

CHAPTER II

REVIEW OF LITERATURE

2.1. Theoretical Description

2.1.1. Definition of Reading

In conducting a research, theories are needed to explain some concept in the research concerned. The concept which are used must be clarified in order to have the same perspective of the implementation in the field. In this chapter, the writer tries to give the clear description of theoretical framework which covers the general concept of reading, reading comprehension and listen, read, discuss (LRD).

Most people see reading as a simple process with the reader processing with each letter in turn, producing the appropriated sounds in forming words. Some people considered reading as thinking process through which meaning is obtained from printed symbols. De boer and Dallmann state that “ Reading is a much more complex process. Reading involves recall, reasoning, evaluation, imagining, organizing, applying and problem solving” .

2.1.2. The Importance of Reading

Reading is an important skill in many different settings especially in educational setting. Grabe (2009: 5) argues that students, nowadays, encounter the

great demands of reading activity since all knowledge is in the written form. The students should have a good reading ability to discover the content of the text. In addition, Harrison (2004 : 3) argues that the importance of reading is not only related to the development of knowledge but also it is related to the people thinking capability.

This capability will be the basic development of emotional, moral and verbal intelligence. Moreover, these developments determine what kind of person people would be. In summary, reading is important for students both to develop their knowledge and to develop the way think related to the development of their moral, emotional as well as verbal intelligence.

2.1.3. The Purpose of Reading

Basically reading activity aims to find and obtain the message or meaning to understand the meaning through reading. According to Anderson, there are seven kinds of goals of reading activities, namely:

1. Reading for details or fact. Reading aims to find or know the discoveries made by the character, to solve the problems made by the character.
2. Reading for main ideas. Read to know topics or issues in reading. To find the main idea of reading by reading page after page.
3. Reading for sequence or organization. Reading aims to know the parts of the story and relationships between parts of the story.
4. Reading for inference. Readers are expected to feel something that writers feel.

5. Reading to classify. Reading this type aims to find things that are not fair about something.
6. Reading to evaluate. So the reading aims to find something success based on certain measures. Reading this type requires comparability by comparing and re-testing.
7. Reading to compare or contrast. The purpose of reading is to discover how, the difference or equality of two or more things.

2.1.4. Kinds of Reading

Rustan (2010 : 10) identifies there are three reading technique that are come only known. They are skimming, scanning, and semantic mapping or clustering:

- a. Skimming Perhaps the two most valuable reading strategies for learners as well as native speaker are skimming and scanning. Skimming consists of quickly running one's eyes across a whole text can essay, article, or chapter, for example: to get the gist, skimming give readers the advantage of being able to predict the purpose of the passage, the main topic or message and possibly some of the developing or supporting ideas.
- b. Scanning The second in the "most valuable" category is scanning, or quickly search for some particular or pieces of information in text. Scanning may ask students to look for names or dates, to find a definition of a key concept, or to list certain number of supporting details. The purpose of scanning to extract certain specific information without reading through the whole text. For academic English, scanning

is absolutely. In vocational or general English, scanning is important in dealing with genres like schedule, manuals, form.

- c. Semantic Mapping or Clustering Readers can easily be overwhelmed by a long string of ideas or events. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the readers to provide some order to the chaos. Making such semantic maps can be done individually, but they make for productive group work technique as students collectively induce order and hierarchy to passage.

2.1.5. Models of Reading Process

Abbas Pourhosein Gilakjani (2016 : 231) identifies there are three models for the second-language reading process: the bottom-up model, the top-down model, and the interactive model.

1. The Bottom-Up Model

This model starts with decoding the smallest linguistic units, particularly phonemes, graphemes, and words and then makes meaning from the smallest to the largest units.

2. The Top-down Model

With a text and a context, these connect to new information found in the text in order to understand it. The readers do not read every word of a text but they focus on identifying the text words.

3. The Interactive Model

While readers are reading decoding processes support each other, if they do not understand, they should apply their previous knowledge to help them. Readers who are dependent on top-down model use textual signs and infer the

meaning but they should make up for deficiencies like weaknesses in word identification and lack of effective bottom-up processing. This model results in the most effective processing of texts.

