**CHAPTER II**

**THEORETICAL REVIEW**

1. **Defination of Reading**

Reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. Reading also has a positive effect on students’ vocabulary knowledge, on their spelling an on their writing. By reading will increase students’ understanding and vocabulary.

Reading is one of the basic skills in learning a language. “Reading” is a root of “read” which is meant as looking at and understanding something ptinted or written[[1]](#footnote-1). The term “reading” literally has meaning as the action or practice of reading. Reading is not simple. Reading is an active process that requires a great deal of practice and skill[[2]](#footnote-2).

There are a lot of definitions of reading. Smith gives definition “reading is extracting information from print”.[[3]](#footnote-3) This printed page should be understood and the reader should be able to keep thinking what the conceptual texts are conveyed in order to catch the gist and the main information given by the author. From the definition, the writer can summarized that reading is a process that involves vision and response to comprehend reading material is aimed to obtain information and improve our knowledge.

Reading is the most useful and important skill for people and tool for academic success. Reading is not only source of information, but also an active process which consists of recognition and comprehension skill. Comprehension can be meant the identification of the intended meaning of written or spoken communication.[[4]](#footnote-4) In order to learn or understand the massage of the author, the students are hoped to have the ability to comprehend the written textbook. Reading with comprehension means to understand what has been read.

Reading is the process of constructing meaning through the dynamic interaction among the reader’s existing knowledge, the information suggested by the written language, and the context of the reading situation.[[5]](#footnote-5) The we will get the information appropriate what we read, for the examples we read something in newspaper that told about sport then we will new information about that. Reading is not passive, as it involves the reader in active interaction with what is presented in the text in order to make sense of what is written. Because of that reading is very important in our life.

Reading is an active and complex process that involves :

1. Understanding written text
2. Developing and interpreting meaning
3. Using meaning as appropriate to type of text, purpose, and situation.[[6]](#footnote-6)

Reading can be a mean of consolidating and extending someone knowledge of the language. Doing it, the reader can be grab any information and pleasure about the subject of the language. This activity also gives some advantages for the readers. (Rivers, 1982:260)

1. **The Purpose of reading**

Generally, the purpose of reading is to find some information of text. According to Lecturer, they said that every student has their own purpose to read something to determine in which type does you include, this is type of reading purposes:[[7]](#footnote-7)

1. To search for simple information
2. To skim quickly
3. To learn from text
4. To integrate information
5. To write (or search information needed for writing)
6. To crotoque text
7. For general comprehension

The other perception the purpose of reading are various from one to another. The purpose of reading is also to help the readers active some clear information and also for communicating. When people decide to read, they may have some purpose in their head. Unconsciously, people do skimming and scanning to find what they require to read. Moreover, when people reada book that they love, they would read it from the beginning until the end of story because they find it interesting. Those are several examples of purpose in reading.

According to Grabe and Stoller, they are some purpose of reading which are explained as follow: [[8]](#footnote-8)

1. Reading to search simple information

This is the purpose that people usually find when they need to reading to search for information is a process aimed to have specific information by scanning through the sentences and words related to the searched of information without reading every sentence of the text.

1. Reading to skim quickly

This purpose is similar to reading to search simple information. In this purpose, the readers guess where the information of the text they need are supposed to be, then they read the part of the text that they find until they have the main idea of what they read.

1. Reading to learn from texts

Reading to learn from texts usually happens in academic and professional situation. The process of this purpose is usually taking longer time than reading reading to serach for information and to skim quickly, because it needs reader to have more complex ability to observe a deeper understanding and often need repetition to remember every single detail information from the text,

1. Reading to integrate information, write and critique texts

This purpose usually also happens in academic and professional situation. As the title, the reader reads the text to write some information from the text that they have, then they integrate the information also critique the text that they read. Both reading to write and reading to critique require ability to select, critique and compose information from the text.

1. Reading for general information

Gaining general comprehension of the text is the most basic purpose of reading. General reading comprehension is actually more complex than what people may think which requires more understanding to the whole big ideas instead of understanding one or two specific ideas in the text.

1. **Types of Reading**

The teacher can do some of mine ways to develop students’ reading comprehension as follows:

1. Intensive Reading

Intensive reading is related to further progress in language learning under the teacher’s guidance. This rading is done to cvarry out to get specific information and students read a book to acquire knowledge.

1. Extensive Reading

Extenssive reading is reading for pleasure. Students want to know about something student does not care about specific or important information after reading.

