CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Nature of Reading

Reading is as approach in a thinking process – one in which the student interacts with the textual material and sorts, evaluates, and reacts to its organization and content. Numerous strategies for precaiving patterns and structure within sentence are included. In addition, according to Nunan (2003) states reading is fluent process of readers combination of word recognition, intellect and emotion interrelated with prior knowledge to understand the message communicated. It means that the participants or the reader transfer meaning from the text and give assesment from the text to understand the messege communicated.

The other opinions about definition of reading is decoding written words so that the readers can produce them orally. Similarly, Harris (1980:3) defines reading as the meaningful interpretation of written or printed verbal symbols. This definition is also supported by Nunan (2003 : 68) who states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The same way that reading requires the reader to focus attention on the reading materials and integrate previously acquired knowledge and skills to comprehend what someone else has written.

In addition Caroline T. Linse (2005 ; 69), reading is a set of skills that involves making sense and deriving meaning from the printed word. In order

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to read, we must be able to decode (sound out) the printed words and also comprehend what we read.

Moreover, Grellet (1986 : 4) stated 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

   Scanning is reading quickly thorough a text to find a particular piece of information

3. Extensive Reading

   Extensive reading is a reading longer texts, usually for one's own pleasure, mainly involve global understanding.

4. Intensive Reading

   Intensive reading is reading shorter texts to extract specific information. This is more an accuracy activity involving reading for detail.

Based on the definition above, it can be concluded that reading is an interactive process that goes on between the reader and the text, a reader will use his knowledge, skills, and strategies to understand what the text talk about. It means that the reader tries to recognize the words. he or she meets in print and find the meaning of the written text. So, the reading brings a maximum of understanding to the author's massage.

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There are three categories of reading models: bottom-up, top-down, and interactive models. The brief explanation each type of reading comes from Chin-Ching Lee, he wrote on his Journal that there are three models of reading;

1) Bottom-up strategy

Bottom-up approach focuses on the text as the convergence of encoded messages to be deciphered. Instructors who up hold bottom-up processing focus on how learners extract information from the printed page, and on whether or not learners deal with letters and words in a systematic fashion.

2) Top-down strategy

As to top-down teaching strategy, the learner's prior knowledge is activated, which is capable of enhancing learner's language learning, and making possible reading comprehension. In other words, in top-down strategy, "content schemata" are to be activated; prior knowledge plays a major role in learner's comprehension. In addition to prior knowledge as a key point, top-down model is actually a whole-language teaching approach, in which readers focus on the context, and manage to construct meanings in the text.

3) Interactive strategy

The interactive model, the last model of reading process, interactive approaches to reading have focused on two concepts of interaction. First, it is the interaction of two types of cognitive skills, identification

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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). In the class, we can assume that students are already relatively efficient at lower level processing.

In conclusion, the bottom-up model of reading is about a practice process as (text-driven) involving exact, detailed, sequential, perceptions, and identification of letters, words, spelling patterns, structure and larger language units in a text. this model is recognizing the written symbols to achieve meaning from a text, and top-down model the readers begin the process of reading comprehension from their understanding. The readers actively construct the meaning from reading material by gueesing or predicting. In interactive startegy the reader have to focuses on cognitive skill, identifications and interpretation, and also interaction between reader and text.

2.1.1. Reading Comprehension

The resulting from reading is comprehension. According to Brain (2003) states raeding comprehension is the process of understanding and constructing meaning from the text. While, according to Anderson in Carrel (1996) stated that reading comprehension is an interactive process between the readers' prior knowledge and the text. from the explanations from the experts above, it can be concluded that reading comprehension is an activity to catch the meaning from the text and also about the understanding what has been read. It is an active thinking process that depends not only on comprehension skill but also the students' experience and prior knowledge.

The important skill in comprehension is grasping the main idea from reading a paragraph, a report, an article or a story. The purpose in such reading is to find out essential meaning, the central theme, or general information of the material. The information may be feeling or emotion expressed.

