

CHAPTER II

THEORETICAL FRAMEWORK

A. Reading

1. The definition of Reading

Many experts point out that reading is an activity, which is done by a person to build framework of messages that expressed by writers in their reading.

According to Anderson, stated that:

“Reading is an essential skill for English as second/foreign language students; and for many, reading is the most important skill to master. With strengthened reading greater skill, ESL/EFL readers will make greater progress and attain greater development an all academic areas”.¹

And he also stated that:

“Reading is an active, fluent process which involves the reader and the reading material in building meaning. Meaning does not reside on the printed page, or it is only on the head of the reader. A synergy occurs in reading which combines the words on the printed page with the reader’s background knowledge and experiences”.²

Reading is often involves to as complex cognitive process. If we could understand reading we would understand the mastery of human mind. Reading is useful for other process to; any exposure to English (provided students understand it more or less) is good thing for language student.

Naf’an book’s said that reading is one of the language skills and concurrently of the basic subjects of the English Department.³ Now reading is becoming more and more important in the new knowledge economy and remains

¹ Neil J. Anderson, *Exploring Second Language Reading: Issues and Strategies*, (Canada: International Thomson Publishing, 1999),p.1.

²Neil J. Anderson, *Exploring Second Language Reading: Issues and Strategies*,p.1.

³Naf’anTarihoran and MiftahulRachmat, *Reading Intermediate Reading Skills*, Second Edition.(serang, loquen press, 2012)

the most effective human activity for transforming information into knowledge. Reading is much needed in every human or students that will get textbook picture and textbook not only be read but can to comprehend the purpose and text contents aim.

According to David Nunan that reading is not something that very individual learn to do.⁴ Davies Florence stated that: “Reading is private. It is mental, or cognitive, process, which involves a reader in trying to follow and respond to a message from a writer who is distant in space and time because of this privacy, the process of reading and responding to a writer is not directly observable.⁵ It means that reading ability will best be developed in association with writing, speaking and listening capacity.

Reading is an extraordinary achievement when one considers the number of levels and components that must be mustered.⁶

William Grabe states that Reading is the ability to draw meaning from the printed page and interpret this information appropriately.⁷ It means the reader can get information appropriately after read the book. But according to Joan Rubin, Reading is an active information-seeking processes in which reader relate information in the text to what they already know.⁸ That means the reader can

⁴ David Nunan, *Second Language Teaching and Learning*, (New York: Heinle and Heinle publishers,1999),p.250-251.

⁵Davies Florence. 1995. *Introducing Reading*:England Penguin English.P. 1.

⁶ Danielle S. McNamara, *Reading Comprehension Strategies* (New York : Lawrence Erlbaum Associates,2007) p.3-4

⁷ William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading*, (England, Longman, 2002),p.9

⁸ Joan Rubin and Irene Thompson, *How to Be a More Successful Language Learner: Toward Learner Autonomy Second Edition*. (Nelson Canada, Heinle&Heinle Publishers), p.91

explain information in the text what they read. Both explanations are telling that process of reading to add the information from the text.

Francoise says reading is a constant process of guessing, and what one brings to the text is often more important than what one finds in it.⁹ That means a process reading is not only involve recognize alphabets and words, but it more than, that is the ability to know, understand and comprehend what the writers want to say through the reading texts.

From the opinions above, it can be concluded that reading is active, interactive, productive, and cognitive. Reading involves an active search for information and interaction with the text and reading purposed in order to get the information and knowledge from the text or sources.

2. Kinds of Text Reading

Type of text has five kinds they are descriptive text, Narrative text, recount text, report text and procedure text.¹⁰ Here are the explanation :

a. Descriptive Text

The descriptive text is text tells, describes, or gives an information about person, thing or place to place to the reader. It describe how thing or person look like.

b. Narrative Text

Narrative text is used to amuse, entertain and deal with actual experience in different ways; narrative deal with problematic events which lead to a conflict or turning point of some kind in turn find a resolution.

⁹Grellet, Francoise, *Developing Reading Skills A Practical Guide Reading Comprehension Excercises*, (New York, Cambridge University Press, 1981), p.7

¹⁰<https://bahanajar.wordpress.com/textspeech/jenis-jenis-text-ing/>

c. Recount Text

A recount text is a text which retells activities in the past. When you want retell your past experience or your vacation to other, it might be about exciting things that happened when you were on holidays last week or month.

d. Report Text

Report text is a text which presents information about something, as it is a result of systematic observation and analysis. The Purpose of report text is to retell something that happened in the past and to tell a series of past event.

e. Procedure Text

A procedure text is a text that describes step of doing something. It involves how to do or make something. Therefore, is a piece of text that given us instructions for doing something. In our daily life, we often have to perform some steps to make or get something done.