1. Alound Reading

Reading alound also play important role in teaching of English. According to Venktes, only those text should be read alound, which have been written to read alound like poetry,dialogue, and other type of the text.

1. Silent Reading

Silent reading is done to acquire a lot of information. Teacher has to make them silently and when they are able to read without any difficulties.

In 1920, William S. Gay introduces to express the term of reading comprehension or reading silent in America. He expresses it, when he dislikes to learning reading, because in learn ing reading emphasize oral reading not reading comprehension.[[9]](#footnote-9) In other percepstion there is three types of reading who should be on nptice by student learning reading the first Eye reading This is what 90% of us think of as “reading.”  It is what we are most tested on, and taught in schools.  Eye reading includes taking in words, sentences, and phrases through our eyes to develop meaning, which is the basis for almost all reading and ultimately comprehension for a majority of people.  Without a doubt, eye reading must be taught and focused on in early elementary grades, especially in terms of developing phonemic awareness, fluency, and decoding skills. The second is Ear Reading,This is where ear reading can come into play.  When you have a student who can’t “decode” the text but is reading/comprehending at a much higher level, they can still “read” with their ears!  As Jennifer A., a Reading Specialist outside of Chicago, states to students; “You might learn better through your ears than you do taking in information through your eyes, and that’s totally fine because your brain is still doing the work with it.” The third is Finger reading is better known as “Braille Reading.”  We would never say to a student with blindness or vision impairment that, when reading braille, they are not actually reading, would we?  Then why do we say to students with Dyslexia and/or Learning Disability that “ear reading” is not really reading? Just like ear and eye reading, finger reading helps unlock doors for students, adults and learners who cannot access print in the normal way.

1. **Step Reading Process**

According to my lecture Naf’an and Miftahur Rachmat[[10]](#footnote-10) they may be broken down into the following seven basic processes:

1. Recognition : the reader’s knowledge of the alphabetic symbols.
2. Assimilation : the physical process of perception and scanning.
3. Intra-integration : basic understanding derived from the reading material itself, with minimum dependence on past experience, other than knowledgeofgrammar and vocabulary.
4. Extra-integration : analysis, criticism, appreciation, selection and rejection. These are all activities which require the reader bring his past experience to bear on the task.
5. Retention : this is the capacity to store the information in memory.
6. Recall : the ability to recover the information from memory storage.
7. Communication : this represents the application of the information and may be further broken down into at last 4 categories, which are:
8. Written communication;
9. Spoken communication;
10. Communication through drawing and the manipulation of objects;
11. Thinking, this is another word for communication with the self.
12. Reading is an active and complex process which draws on the application of a number of skills and knowledge about language and priant. The skills that are needed include the ability to recognize letters and words, to match letters with sounds to create words.

Reading also relies on the reader’s ability to predict word meanings and the meaning of the text. Inapplying skills and knowledge the reader is guided by the expectation that what is read should make sense. From the start children need to learn about and use a range of strategies in order to become successful readers. We need to make sure that they draw upon their knowledge of letters and words, apply their knowledge about oral communication to the texts and understand that reading is a purposeful and meaning-making activity.[[11]](#footnote-11)

In order to comprehend the successfully, skilled readers must be able to decode or pronounce words quickly and accurately, read with fluency, activate vocabulary knowledge in relation to the language of the text, and put into play text comprehension strategies to understand what they are reading.[[12]](#footnote-12)

1. **Comprehension**

In other words, comprehension is a kind of up-market synonym for understanding in discussion that are (or are intended to appear) technical and scientific. In such context the word frequently doesn’t appear alone, but in such combinationsas comprehension skills or the comprehension process, even by people who would never use expressions like understanding skills or the understanding process.[[13]](#footnote-13)

1. **Defination of Reading Comprehension**

There are many definitions of reading comprehension. Gary Woolley gives definition “reading comprehension is the process of making meaning from text”[[14]](#footnote-14). It means reading comprehension aims to gain an overall understanding of what is describes in the text rather than to obtain meaning from isolated words or sentences. In addition, according to Catherine Snow in her book, she said that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.[[15]](#footnote-15) It means a reader understanding the written text by extracting the information from text as efficient as possible. Usually, in reading comprehension workbook, the questions include reader recalling what he has read without further recourse to the text.