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

a. Micro skill of Reading Comprehension

The Micro skill refers to producing the smaller chunks of language, such as;

a) Discriminate among the distinctive graphemes and orthographic pattern of English

b) Retain chunks of language of different lengths in short-terms memory

c) Process writing at an efficient rate of suit the purpose

d) Recognize a core of words, and interpret order patterns and their significant

e) Recognize grammatical word classes (noun, verbs, etc.)

f) Recognize that a particular meaning may be expressed in different grammatical forms

g) Recognize cohesive devices in written discourse and their significance for interpretation

b. Macro skill of Reading Comprehension

The macro skill implies the reader's focus on the larger elements such as;

a) To obtain information for some purpose or because we are curious about some topic

b) To obtain instruction on how to perform some task for our work or daily life

c) To keep in touch with friend by correspondence or to understand business letter

In other hand, the reading comprehension will be easy to acquire or to achieve, if the reader can apply these process. Because, macro skill is about getting general information from the text, getting specific information from a text, and pleasure or for interest. Skilled reader may

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employ one type of processes more than the other when the situation allows them to do this without affecting their comprehension. But less able readers may tend to rely too much on one type of processing with the results of poorer comprehension. So, some of the students have the idea or knowledge where it is not appropriate to comprehend the reading text, so that they fail in comprehending the reading text.

2.1.2 Teaching Reading Comprehension

Teaching reading comprehension is a guideline for the teacher to help the students in comprehending in a text easily. According to Klingner, Vaughn, and Boardman (2007:8) teaching reading comprehension is a multi-component and highly complex process that involves interaction between students and teacher. It is supported by Harmer (2008 : 99), in teaching reading comprehension the teacher must consider some aspects, they are students' reason for reading, reading levels, and reading principle. Akil (1994) divided the level of comprehension into three levels;

a. Literal level ; where the ideas and information are stated directly in the text

b. Interpretive level ; it is the process of deriving ideas that are implied rather then directly stated.

c. Applied level

It is similar to Anderson (1969), stated that there are three levels of comprehension they are; reading the lines, reading between the lines, and

reading beyond the lines. The first level is called literal meaning, this is about what did the author say. The second level is called interpretation, this is about what did the author mean, and the last is called inference and generalization, this is about what generalization would be made.

Furthermore, the principle in teaching reading comprehension according to Penny (2004) in her article, there are three principles in teaching reading as follows, exploit the reader's background knowledge, build a strong vocabulary base, and teach for comprehension. So, If the students are able to conduct the principles above it means that the goals of teaching reading comprehension are reached.

When we are talking about the success or failure in understanding reading text, that is depending on many factors. These factors may be classified into three categories: reader, text, and activity.

According to Catherine (2002 : 11) devides 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 featres 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, the reader, the text and the activity are fundamental factors influencing comprehension. In other words, the successful reader does not only need capacities and competencies such as having (high vocabulary knowledge, good word recognition, fluency, superior memory intelligence for remembering, and connecting to the prior knowledge), understand complexities of text features or language features (genre, syntax, sentence structure and vocabulary), but also presents some activities such as (purpose for reading, strategies for reading, motivation for reading, and interest in the content of reading) in enabling to comprehend the message or meaning from a text well.

In other hand, Teaching reading comprehension is a complex activity to make the students comprehend and deepen understanding from what

they read on the text, where the teacher has the important role in order to help students to be a good reader.

2.1.3 Report Text

Reading has various interesting types of text for the process of teaching and learning in the classroom such as report text. The writer just discuss about report text because this text will be used to apply these strategy. Report is a text which presents information about something. It is as a result of systematic observation and analysis (Jullie Alemi : 2008). This statements is also supported by Grace, she stated in her handbook that report text means a text which presents information about something to describe the way things are such as a man-made thing, animals, and plants. So, it is clear that report text describes the way of certain things and frequently refer to phenomenon of nature, animal and scientific object. Mostly, report is written after getting careful observation.

Furthermore, the purpose of text report is to give a truth account of something, somebody, some place, or same activity after investigating and collecting the facts (Perry and Ron ; 2001). And, The generic structure of report text, are; (a) General classification: (introduce the topic of the report such as the class or subb-class). (b) Identification: tells what the phenomenon under discussion is like in item of: part, qualities, behavior, habit, way or survival. According to Buscesment (2004 ; 278). the indicators of report text are ; the students are able to identify the detailed information of the text, explain the main idea of the report text, explain the

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meaning and reference of the word in report text and the students are able to conclude the topic.

If the students are able to comprehend the indicators above, it is mean that the students know and understand about the report text.