3. The types of Reading

According to Davies and Thomas, the types of reading as bellow:¹¹

- a. Receptive reading, which is the rapid, automatic reading that we do when we read narratives.
- b. Reflective reading, in which we pause often and reflect on what we have read
- c. Skim reading, in which we read rapidly to establish in a general way what a text is about.
- d. Scanning, or searching for specific information

¹¹David Nunan, *Second Language Teaching and Learnin*. P.250-251

Material of reading must be graded depending on the levels of the language learners.

1. Reading aloud

Reading aloud is more complex, and therefore more demanding than silent reading.¹² In reading aloud for our own purposes or to other people, an extra step is required. First we have understand what we are reading, then we have to say what we understand.

Reading aloud has not been looked on very favorably in the second language reading class, mainly because of the misuse of the technique of reading aloud around the class.¹³ However in the first language classroom, reading aloud to the teacher or to a peer is a very important step towards gaining fluent decoding and comprehending skill which are a necessary where learners read to each other or where one learner reads a continuing story a small group. Reading aloud should begin with a very easy short text.

2. Silent Reading

Silent reading is a reading process done to get more comprehension in reading.¹⁴ After language learners learn the words and expressions and know how to pronounce them, the actual reading can be begun. This can be done through silent reading. Silent reading can be performed in form of a reading aloud by the teacher. To check whether the learners understand what they have read, the

¹²Frank Smith, *Understanding Reading* (London : Lawrence Erlbaum Associates Publisher,2004) p.172

¹³ I.S.P Nation, *Teaching ESL / EFL Reading and Writing* (New York : Routledge, 2009) p.66

¹⁴IlzamudinMa'mur. *Pijar-pijarPemikiranbahasanbudaya*, (Jakarta: Diadit Media, 2006), p.10

teacher can order them by giving questions based on the text, by translation or by summarizing the text.

3. Intensive Reading

The Intensive reading is used on shorter texts in order to extract specific information.¹⁵ It levels not only of what means but also of how the meaning is produced. As the term indicated, each vocabulary and structural item is explained and made as part of the student's active language, pronunciation and intonation one stressed.

4. Extensive Reading

Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure, as well as business books. It is different from the intensive reading because comprehension students are trained to comprehend or to understand the meaning or concept from a passage silently without teacher's help. Usually the students choose what they want to read the text and interests, they will not all be reading the same text at once. It is suitable for reading to have a general idea of a text.

5. Supplementary Reading

Supplementary reading is also done out of class. Students are free to choose reading materials because they do not in the classroom. The learner can improve or develop their reading ability except in their school. The reading materials may also consist of newspaper, bulletins or magazines in the target

¹⁵Naf'anTarihoran, Miftahulrachmat, *Reading Intermediate Reading Skills*, Second Edition.

language. Every language learners should be required to read at least one book in the target language.

4. Reading Comprehension

Reading comprehension is important to read with purpose. This helps us understand more what people read. Reading with comprehension does not only depend on the reader, but it is influenced with multiple numbers of skills and abilities. Reading with comprehension also influences the object of reading. However, the perfect comprehension is not the ideal of good reading. Therefore, comprehension also should be flexible and should be arranged to the type of material read and the purpose of reading.

There are many definition of reading comprehension. According to Eskey states that “comprehension is always directed and controlled by the need and purposes of an individual and crucially depends on that individuals background knowledge. Reading comprehension is most likely to occurred when students are reading what they want to read, or at least what they see some good reason to read”.¹⁶

The student should be taught to use what they know to understand the simple words or any other idea. Comprehension as a process is a difficulties. It is what happens to readers as they read. It is most likely to occur when students are reading what they want to read, or at least what they see some good reason to read. Reading for comprehension is the primary purpose of reading (though this is sometimes overlooked when students are asked to read overly difficult texts),

¹⁶Neil Aderson, *Exploring second Language Reading*, (Canada: Heinle&Heinle publisher,1999).p.38

raising students awareness of main ideas in a text and exploring the organization of a text are essential for good comprehension. As a consequence, the use of graphic representations to highlight text organization and to indicate the ordering of the content information is an important resource for comprehension instruction.¹⁷ The simple fact is that we cannot deal with the universal of comprehension tasks at once.

Comprehension is active not passive, it means the reader cannot help but explain and change what we reads in accordance with prior knowledge about the topic under discussion. Successful comprehension may be finding a particular of information solving a problem through reading text and understand an idea.