From the definition above the writer concludes that reading comprehension relates to understanding and thinking process to get the message from the reading materials. In other words, the reader is understanding all or most of the thoughts the author intended to communicate. Thus, reading comprehension involves other skills such recalling word meaning, finding answer to questions answered explicitly or in paraphrase, drawing inference from the context, and grabbing idea in the content.

Reading comprehension is a complex process. The difference between skilled readers and those who struggle with reading is often due in large part toworking memory deficits. Many students experience frustraction at not being able to recall key characters, ebvents,and story details. Students may pass over unfamiliar vocaburay words for fear that they will lose their place or forget the rest of they story. In addition, they may not make the connection that particular words are important to the larger context. No fluent readers who have underlying weaknesses the decoding process or with automatic memory read slowly.[[16]](#footnote-16)

According to Douglas, assessment is the gathering of information for the purpose of guiding instruction to offer peak performance, knowing that their responses are being measured and evaluated. A good assessment uses specific and appropriate language to describe the data gathered.[[17]](#footnote-17)

Meanwhile, reading is an activity that gives a person the knowledge widely depending on what he was reading, by reading someone who dosen’t know will be known. And now reading is not just to look at books, magazine, newspapers etc. As we know, today advanced of technology, with gadgets we can easily search anything by using mobile ohione, computer, laptop, etc. in addition easy to carry anywhere. Of course, we can use to read anything, with open the google search in the application we can easily access and search for what we want to know. Reading is also referred to as a source of the knowledge. Because reading in the education field, students need to be exercised and trained in order to have a good reading. Many people say that reading is easy and not need thinking and concentration. But in the fact, reading is lacked for knowledge thinking and high energy to cencertation. For understand the content of the text,the students have to understanding the vocabulary, the sentence, and the paragraph for turn up of distinct understanding the content of the text. Reading is not only to understand the content or information of the text by short term memory, but the reader should be to keep information about the text in long term memory.[[18]](#footnote-18)

1. **Assessing of Reading Comprehension**

According to Douglas, assessment is the gathering of information for the purpose of guiding instruction to offer peak performance, knowing that their responses are being measured and evaluated. A good assessment uses specific and appropriate language to describe the data gathered.[[19]](#footnote-19)

Andriyani state that there are five aspects in reading which help students to comprehend English text i.e. main idea, specific information, inference, reference, and vocabulary.[[20]](#footnote-20)

1. **Main Idea**

Segretto (2002: 12) sates that main idea of the reading selection is what the passage is mostly about. Main idea is the most important part of the text because it tells about what is the text tells about. The sentence that states the main idea is called topic sentence or topic statement and it can be located in the beginning, in the middle or at the end of the text.

1. **Specific Information**

Supporting details are the fact and ideas that explain or show the topic sentence or main idea. It is supported by Mc. Whother (1986: 36) which state that supporting detail or specific information develops the topic sentence by giving definition, examples, facts, an incidents, comparison, analogy, cause and effect statistics and quotation. Supporting details help the reader to understand the text and its position sometimes after the main idea or topic sentence. Supporting details or specific information develop the topic sentence by giving definitions, examples, facts, analogy, cause and effect, and also questions.

1. Inference

Inference is an educational guess or prediction about something unknown based on available facts and information. Inference is an important skill because it helps the reader fills information that writer only suggests.

1. Reference

Reference is word or phrases use either before or after the reference in reading material. In other words, such words are used, they are signals to the readers to find the meaning elsewhere in the text.

c. Vocabulary

According to Marchado (2012: 56) a child’s vocabulary is strongly related to his comprehension and ease of learning to read. Knowing the meaning of the words on the page is essential for reading comprehension. Concerning with those statements indeed vocabulary is primary for everyone who wants to speak or to produce utterances of reading.

1. **Listen-Read-Discuss**
2. **Definition of Listen-Read-Discuss Strategy**

Listen (*Listen*) is a form of receptive language skills. At the time of the learning process, this skill clearly dominates the activities of students or students compared to other skills. Includes speaking skills. But this new skill was recognized as a major component of the 1970s language learning which was characterized by the theoretical theory of Total Physical Response (TPS) from James Asher, The Natural Approach, and Silent Period. The three theories suggest that listening is not a single activity fig. The first step of listening skill is the psychomotor process of receiving sound waves through the ear and sending those implants to the brain.[[21]](#footnote-21)

Reading (*Read*) reading is an activity to gain meaning from what is too deep in the text. For these purposes, in addition to knowing the language in use, a reader must activate various mental processes in his cognitive system.[[22]](#footnote-22) Therefore reading needs to be improved in classroom learning. After the students receive or listen to the material submitted by the teacher students should read again the material that has been conveyed by the teacher.