2.1.6. Reading Comprehension

Reading is one of the most important skills in language learning. Reading activities are the only way to absorb and interpret written information. Reading as a means of language acquisition of communication and sharing information on ideas and knowledge. According to Jennifer defined reading as the process of thinking, understanding and making meaning from written texts. It means that the readers need to interact with texts as they try to extract meaning in that text. So, it is needed significant skills that have received the special focus on students reading proficiency. It is also supported by the opinion of Pourhosein Gilakjani and Ahmadi in Abbas stated that the main goal of reading is to gain the correct message from a text that the writer intended for the reader to receive informations. Therefore reading is an interactive process between the reader and the text which results in smooth reading. From all of the opinion about reading, it can be concluded that reading is a process of interaction between reader and the written material in transferring, understanding and comprehending about the reading text.

In reading a text, the reader needs the understanding to be able to obtain information correctly. Comprehension is the ability to understand completely and be familiar with a situation and fact. According to Scanlon, et.al stated that comprehension is an active process of acquiring meaning in the text by involving the knowledge and experience of the reader which is related to the contents of the reading.

It means that reading comprehension is to understand what has been read, it is an active process that depends on comprehension skill, student's experiences and also prior knowledge to organize the idea, the author's purpose, evaluate the written text.

2.1.7. Factors that Influence Reading Comprehension

There are many factors that might affect comprehension of printed materials. Some of the factors that will be explained here are characteristic of the materials, syntactical structure, and the appearance of print.

1. Vocabulary

One of the important factors in herein; a reader's comprehension is the familiarity with the vocabulary, where the successful in associating between the printed words with their meaning and their referents depends on the familiarity with the words. Successful reading comprehension is possible when most of the vocabulary in a reading selection is familiar to the readers.

2. Concept of The Material

Familiar word are used to express elusive concepts can also provide the barrier to the reader's comprehension. Therefore, successful readers must have background knowledge (concept) on a reading material. However, the type of material also effects reading difficulty, in fact informational reading usually requires greater concentration and cognitive process than fiction.

3. Syntactical Structure

Another factor can probably provided barrier to comprehension is the syntactical structure of passage is written in familiar words and concepts

with a reader, but still difficult to comprehend the tortuous of grammatical structure to comprehend them, the student should be familiar with them by giving a lot of exercises deal with sentence structures. Materials for beginning readers are usually written in short sentence and are composed primarily of nouns and verbs. Materials of readers at higher levels contain noticeably longer sentence. This practice reflect an awareness of students' language development and is an attempt to match the language level of reading materials with that of student' oral language.

4. The Appearance of Print

The format of reading materials can influence the ease in comprehending them. The number of word per page, the print and spacing style are necessary, it is considered that a high density of words and printed in small size on a page can discourage the less capable readers on the other hands, the primer offensive materials can make the older reader bored.

2.1.8. The Strategies in Reading

Before starting to read, there are some reading strategies which should be learnt by the readers. The first is context clues strategies, it may help the readers to determine meaning. It means that the readers may guessing the meaning of unfamiliar word by looking at the previous and the next word. Besides, that the readers can also guess the meaning by interpreting the context. The second is comprehension strategies, it may used to get information from a piece of text. It means that the readers may use some techniques. For instance; skimming technique or scanning technique to help them to understand the text easily.

Strategies for reading comprehension namely :

- a. LRD (Listen Read Discuss)
- b. SQ4R (Survey, Question, Read, Recall, Review)
- c. Skimming and Scanning
- d. BDA (Before During After)
- e. Summarization
- f. Think-Pair-Share

Of the several reading strategies above, the researcher prefers the LRD reading strategy because it is more effectively used at the high school level.

2.1.9. The Reading Stages

In reading learning, the teacher should encourage students to be able to understand various reading materials. According to Alyousef, H.S (2005) emphasizes the importance of learning reading by dividing it into three big parts of the process of tasking.

1. Pre-reading activities

Pre-reading activities are teaching activities carried out before students carry out reading activities. The focus of learning activities at the pre-reading stage is to raise students' schemes about the topic or material so that students can use their knowledge and experience. Schemata is the background of the knowledge and experience students have about information or concepts about something. Schemata describes a group of concepts that are arranged in a person that is related to objects, places, actions, or events.

