

CHAPTER II

LITERATURE REVIEW

In this chapter delves into theories and reviews results that are relevant to research. The purpose of these reviews is to provide essential background information for the study. The literature reviews include all sources relevant to the study.

A. Theory Description

1. Teaching English Reading Comprehension In Junior High School

In teaching english of reading comprehension in junior high school is important in language learning. In this case, the teacher can equip their students with strategies that will help them access and use background knowledge, text future knowledge, general knowledge, and general knowledge gained from the world, or some would call it, common sense knowledge.

The aim of teaching English reading comprehension in junior high school is to enable building the student's prior knowledge before they need a text, during reading, and after reading by listening to the teacher's short lecture, reading a text

selection, and discussing. Liss (2019: 377). Reading comprehension is an ability in which the reader must know the vast world of reading that is stored in him to understand all the information presented in the reading text. Reading comprehension occurs through a process of interaction between knowledge in the reader's scheme with the understanding or facts contained in the reading text. Thus, understanding the reading text not only relates to what is contained in the reading text but also relates to the prior knowledge possessed by the reader.

According to William Grabe reading comprehension is remarkably complex, involving many processing skills that are coordinated in very efficient combinations. Because we also read for different purposes, there are many ways to read complicating any definition. " It means that the ability to read is a remarkable type of expertise that most humans develop, it is not generally well understood. nor is its development widely recognized for its significant cognitive achievement.

According to Nunan, Reading comprehension is the process of understood information from reading texts and

combining information from prior reader knowledge to construct meaning contained in reading texts. It means that readers try to understand the text when they read it. To do that, they not only interact with the text itself but also remember their previous knowledge about the reading texts entire reading text. While according to Neufeld comprehension can be defined broadly as the process of constructing a supportable understand of a text. It means that understand can be broadly defined as the process of building understanding of a text that can be supported.

Furthermore, to understand a reading text, readers look for the meaning of the text when they read it and accept new information found in the text and relate it to what was in their prior knowledge. So, when they read a particular text, their understanding of information related to the topic of the text. This idea is similar to the concept of accommodation and assimilation suggested by Cameron that students will receive new information without any changes being made to their knowledge (assimilation) or adjust their knowledge to match the new information they get (accommodation). These methods provide

services for progress in their learning process. Understanding involves a process of seriousness not only from the result of information contained in the text but also from the interaction with the reader's prior knowledge of the reading text.

In short, reading text is different from comprehension of a text, comprehension is the result of reading. However, not all types of reading lead to understanding because reading does not always require the reader's understanding of the text. To understand the text, the reader must have the purpose of reading and relate their previous knowledge about the text to the subsequent reading process. Understanding is not a single reading skill. Instead of requiring a lot of reading skills. It was made after the reader managed to understand the relationship between the words and sentences that make up the text. This is in line with the principle of the LRD strategy before reading activities, students listen to the teacher's explanation. Therefore to understand the meaning in the text, the reader must absorb the information contained in the text to gain the ability to interpret the text and

connect prior knowledge to be able to know the meaning intended by the author.

Thus, according to Tankersley (2005: 9), English reading comprehension is the process of making meaning from text, the goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. And, according to Harmer (2008: 99), teaching reading comprehension in junior high school is a process Teachers must consider some aspects they are students' reason for reading, reading level, and reading principles. In summary, reading comprehension is a highly interactive process that needs evaluating, synthesizing, and analyzing information and gaining through interaction in reading.

a. Aspects of Reading Comprehension

According Nuttal in reading there are five aspects that help students to understand the text as a whole, namely:

a. Identify the main idea

Topic is a sentence that states the main idea. The main idea is not clearly stated by anyone in the sentence.