The example of report text as follows;

Diet and Health in Japan

Good food and good eating is equated with good health and a happy family life in japan. Both home cooking and meal times, seen as " occasions for family communication" are valued. Fish, rice and meal and seaweed are important staples. Vegetables oil is preferred over animal fat. *Shohiku*(a teaching about the importance of helathy eating) is stressed in calssrooms on primary and middle school. Eating guidelines recommend consuming '30 different foodstuffs' with an emphasis on fruit and vegetables, each day.

In may 2006, scientist at tohuku university in japan concluded that traditional japanese, fish-based, low-fat diet is healthier than an american diet. It is based on a study in which 21 typical foods from each country were freeze, dried, ground into powder and then fed to eight mice for a period of three weeks. American food items hamburgers and fried chicken while japanese items included sashimi and rice porridge.

Fat contains for less than 20 percent of the calories in the japanese diet, compared to nearly 40 percent in the american diet. Advanced tumors are six times more likely in the united states than in .

In the example of report text above, absolutely it has the language feature of report text, they are:

a. The use of general nouns

b. The use of relating verbs

c. The use of behavioral verbs

d. The use of technical terms.

e. Using simple present tense

In conclusion that, a report text is a text that is to show the information about something including general of thing and describe it.

2.2. The Nature of Prior Knowledge of Vocabulary and Grammar

2.2.1 Definition

When we talk about prior or previous knowledge, we refer to all of the experiences readers have had throughout their lives, including information they have learned elsewhere. According to Adams (2012) Prior knowledge is a reader's background knowledge of the grammar and vocabulary. This knowledge is used to bring the written word to life and to make it more relevant in the reader's mind. Meanwhile according to Swales (1990 ; 19) stated that prior knowledge is supposed to consist of two main components: "our assimilated direct experiences of life andits manifold activities, and our assimilated verbal experiences and encounters.Teachers can help the students make the transition from the unfamiliar by tapping learners' prior knowledge.

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2.2.2. Prior Knowledge of Vocabulary

Vocabulary is one of the language elements that has an important role in learning language. The next paragraph would present definitions of vocabulary from several resources. Napa (1991) says vocabulary is one of components of the language and there is no language without words. It can be assumed that vocabulary is the component of the language in form of word in which it make language meaningful because without vocabulary speaker cannot convey meaning and communicate with eachother.

Vocabulary is one of the important elements to be acquired by the language learners. According to Penny (2000:60) vocabulary can be defined roughly as a language user's knowledge of word. In other word that vocabulary help language learners to be able to understand reading text easily. Without knowledge about vocabulary the students will difficult to understand the text

Haycraft (2001:44) devides the vocabulary into two types, active and passive vocabulary. He categorized the active vocabulary as the words that should be used in writing and speaking. Then, passive vocabulary means the word that used to comprehend a text in reading and listening.

Vocabulary is important aspect to be mastered by the students in learning reading. It is very useful to make students are able to construct the sentences, expresing their idea, and thinking. Besides that, According to Nation (1990) vocabulary is clearly an important skill in reading. The

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students have to master vocabulary because vocabulary is important aspect that makesthem success in reading.

In addition According to Polly (2005:39) students with good vocabulary knowledge is relatively easier to achieve higher standards of language, which then facilitates their life-long learning about the world. In contrast, students with poor vocabulary knowledge find it more difficult in their learning. Therefore, poor vocabulary knowledge is a hurdle for students because it hinders and delays their speed of learning a language.

The opinion above is supported by Wainwright (2006: 33), he also stated that vocabulary is the important factor in reading, he said that the larger vocabulary the easier it is to make the sense of text. without vocabulary, it is difficult for students to obtain any kind of news and information that stated in any printed material. By having number of vocabulary, this kind of difficulty can be solved.

According to nation (1990) vocabulary is clearly an important skill in reading. The students have to master vocabulary because it will help them to succeed in reading. So, it is impossible for students to understand the passage without mastering vocabulary. It is clear that the students' vocabulary is needed to face the difficulties in learning English, especially to understand reading materials.