Discussion (*Discuss*) is a process that involves two or more individuals who are verbally integrated and face-to-face about a particular goal or goal through information sharing, self-maintenance, or problem solving.

A strategy that is Listen-Read-Discuss method is one of strategy can be used by the teacher in teaching. A technique can help students because learning strategy for students more effective than without a technique. Because teching by a technique the students more effective in learning. it is suitrable with that Manzo said that the listen-read-discuss method is one teaching strategy for the teacher and learning strategy for the students more active in comprehending material.

LRD is a powerful tool for engaging struggling readers in classroom discussions. Since the content is initially covered orally, students unable to read the entire text on their own are able to gain at least a surface level of understanding about the reading. Those students lacking prior knowledge about the content gain it during the listening stage, allowing them to more easily comprehend the text during the reading stage.[[23]](#footnote-23) Listen-read-discuss (LRD) strategy isto help students share idea with presented orally or discussion about the materials. And then this strategy can helps a students to increase knowledge in read the text.

Debral said that listen-read-discuss (LRD) is strategy which uses mutiple intelegence to strengthen students‟ comprehension. [[24]](#footnote-24) It means that LRD is strategy for increase the students comprehending in reading a text. According to Kenna, listen-read-discuss is a strategy especiallydesigned for struggling readers. [[25]](#footnote-25) It means that listen-read-discuss is strategy by students difficulty to read a text. Casale also explained that listen-read-discuss strategy has purpose such as, LRD to help students comprehend material presented orally and LRD to builds students prior knowledge before they read a text. From those purpose, it can be concluded that steps to do this strategy is easy. The benefits of this strategy is an excellent tools for engaging struggling readers in classroom discussion. Since the content is initially covered orally, students unable to read the entire text on their own are able to gain at least a surface level of understanding about the reading. Those students lacking prior knowledge about the content gain it during the listening stage, allowing them to more easily comprehend the text during the reading stage. [[26]](#footnote-26) In conclusion, LRD is one of strategy in teaching reading in which the students should discuss about a text to read. It makes students to have responsibility to teach each other. It means that students becomes for their teammates. The Reading Comprehension of Junior High School Students, English Based on those statements, the researcher concludes that listen-read-discuss (LRD) strategy is the strategy that build students‟ background knowledge in comprehend the text. It might be active teaching in learning for the students and the teacher in teaching reading comprehension. LRD that is simple and good reading strategy for students, With this strategy the students will be more active because in this strategy the students build their prior knowledge before reading by themselves then this strategy also use discuss, so the students can share their idea to other friends in small group.

1. **The Procedure of Listen-Read-Discuss Strategy**

LRD is a strategy that helps student comprehend material presented orally. There aresome steps of teaching reading using listen-read-discuss strategy, follow as:

a. 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.

b. The students then 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. Long reading assignments that bring in other topics are not appropriate. The teacher should let the students know that the purpose for reading is to experience another explanation of the topic and to compare it to the information they have just heard. [[27]](#footnote-27)

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

**3. The Advantages of Listen-Read-Discuss Strategy**

The Advantages of Listen-Read-Discuss, they are:

1. LRD can be used for proficient or weak reader.
2. Teachers observe reluctant reader approaching the text with more confidence.
3. It is easy to use and require little preparation.
4. It helps students to comprehend the material presented orally.
5. It builds students‟ prior knowledge before they read a text.
6. It engages struggling readers in classroom discussion.
7. Students bring more information and enthusiasm to be post-reading

It can be seen that the advantages of LRD can build students in reading comprehension for proficient or even to weak reader. It builds students prior knowledge before read the text, and comparing the information during they read the tex t. The last, students will be engaged class discussion which builds their understanding of the text and improve students confidence in class discussion. In addition that is advantages of LRD.

**4. Disadvantages of Listen-Read-Discuss Strategy**

There is also disadvantage of LRD strategy is difficult to use on a daily basis because developing the lecture and the students prior knowledge is time intensive. It means that you can see the disadvantages about LRD the students will be confusion and difficult in to daily basis.