Instead, readers are asked to conclude, and understand themselves. In other words, the main idea is the most important idea that the writer developed in a paragraph.

b. Specific information

Supporting sentence or specific information is a sentence that develops topic sentences by providing definitions, examples, facts, comparisons, similarities, cause and effect statistics, and quotes.

c. References

References are words or phrases used before or after a reference in reading material. They are used to avoid repeating words or phrases that do not need to be used. This means, these words are used, they are instructions for the reader to find other meanings in the text. In addition, references can be used to create coherent text.

d. Inference

Inference is an educational prediction about something unknown based on facts and information available. This is a logical relationship that can be understood by the reader between the observation and something unknown.

e. Vocabulary

Vocabulary is much related to comprehension. This makes it easier for students to read. Reading comprehension involves the application of the relationship between words with foreign words and matching them with words that are known and understood in the reader's oral vocabulary.

Based on the theory concept above research and conclude that teaching reading comprehension in junior high school in this research on context is a process of deep interaction between reader and author to communicate successfully in gaining what the author means on the text. The student's as readers can comprehend the text based on their ability to recognize the text.

Reading comprehension is also a part which become important In reading, this process need intentional thinking, student's as the readers need more focus to able comprehend the text. In which has some indicators of reading comprehension test in junior high school :

1. Identify word meaning
2. Meaning context
3. Identify the main idea
4. Identify relation in the text
5. Analyzing process of the text.

b. Narrative Text

Narrative is a form of story either fictitious or real that contains a series of events in which the story is told and how the context is presented as aspects of story construction. As such, special features of narrative texts can be found in a sequence of events to attract readers to build their curiosity throughout the story. According to Brewer in K. Denis Muth defines a narrative is a discourse that attempts to embody in linguistic form a series of events that occur in time (and that has) a causal or thematic

coherence. This sentence means that narrative text is the discourse that seeks to realize a series of events that are passed through for a long time and have a causal relationship. According to About narrative is so much a part of the way we apprehend the world in time that it is virtually built into the way we see. It means that narrative is part of the way we understand life that is built according to our perspective.

Narrative texts allow students to build relationship as they can find out the similarities between the text and their own lives, they connect the linkages between the text they are reading now and other texts they have read before. In short, the fact that reading narration is a collaborative effort between writer and reader. Indeed, narrative texts require background content to understand. As a result, readers need to develop background knowledge for literary elements to build connections. Students who read narrative text must be familiar with previously reviewed literary elements such as characters, settings, problems and solutions, themes, and writing styles. When students read quality narrative texts, they are directly involved with characters

who might have the same feelings or might find themselves in the same situation. There are many types of narrative including fairy tales, mysteries, science fiction, horrors, romances, legends, ballads, etc. It can be classified as imaginary and factual, or even a combination of the two.

Based on definition that explained by some expert above, the researcher concluded that narrative text is kind of text which tell about events, or accuracies, which can make the reader feels that is real. A narrative text tells about something that happened in the past. A narrative text is also a spoken or written text to communicate a message, which is used to interpret it's meaning in the story. Narrative is a text which content about story like story of citizen (folktale), the story of animal (fable), legend, etc.

c. The Purposes of Narrative Text

People read narrative text might be basically for enjoyment and pleasure; to gain a readers interest. It means they like enjoying themselves to read any kinds of stories because they may possess similar feelings or find themselves in like situations. This is in line with Anderson's statement the purpose of narrative

text is to present a view of the world that entertain or inform the reader or listener. Based on the theory concept above research and conclude that the purposes of Narrative text in this research on context is the readers as if involved within story to get the pleasure.

2. Listen, Read, Discuss Strategy

According to Liss (2019: 377), LRD strategy is a comprehension strategy that build the students prior knowledge before they need a text. This theory supported by Ibrahim in Richardson (2002: 10) that LRD is a comprehension strategy that builds students' prior knowledge before they read a text, during reading and after reading by listening the teacher's short lecture, reading a text selection, and discussing. Beside that in Kasyulita (2020: 60), states that LRD strategy has been shown to increase students' science inquiry strategies, and overall text comprehension compared to control classrooms with separate science and literacy curricula and/or strategy instruction on

reading alone. In the LRD strategy 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 gives. It is a powerful tool for engaging struggling reading in classroom discussion. Since the content is initially covered orally, students are unable to read the entire text on their own to gain at least a surface level of understanding about the reading. Those students lacking prior knowledge about the content gain it during the listening stage, allowing them to more easily comprehend the reading text. LRD strategy is relatively easy to create because can exchange the students understandig about many lesson.