There are some types of vocabulary in English. Fries (1974:45) classifiesEnglish words into four groups, namely:

a. Content words

Content words represent the name of objects or things that are the concrete nouns (dog, motorcycle, and box) action down by with those things, that is: verb (drive, hit, push); the qualities of these things that isadjective(charming, beautiful, heavy, tall); and the indication such meanings as frequency, degree, manner and place, that is adverbs (carefully, here, now).

b. Function words are those words, which areused as means of expressing relation of grammar/structure. Such as conjunction (and, however, but), article (a, an, the), auxiliaries (do, does, did).

c. Substitute words

Function words are those which represent individual things or specific action as substitutes for whole from classes of words, that is, indefinites (anybody, anyone, somebody, and everybody).

d. Distributed words

Distributed words, those are distributed in use according to grammatical matter as the presence or absence of negative, such as, any, either, and neither.

Based on the theories above, it can be concluded that vocabulary is a set of words that is used to make communication among people that contain useful ideas, information, and meaning. Without mastering a large

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number of vocabularies, it is difficult for a learner to study and use the language. It means that learning vocabulary plays an important contribution especialy in reading. The more words people learn, the more ideas they have. Therefore, people can communicate with others effectively.and if the students know a lot of vocabulary, they may able tocomprehend the text easily.

In this research, the researcher usedthe content words (nouns, verbs, and adjectives)

2.2.3 Prior Knowledge of Grammar

Grammar is one of language components. It refers to pattern of form and arrangement by which the words put together and it must be learnt if the language will be used. Someone who uses language has to know the grammatical of the language. River (1969:78) says that it is more effective to produce utterance basedon the basic structure they construct new utterance. It is clear that grammar is one of important role in reading, if they understand about the grammar, they can catch the meaning easily.

There are several reasons that learn about grammar, some of them are that grammar helps with understanding what makes sentence and paragraph clear, interesting and precise. It names the type of words and word groups that comprise sentences in English. It lets us understand that all language and all dialects follow grammatical patterns.

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An English lesson for high senior high school is different from the previous school levels. Learning English for seniorhigh school students should be more comprehensive and more emphasis on the ability to construct English sentences with appropriate grammatical. Students should be able to master grammar such as past tense, present tense, present continuous tense. Besides that, students should be able to identify adjective clauses, verb, and other adverb connectors, because it is step learning English as second language.

There are three grammar points that should be mastered by senior high school students:

1. Subject-verb agreement, the rule is singular subjects go with singular verbs and plural subjects go with plural verbs. The only verb form that is affected by this rule is the third person simple present; but since this verb form is the one students use most in their studies, it is essential that students master the subject -verb agreement rule as quickly as possible.

2. Correct word class (noun, verb, adjective, and adverb).

   Words must be used in their correct form according to what they are doing in the sentence. A wordbeing used as a subjector object must be in noun form, a word being used to describe anoun must be in adjective form,a word being used to qualify a verb must be in adverb form.

3. Verb tense consistency, it means that all of the verb tenses must be the same. For example, when you are describing something that is

happening now, stick to the present tenses, and when you are describing something that happened in the past, stick to the past tenses.

Present tenses: present simple, present continuous, present perfect.

Past tenses: past simple, past continuous, past perfect

Harmer (1999), states knowing about grammar offers people potentially unlimited linguistic creativity. Knowledge of the regularities can function as a machine to generate potentially enormous number of original sentences, in addition, knowledge of grammar is also important because it can function as an advance organizer. In the process of acquisition, advance organizer plays a crucial role because the learner with grammar knowledge subconsciously organize and notice the input exposed to them.

As Larsen-Freeman (2001:251) states grammar is about form and one way to teach form is to give students rules, however grammar is about much more than form, and its teaching is still served if students are simply given rules. Besides, Richard and Renandya (2002:145)states the role of grammar is perhaps one of the most controversial issues in language teaching.

From the above statement, the writer assumes that grammar is an important factor to be learnt. Grammar cannot be separated from language, because if students do not have a good mastery in grammar they also can not master the language. Grammar is partly the study of what form or structures are possible in a language.

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It means that grammar is the factor that students need, if students want to make a sentence in a good structure, the students should have a good grammar mastery. By mastering grammar the students can understand easily how to make sentence and composition in a good order.

Meanwhile, Fromkin and Rodman (1983:12), states to understand the nature of language learner must understand the nature of this internalized, unconscious set of rules which is part of every grammar of every language. That's why grammar plays very important roles for people who want to learn another language.