Based on the statement above, writer can conclude that reading comprehension understands the written text accurately and efficiently with the minimum of misunderstanding.

5. The Criteria of Reading Comprehension

According to Alexander “There are five major skill areas to achieve competence in comprehension including organization information are determining main ideas and details, summarizing, sequencing, stating conclusion and vocabulary or word meaning.

1) Organization Information

Organizing can be achieved through the following skills:

a. Determining main ideas and details

¹⁷ Jack C. Richard, *Methodology in Language Teaching*, (New York: Cambridge University Press,2002).P.277

The ability to organize information around a main idea is an important comprehension skill. The students who can sort through all the main ideas in a reading passage and determine which are relevant has achieved skill in finding the essence of the of the writer's message.

b. Sequencing

Sequencing is another important organizational skill that helps the reader pursues a line of reasoning in a story. The sequence of events often has a great impact on the outcome of the story; sequencing helps the reader anticipate what may happen.

c. Summarizing

Students are often asking to summarize a passage they have read. Some individuals can do this in a clear, coherent manner; others seem to recall events haphazardly. Whether summarization is in verbal or in written form, ideas must be organized to capture the main ideas, details and sequence of the reading passage.

d. Stating Conclusion

This skill involves drawing appropriate conclusion from the details that have been provided in reading selection. The reader must often work with both literal and inferential information in a passage.

e. Vocabulary or word meaning

Well-developed schemata require a large some of words to lend preciseness and elaboration to each schema. For example, if the student knows the word "dog" her schema for the word may include four legs, colors, such as brown, black or white, size and barking characteristics.

6. The Level of Comprehension

There are three levels of comprehension in reading comprehension. According to Raygor, “Comprehension to a reading text can be broken down into three levels: literal comprehension, interpretative comprehension and applied comprehension.”¹⁸ There is also the different terms by Aurora H. Roldan, “there levels of reading comprehension : reading the lines, reading between the lines, and reading beyond the lines.”¹⁹ William S. Gray in Sadosky when explaining the levels of reading comprehension also uses these term, they are reading the lines, reading between the lines, and reading beyond the lines.²⁰

1. *The Literal Level*

Literal comprehension is reading to find information that is explicitly stated in the text. In this level, the reader interpreting the author’s word in a given sentence in a way that has meaning to him without considering and weighing the implications of any interpretation he may have. Again, literal comprehension deals only with the textually explicit, with what is directly stated.

2. *The Interpretative Level*

The level of interpretation comprehension, also called the inferential level, is the level of comprehending what is implied out not explicitly stated. The morphemes that make up inter mean” to carry into” implying that we carry meaning into a text rather than draw it out. At this level, teacher can ask more challenge questions such as asking students to do the following:

¹⁸IlzamudinMa’mur, *Pijar-PijarPemikiranBahasakanBudaya*(Jakarta: Diadit Media, 2006), p. 14-15

¹⁹IlzamudinMa’mur, *Pijar-PijarPemikiranBahasakanBudaya*. p.15

²⁰Mark Sadosky, *Conceptual Foundationof Teaching Reading* (New York : The Guilford Press, 2004), p.68

- a. Re-arrange the ideas or topics discussed in the text
- b. Explain the author's purpose of writing the text
- c. Summarize the main idea when this is not explicitly stated in the text
- d. Select conclusions that can be deduced from the text they have read.

3. *The Critical Level*

Critical or evaluative comprehension is reading to compare information that is in the text with knowledge and value of the reader's own.²¹ Critical reading involves developing discriminating tastes based on standard of value, either public or private.

Critical reading where by ideas and information are evaluated. Critical evaluation occurs only after our students have understood the ideas and information that the writer has presented. At this level, students can be tested on the following skills:

- a. The ability to differentiate between facts and opinions.
- b. The ability to recognize persuasive statements.
- c. The ability to judge the accuracy of the information given in the text.

7. **The purpose of Reading**

Rivers and Temperly in David suggest that there are seven main purposes for reading :²²

1. To obtain information for some purpose or because we are curious about some topic.

²¹IlzamudinMa'mur, *Pijar-PijarPemikiranBahasakan Budaya*.15P.17

²² David Nunan, *Second Language Teaching and Learnin*. P.250-251

2. To obtain instruction on how to perform some task for our work or daily life (example as knowing how an appliance works)
3. To act in a play, play a game, do a puzzle.
4. To keep in touch with friends by correspondence or to understand business letters.
5. To know when or where something will take place or what is available.
6. To know what is happening or has happened (as reported in newspapers, magazines, reports)
7. For enjoyment or excitement.