There are procedures of LRD strategy to follow:

The procedure of teaching reading comprehension through LRD based on the Taxonomy of procedures for teaching EFL reading and variations in teaching reading comprehension through LRD based on Peaty (2012; 185) as follows:

1. The teacher prepares the material about narrative text.

2. The teacher also prepares about how to deliver the material through ask about the students' background knowledge of the material.
3. The teacher gives a lecture or an audio recording about narrative text that will be learned in the class, it tries to activate the students' background knowledge.
4. After that, the students read a narrative text.
5. The teacher divides the students into a small group. Each group consists of 5-6 students.
6. The teacher and the students discuss about the material of narrative text.
7. Then, it meets about teacher explanation and the students' comprehension about narrative text that they have read.
8. The last, in discussion groups the students also discuss about their difficulties that they found in read a narrative text the form a story

Based on those explanation, the researcher concluded that listen, read, discuss strategy is a powerful tool for engaging struggling readers, especially L2 learners. Because the content of

the text is covered orally at the beginning, the learners who are unable to read the text on their own, are able to gain at least a surface understanding about the reading.

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. This strategy gives the effectiveness in teaching and learning reading.

Based on the theory concept above research and conclude that Listen, Read, Discuss (LRD) Strategy in this research on context is powerful tools to engaging struggling readers in the classroom discussion. Then, this strategy activated the students prior knowledge when they have a text, then they read the text and compare with their prior knowledge with they already know from the text, and then make discussion with their friends to make sure the information from the text.

In which has some indicators of Listen, Read, Discuss (LRD) strategy :

1. Identify the topic and main idea in a narrative text.
2. Classifying generic structure in a narrative text.

3. Determine the moral message contained in a narrative text.
4. Finding problems/conflicts in a narrative text.
5. Demonstrate the use of verb forms in a narrative text. (simple past tense, past continuous tense etc).

B. Review Of Previous Study

The previous study is “The Effect of Using Listen, Read, Discuss (LRD) Strategy Towards Reading Comprehension of The Second Year Students at Senior High School 9 Tampung Kampar Riau academic year 2013/2014 from State Islamic University of Sultan Syarif Kasim Riau. The differences between her research and this research are her research used quasi experimental research design and this study used preexperimental research design. Then the text selection of the text that used in treatment process. Her research don’t used specific text in treatment and in this study used narrative text. And then her research conduct at The Second Year Junior High School and this study conduct at the First Grade Students of Senior High School.

Then, there is previous study that related with reading narrative text. The title is “Improving the Students’ Reading Comprehension of Narrative Text through Story Mapping (A classroom Actin Research of the Second Grade of MTs Tarbiyatul Falah) by Muhammad Ramli from State Islamic

University of 'Syarif Hidayatulloh Jakarta. The differences with this research is his research used CAR and this research used pre-experimental research design. And his research used Story Mapping as the media, and this study used Listen, Read, Discuss Strategy I teaching reading narrative text.

C. Research Hypothesis

Based on the problems and theories that have been mentioned, then the hypothesis will be stated as follows:

H_a : There is a significant effectiveness using Listen, Read, Discuss (LRD) strategy toward student's reading comprehension at Eight Grade at SMPN 20 Kota Bengkulu Academic Year 2022/2023.

H_o : There is no significant effectiveness using Listen, Read, Discuss (LRD) strategy toward student's reading comprehension at Eight Grade at SMPN 20 Kota Bengkulu Academic Year 2022/2023. The criteria of the test were as follows:

1. H_a is accepted if Sig. < = 0,05
2. H_o is accepted if Sig. > = 0,05.