Nunan, David (2005:3) described grammar as the ways in which units of language (principally, but not exclusively, words) combine together to form sentences. If the students understand the text, the researcher only knew that grammar is a mean to combine words into sentences.

From the description above, grammar has some rules that student can use it to form a sentence from some words. The student who can use grammar properly can be called as people that have good English. Grammar has important role in learning English, so it also has a big influence to reading comprehensionability. A student who want to get a text message have to know about how the text is form or they will not able to have a complete understanding about what the writer was mean. If they do not master grammar well, they will have difficulty mastering reading comprehension too.

In this research the prior knowledge of grammar focuses on the use of general noun, relating verbs, technical terms, and using simple present tense.

a. General nouns

General nouns are words used to name general items rather than specific ones.

Ex: Jeans >< Levis, Hunting dog >< My dog

b. Relating verbs

Relating verb involve states of being and having. They are used to identify somethingor to assign a quality to something (attributive).

Ex: is, am, are, have, look, seem, etc.

c. Technical terms

Is a word that has a specificmeaning within a specific field of expertise.

Ex: about "music" means that in the text should explain about all of the terms of music

d. Simple present tense

is the one which we use when an action is happening right now, or when it happens regularly. The simple present tense is formed by using the root form or by adding -s or -es to the end, depending on the person.

2.3 The Nature of Listen – Read – Discuss (LRD) strategy

2.3.1 The definition of listen – read – discuss (LRD) strategy

Listen – read – discuss strategy is a strategy helps students understand text. 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 gave. This strategy also helps the students use their prior knowledge. Jennifer Hamilton in her article stated that listen, read, discuss strategy is a good strategy to teach reading material, it allows the students to hear the lecture from the teacher first before even reading. In this step the students uses their prior' knowledge about the text. then the struggling readers into the discussion because the text is discussed before reading.

In addition Jennifer Hamilton's statement is supported by Tarek Elabsy (2013) stated that for the struggling students, who have difficulty reading proficiency on their own, benefit from this activity because they activate 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 to discuss what they read with each other to deepen their understanding. Therefore, to ensure student interest, the teacher should select topics of which students do not have prior knowledge.

Another experts also state like that, their opinion is almost same with other, one of them is coming from Alvermann, he stated listen-reading-

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discuss (LRD) strategy is a strategy guides students to be an active students in learning. Here the students can be trained to be better listener, reader and speaker. The teacher first lectures about a selected portion of material. Students then read that portion with the purpose of comparing the lecture and the written content. afterward the students and teacher discuss the lecture and reading. (Alvermann; 1987)

2.3.2 The adventages of listen-read-discuss (LRD) strategy

Based on the expert opinion above, the researcher conclude 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. And for the students who do not have any background knowledge about the topic given the teacher gives some explanation before reading, it is a good way to build their knowledge about the topic.

So, absolutely listen-read-discuss has the adventages, there are some adventages of using listen, read, and discuss strategy, are; it uses to activate student's prior knowledge. Then, it canimprove student's reading comprehension and content learning in both weak and proficient value. it engages struggling readers in classroom discussion and helps the students to comprehend the material presented orally.

According to Manzo and Rasinski (1985) states that there are three adventages of using this strategy; First, In the fact that it is a powerful tool for engaging struggling readers, especially L2 learners. Because the

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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. Third, this strtaegy gives the effectiveness in teaching and learning reading.

This opinion is also supported by Tarekh Elabsy, he stated that this strategy has the adventages in each steps; first is "listen" it provides students with essential background information and text structure that makes the text more accessible to multi-level readers. With this preview, students are more motivated to read and can focus on the meaning of the text, rather than wrestle with completely new words and concepts. This portion also models the reading process by demonstrating how the teacher interpreted the text, decided on important ideas, used the text structure and summarized content. The second is "read" it provides focused reading time. If done in partners, it provides more support and a chance to discuss for struggling readers. And the last is "discuss" it provides students a chance to critically discuss the text, state opinions and use the text to support what they say. Students should gradually assume the responsibility for the discussion. (Tarekh Elabsy; 1985).