Another purpose for reading carefully is to find general information such as what a text read, to find a specific in a text or article. Once the student has a general idea about the material the students want to learn, they will read the sections carefully. It is time to read with a dictionary close by and to check the glossary for words he does not know. After reading the text carefully, the student will go back and review the material to see if they can answer questions about the text.

The effectiveness reading skill sometimes depends on the ability of the reader to handle a sentence or a passage. Simple sentences are easy to understand. So the use dictionary is important to understand the meaning of difficult words.

B. Listen-Read-Discuss (LRD) Strategy

1. Definition of Listen Read Discuss (LRD) Strategy

The Listen-Read-Discuss (LRD) is a comprehension strategy that builds students' prior knowledge before they read a text.²³ The Listen-Read-Discuss (L-R-D) method was created as a “starter” method for bridging from traditional instruction to a more interactive approach. Traditional reading-based instruction typically begins by having students read the 30 assignment, listen to a brief lecture or overview by the teacher, and then discuss their responses to questions. The L-R-D simply inverts the first two steps. Effective learning, including learning how to be an effective teacher, needs something to get it started, something to keep it going, and something to keep it from becoming random or misguided.

The L-R-D method tends to meet these requirements for both teachers and students. It is a simple lesson design that can be tried almost immediately and that offers several variations that can be phased in as a personal program of professional development. The L-R-D is a heuristic, or hands-on, activity designed to induce self-discovery about effective teaching by teachers and about effective learning by students.

2. The Component of LRD strategy

The component of Listen Read Discuss (LRD) Strategy is divided into three stages:²⁴

²³Manzo, Antony V, and Casale, Ula P.A *Conten reading heuristic.Listen-Read-Discuss:Journal of Reading*, 28,372-734.

²⁴<https://www.emaze.com/@AQFRIZL/LRD-Reading-Strategy>

1. Listen

The first stage of LRD is the teacher presents information to students about the book they will be reading. This can be in the form of a short explained on the topic, using graphic organizer to guide the lecture.

2. Read

In reading stage, the teacher asks students to read a text selection. The content should be similar to the material presented during the “listen” portion of the lesson.

3. Discuss

In this stage, the teacher leads a classroom discussion of the material. Encourage students to reflect on any differences between their reading of the content and teacher’s presentation.

In LRD strategy, there are three stages. They are; listen, read, and discuss. First, in listen stage, students listen to a short explanation of delivered by the teachers. A guide or graphic organizer can be used to help students follow the information. Then, the students read a text selection about the topic. This explanation is compared with the information from the teacher say. The passage from the textbook should cover the same information introduced from the teacher. After reading, there is a large group discussion or students engage in small group discussion about the topic. Questions should be encouraged. Students may be asked to complete an information sheet or a writing activity further develops understanding.

From the explanation, it is clear that LRD strategy is different from common strategy. By using LRD to teach students in reading activity it can increase their comprehension and make them enjoy in the classroom.

a. Strengths of LRD strategy

1. It helps students comprehend material presented orally.
2. It builds students' prior knowledge before they read text.
3. It engages struggling readers in classroom discussion.

b. A Weakness of LRD strategy

LRD is difficult to use on a daily basis because developing the lecture and the students' prior knowledge is time intensive. The teacher must be selective and choose specific text where the students lack prior knowledge about and need more support with LRD text. Most students don't need that high level of support for the content material they will read, but struggling readers and early English language learners will benefit greatly from this strategy.

3. Teaching Reading by LRD strategy

1. Listen

Teacher presents information to students about the text they will be reading. This can be in the form of a short lecture on the topic, using graphic organizer to guide the lecture. Presenting the information from the portion text in a well organized lecture format is about 5-15 minutes while the students are listening the lecture of the content of their reading.

2. Read

In this stage, students read the text and compare what they learned during the lecture to their understanding or reading the text on their own. Students should read silently because silent reading increases comprehension and encourage students to practice study strategies independently.

3. Discuss

After reading, students discuss their understanding of the text with other students in their small group or large group. Teacher guides students in a review and reflect of the content. Discuss the material students now have heard and then read. Three questions adapted from Smith are useful in guiding this post reading discussion:

- What did you understand most from what you heard and read?
- What did you understand least from what you heard and read?
- What question or thought did this lesson raise in your mind about the content and or about effective reading and learning?

From explanation about LRD strategy above, the writer has big expectation that using this strategy can be useful to apply in teaching reading comprehension in classroom. Moreover, it will give valuable contribution for the students in comprehending the reading texts. For the English, it can make a better information in teaching English subject. And the last, this strategy will be useful for the writer to motivate herself in teaching and learning English.