1. Oxford unity press, *Oxford Learner’s Pocket Dictionary 3rded,* (New York: (Oxford Unity Press,2003), 356 [↑](#footnote-ref-1)
2. Jude Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (Chicago: Amerika Library Association, 2007), 10. [↑](#footnote-ref-2)
3. Frank Smith, *Understanding Reading* (London: Lawrence ElbaumAssocistes, Publisher, 2004), 179. [↑](#footnote-ref-3)
4. Jack Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics 4thed,* (Edinburgh Gate: Pearson Education Limted, 2010), 108. [↑](#footnote-ref-4)
5. Farrel, Thomas Sylvester Charles. *Teaching reading to English language learners:* A Reflective guide. Corwin press, 2008. P.20 [↑](#footnote-ref-5)
6. Afflerbach, Peter. *Understanding and using reading assessment,* K-12. International Reading Assoc., 2011. P.172 [↑](#footnote-ref-6)
7. Naf’an Torihoran and Miftahul Rahmat, *Reading I: Basic Reading Skill* (Serang, Loquen Press, 2012) p.6-7 [↑](#footnote-ref-7)
8. William Grabe and Federicka L. Stoller, *Teaching and Researching Reading, Second Edition,* (London : Person Education, 2002) [↑](#footnote-ref-8)
9. Ilzamuddin Ma’mur, *Membangun Budaya Literasi,* (Jakarta: Diedit Media, 2010), 140. [↑](#footnote-ref-9)
10. Tarihoran and Rachmat,*Reading I Basic Reading Skill,* ***p. 4-5*** [↑](#footnote-ref-10)
11. Browne, Ann. *Developing language and literacy 3-8.* Sage, 2009.p.25 [↑](#footnote-ref-11)
12. Richard T. Vacca, Jo Anne L. Vacca and Maryann Mraz. *Content Area Reading 12th* edition (Boston: Person Education,2016), 21-22. [↑](#footnote-ref-12)
13. Frank Smith, *Understanding Reading, 6th edition* (London: Lawrence Erilbaum Associates, 2004), p.120 [↑](#footnote-ref-13)
14. Gary Woolley, *Reading Comprehension: Assisting Chldren with Learning Difficulties* (New York: Springer Science, 2011), 15. [↑](#footnote-ref-14)
15. Catherine Snow, Chair, *Reading for understanding Toward an R&D program in reading comprehension*, (Arlington: RAND, 2002), 11. [↑](#footnote-ref-15)
16. Lynn Meltzer*, Promoting Executive Funtionin in the classroom,* (New York: Guilford press, 2010), p.120 [↑](#footnote-ref-16)
17. Douglas Brown, *Language Assessment: Principles and Classroom Practices,* (Pearson Education, 2004), 241 [↑](#footnote-ref-17)
18. Ika Indriyani and Tri Ilma Septiana, *“The Effect of Critical Thinking Skill on Students’ Reading Comprehension”, Asses English Educational Journal,* Vol. 2, No. 1, (January-June,2016), 107-108. [↑](#footnote-ref-18)
19. Douglas Brown, *Language Assessment: Principles and Classroom Practices,* (Pearson Education, 2004), 241 [↑](#footnote-ref-19)
20. Rima PriskaAndriyani, “Comparative Study Of Reading Comprehension between Students With Introvert and Students with Extrovert personality,” (a script, Lampung University, 2016), p.14. Retrieved on April 30, 2018 from :/judul/source/folder/unila.pdf [↑](#footnote-ref-20)
21. *Ibid..* [↑](#footnote-ref-21)
22. Iskandar Wassid dan Dadang Sunendar, *ap, cit.,*hlm 246 [↑](#footnote-ref-22)
23. Antony Manzo V,.& CasaleUla P *Listen-read-discuss*: A content Reading Heuristic 1985 Jourbal of Reading 28. P. 372-374 [↑](#footnote-ref-23)
24. Debra J. Housel, Nonfiction Strategies, (USA: Mary D. Smith, 2002). p. 4 [↑](#footnote-ref-24)
25. Mc Kenna, Teaching Through Text: A content Literacy Approach to Content Area Reading (3rded) (New York: Guilford , 2002), p. 94 [↑](#footnote-ref-25)
26. 7Reading, Chomprehension Strategies: Listen-Read-Discuss, Retrieved from http://www.readwritethink.org [↑](#footnote-ref-26)
27. Manzo And Casale, Listen Read Discuss: A Content Reading Heuristic, (Journal Of Reading, 1985), p. 11 [↑](#footnote-ref-27)