It is not excessive to say that this method is very appropriate to encourage students' reading comprehension in our education because we

still find many of students have difficulties in understanding treading text. Such us the students have lack the knowledge to undersatand what the topict talk about and to find the main point of the topict. The students sometimes need to explore their knowledge through discussion, with discussion the students could be sharing each other about the topic, they can share about the important information of the text and analyze what the crucial problem with their partners in group or whole class.

2.3.3 Teaching Procedure of Listen-read-discuss (LRD) strategy

According to Manzo and Casale ; 1985 offers a simple alternative to this approach. Simply by changing the sequence of conventional instruction, students are better prepared for reading. Notice in the procedures below, how this approach quickens the pace instruction and provides for several repetition of the imformation. The procedures of this strategy are;

First   : Select a portion of the text to be read

Second : Present the information from that portion text in a well organized lecture format for about 5-15 minutes.

Third   : Have students read the book's version of the same material. Students now will be reading since they have just listened an over view information.

Fourth : Discuss the material students now have heard and then read. Three questions. The questions are useful in guiding the reading discussion.

    1. What did you understand most from what you heras and read?

    2. What did you understand least from what you heard and read?

    3. What questions or through did the lesson raise in your mind about the content and / or about effective reading and learning?

Fifth : When they have finished, have the students set the reading aside, ask these question:

    1. Do you understand about what you just read?

    2. What don not you understand about what you just read?

    3. What questions do you still have about this subject?

According to Tarekh elabsy in one of his books entitled Successful Reading Strategy for Second Language Learners stated that, in this activity students listen to a brief lecture by the teacher paired with a graphic organizer to facilitate comprehension. Then the teacher grants students the opportunity to read and to discuss what they read in detail with the whole class. Strugglig 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

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the students to listen to his or her presentation. To read and discuss what they read with each other to deepen their understanding.

In addition, Ce-Ce wrote the procedures of using listen-read-discuss strategy in her journal as follows;

1. Listen : the teacher present the informational to the students about the book 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 activate students' prior knowledge by using graphic organizer to guide the lecture. The time for this step is approximately 10-15 minute, the example of graphic organizer can be seen in the bellow. (Figure.1)
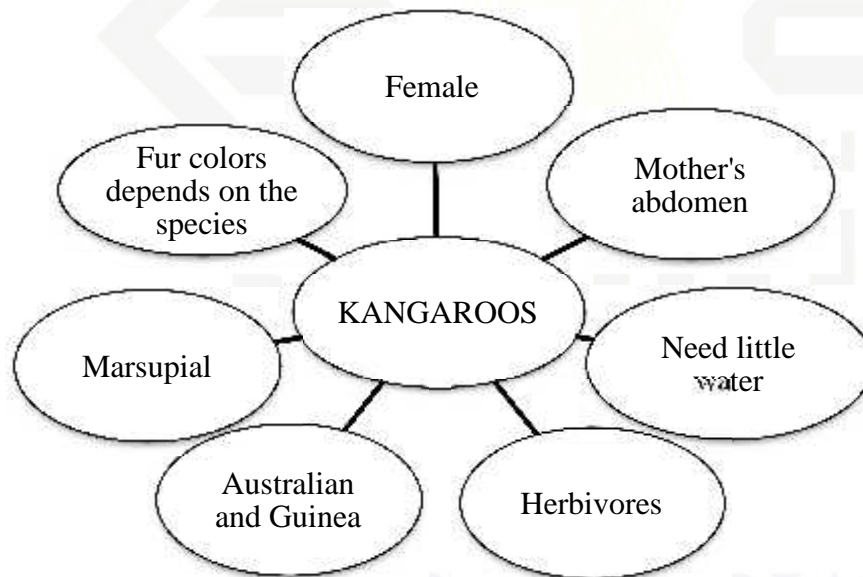
Figure 1. Graphic Organizer

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 read and encourage students to reflect on any differences between their reading of the content on teacher's presentation.

4. Ask for volunteers to read their speeches aloud.

2.4 Related Studies

To see whether there are relevant researches related to the title discussed, there are several related studies about the variables used in this study:

First, Sri Erma Purwanti (2011), conducted a research entitled *The use listen-read-discuss strategy to improve reading comprehension.* it was an experimental research. And conducted on the second grade of SMP N Tembilahan. Experimental group consist of 30 students, while control group consist of 30 students. the researcher was conducted a pretest before giving the treatment. The result of this study are: the application of this strategy gives a good effect to the students' reading comprehension. They are more enjoyable in learning reading and comprehend the text easily. The last is there is significant improvement in students' reading comprehension that taught by using LRD strategy .

