.6 Assumption and Hypothesis

2.6.1 Assumption

In this research, the researcher knows that there are many strategies which the teacher can use in teaching and learning process to build the students capability in English. It is assumed that using Save the Last word for Me and Listen-read-Discuss (LRD) strategies are suitable to teach a reading comprehension for the students and to increase their capability in reading comprehension. Macte and Maine (2013:8) claim that Save the Last Word for Me is a strategy which helps students really dig deep into a text, to further reading comprehension and interact with the text. Crawford (2005: 25) also states that "Save the Last Word for Me strategy provides a framework for class discussion of a text, either narrative or expository. This strategy is particularly helpful in getting the quieter and more reluctant students to participate in class discussions". It means that the students read together with group and help each other in reading with discussing. And Julie et, al,. (2002:14) stated that the listen-read-discuss (LRD) strategy helps students comprehend text.

2.6.2 Hypotheses

H_01 :There is no a significant difference on students' reading comprehension pre-test between an experimental group 1 by using Save the Last Word for Me strategy and an experimental group 2 by using Listen-Read-Discuss (LRD) Strategy.

H_a2 :There is a significant difference between pre-test and post-test on students' reading comprehension on experimental group 1 by using Save the Last Word for Me Strategy.

H_a3 :There is a significant difference between pre-test and post-test on students' reading comprehension on experimental group 2 by using Listen-Read-Discuss (LRD) strategy.

H_a4 :There is a significant difference on students' reading comprehension post-test between an experimental group 1 by using Save the Last Word for Me strategy and an experimental group 2 by using Listen-Read-Discuss (LRD) Strategy.