Second, Lola Febrina and Dona Alicia (2002) conducted a research entitled *Teaching reading comprehension in report text by using listen-read-discuss strategy,* the design of this research was an action reserach design, it was conducted in junior high school,they found that listen-read-discuss strategy is a strategy that builds students' background knowledge before reading a text by teacher guide through brief explanation orally. And help them comprehend the text by reading to compare the students' explanation and their understanding about the text.

Third, Mita Bugi Anggraeni (2014), the tittle of the research is *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 study was conducted on eight grade students at SMPN 1 Puncakwangi consist of 27 students, the researcher took the descriptive text as text genre of her research, and the design of this research is quasi-experimental research as a design of the research. The research instrument was test (multiple choice tests with 40 items) by giving pre-test and post-test. The result of this research is LRD (Listen Read Discuss) is appropriate in teaching reading comprehension of the eighth grade students of SMP N 1 puncakwangi.

Fourth, a research done by Nurman Antoni (2001) entitled *exploring EFL Teachers' strategies in teaching reading comprehension*it was a classroom action research, it was conducted at all of EFL teacher in SMPN 1 Gunung Toar, he found thatThese findings recommend that the three teachers

need toincrease their knowledge and experiences in order to understand the concepts,implementations and the reasons in using the strategies in teaching reading comprehension.They are also suggested to give instructions of teaching strategies to students with lowlevelassociation responses before starting the reading activities, and give some guidanceto students with partly-formed knowledge.

Fifth, a journal by 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* it was conducted at the third grade of SMP Bekasi. It was an action research. She combined the LRD and FQR in teaching reading report text, and the result of her reserach is these strategy can build the students prior knowledge and improve students' reading comprehension then the students have crictical thinking and cretive in learning and understanding the text.Besides that, it can help the teacher to know students' reading comprehension skill so that they have motivation and spirit in English learning.

Sixth, a journal by Prasetyo Adi Wibowo, Nurbaya, M. Si., M. Hum. Sudiati, M. Hum (2013). The title of their research is *The comparison of using TPRC strategy, LRD strategy, in learning Reading comprehension on students at eight grade SMPN 6 Kroya Cilacap.* It was an experimental research with Control Group Pretest-Posttest design. Analysis data technique conducted by using t-test technique with noticing normality and homogenity 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 student who follow learning using TPRC strategy and student who follow learning using LRD strategy for student grade VIII in SMPN 6 Kroya. The result of this research also showing that (2) comprehension learning using TPRC strategy is more effective than using LRD strategy for student grade VIII in SMPN 6 Kroya Cilacap.

In line with those related studies, there are three of them which were conducted research by using classroom action research design, first the research conducted by Lola Febrina (2002), her research was about teaching reading comprehension in report text by using listen-read-disscuss strategy. Second, a research by Mitra Jevitsa (2002) her research was about teaching reading comprehension in report text by combining LRD strategy and FQR strategy. Then, Nurman Antoni (2001) conducted the research entitled "Exploring EFL Teacher strategies in teaching reading comprehension", they applied LRD strategy in teaching and learning reading comprehension. their research design was about Classrom action research design. While, the design of this researarch is an experimental research and uses a quasi-experimental research that focuses on non-equivalent control group design.

Then the research conducted by Mita Bugi Anggraini (2014) was about an experimental research, the design of the research was an quasi-experimental research. In her research, the researcher took descriptive text as a genra text in her research. the text focus of this reseach is report text. the

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research by Prasetyo Adi Wibowo, Nurbaya, and Sudiati, M. Hum (2013) conducted experimental research, they were compared students' reading comprehension by using TPRC strategy, and students' reading comprehension by using LRD strategy.Whereas, this research uses LRD strategy to influence students' prior knowledge and reading comprehension .

2.5 Operational Concept

To avoid misunderstanding and misinterpretation because the theoretical concept is still an abstract form, we need operational concept. There are three variables will be used. The first is Listen- Read – Discuss (LRD) strategy which refers to the teacher's strategy in teaching reading. The second is students' prior knowledge. And the third is students' comprehension in reading. Listen- Read – Discuss (LRD) strategy is an independent variable, and students' prior knowledge is a moderate variable, while students' comprhension in reading is a dependent variable.

This research was used treatment factorial design (2x2) design which showed the effect of the variables. Sugiyono (2011) states that factorial 2x2 design is a kind of experimental research which use moderate variable who believe that variable influence dependent variable.

So, in this research, Indipendent variable is as a variable which give effect to the dependent variable (X_1), moderating variable is a factor that alters the impact of an independent variable (X_2), and the dependent variable

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is as a variable which is affected by the independent variable (Y). They can be drawn as follow;
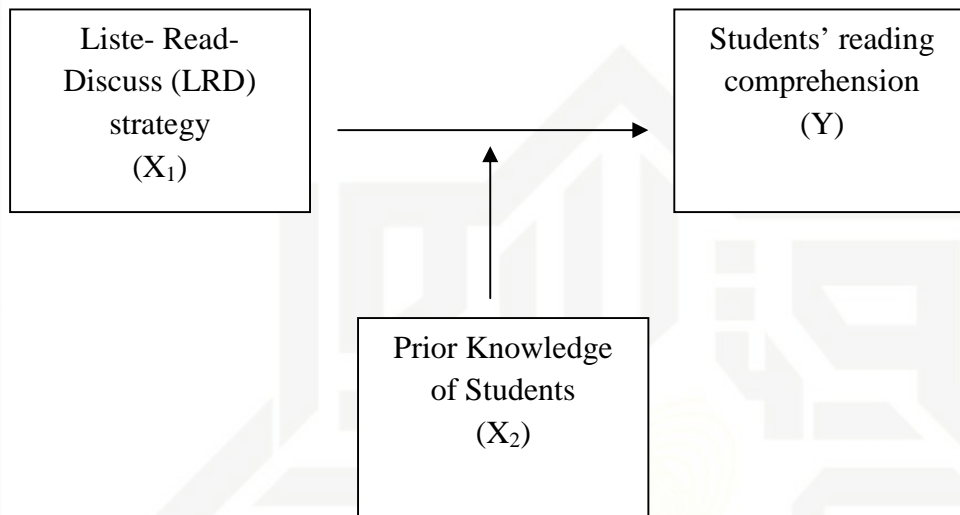

Figure 2. Conceptual Framework

1. Indicators of listen-read-discuss (LRD) strategy (variable X_1) are:

   a. The teacher present the informational to the students about the text that they will be reading by using graphic organizer to guide the lecture.

   b. Teacher asks students to read a text

   c. The teacher, leads a classroom discussion of the material

   d. Teacher asks for volunteers to read their speeches aloud

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2. Indicators of students' prior knowledge (Variable X_2)

   a. Knowledge of grammar

   Focuse on the use of general noun, relating verbs, behavioral verbs, technical terms, and using simple present tense.

   b. Knowledge of vocabulary

   Focuse on the determining of antonym, synonym, and the closest meaning of the word.

3. Indicators of reading comprehension (Variable Y)

   a. The students are able to identify the detailed information of the text.

   b. The students are able to explain the main idea of the text

   c. The students are able to explain the meaning of word in the text

   d. The students are able to explain reference of the word

   e. The students are able to conclude the topic

2.6 Assumption and Hypothesis

2.6.1 Assumption

This can be assumed that the students' reading comprehension levels are various, and there are many factors influencing students' reading comprhension. Then, it assumes that the greatest factor which makes students in second year students at MA. Daarun Nahdhah Tb Bangkinang reach good reading comprensions is method used by the teacher.

2.6.2 Hypothesis

The hypothesis are the null hypothesis (H_0) and alternative hypothesis (H_a). Testing hypotesis was applied if null hypothesis was refused, and the alternative hypothesis was accepted. In this study, the hypotheses was formulated as follows:

H_a1 : There is significant difference of students' reading comprehension who are taught by using LRD strategy (experimental class) and the students' reading comprehension who are taught without using LRD strategy (control class) .

H_a2 : There is significant difference betweenstudents' reading comprehension who have higher prior knowledge in experimental group control group

H_a3: There is significant difference between students' reading comprehension who have lower prior knowledge in experimental group and control group.