2. Whilst-reading

After doing pre-reading activities, the next stage is the stage at reading (during reading). The strategy that can be used at this stage is to use a metacognitive strategy. The use of metacognitive strategies effectively has a positive effect on understanding. In this stage, the purpose of reading activities is to develop the students' ability in breaking down the text through developing their linguistic and schematic knowledge.

3. Post-reading

After doing pre-reading and reading activities, the next step that must be done is the post-reading stage. Post-reading activities are used to help students integrate the new information they read into their schemata so that a higher level of understanding is obtained. Post-reading activities can be developed in several ways, namely (1) students are given the opportunity to find further information about the topic, (2) students are given a number of questions about the contents of the reading, (3) students are given the opportunity to organize the material to be presented, and (4) students are given the opportunity to work on tasks to improve understanding reading.

2.1.10. Learning Strategies in General

Understanding the learning strategy, in general, is a plan and teaching method that the teacher will do by setting the main steps of teaching by the teaching objectives to be achieved and outlined. Learning strategies can also be interpreted as a series of planned activities that include methods and various resources or strengths in learning. According to Amri (2015) "states that learning strategies are

interpreted as a sequence of steps or the procedure used by the teacher to bring students into the atmosphere certain to achieve its learning goals.”.Because the text contents are covered verbally at the beginning, students who cannot read the text themselves can understand the surface of the reading.

It can be concluded that listen-read-discuss (LRD) strategy is the right strategy for teaching and learning to improve students’ reading comprehension because this strategy requires students to be active in reading. For students who also do not have background knowledge on a given topic, the teacher can give some explanation before reading, it is an excellent way to make their knowledge develop deeply about the topics more.

The procedures of using listen-read-discuss strategy according to Michael McKenna's are as follows:

1. Listening stage: The teacher gives the informational or the content of the reading thoroughly to the students about the text that they will be read and this can be in the form of a lecture, audio recording, demonstration, or whatever other techniques promise to be effective. Here the teacher tries to activate the students' prior knowledge.
2. Reading stage: The teacher asks students to read a text, with specific purposes, that reading the text to get an understanding of the text. The content is similar to the material presented during the “listening” portion of the lesson

3. Discussing stage: The teacher lead a classroom discussion of the material that was reading based on the purpose-setting activity teacher provided.
4. Ask for volunteers to present the result of their discussion aloud in front of the class, then ask the students to find out the comparison between the result of their group discussion and on the teacher's answer.

Listen-Read-Discuss may not sound like the most exciting instructional approach ever devised. But its capacity builds background knowledge of the students more than alternative approaches or Directed Reading-Thinking by a teacher. So, this strategy can help students to increase knowledge in reading the text. Listen Read Discuss (LRD) is a strategy designed for students learning. The LRD strategy is suitable for understanding a reading because the LRD strategy consists of innovative steps that help students better understand the purpose of reading.

2.1.11. Listen-Read-Discuss (LRD) Strategy

According to Manzo & Manzo (1995), Listen-Read-Discuss (LRD) strategy is a comprehension strategy that builds students' prior knowledge before they read a text. This is a powerful tool for engaging readers with difficulty in class discussions. Because the content is initially discussed orally, students cannot read the entire text on their own to gain at least a surface-level understanding of the reading. The students had less prior knowledge of the content acquired during the listening stage, allowing them to understand the text more easily. During the

reading stage, The Listen-Read-Discuss strategy is relatively easy to create because it can improve students' understanding of many lessons. According to Manzo & Manzo (1995) there are procedures of LRD as follows:

1. Listen : Teaching presents a lecture on the content of the reading that includes a graphic organizer of the information you discuss.
2. Read : Students read the selection, guided by idea that the reading may provide another understanding or interpretation of the content.
3. Discuss : Discussion of material. Encourage students o reflect the differences between their reading of the content and presentation.
4. Ask for volunteers to read their speeches aloud. Finally, based on the explanation above, using the Listen-Read-Discuss (LRD) strategy helps students read texts because the whole process of teaching reading using the Listen-Read-Discussion strategy will enable students to read. They will interact with others to discuss the target language options. In this strategy, students will be motivated to get the meaning of the text.

2.1.12. Kinds of Text

a. Procedure

To help us do a task or make something. They can be a set of instruction or directions.

b. Recount

To tell the readers what happened in the past through a sequence of events.

c. Narrative

To amuse or entertain the readers with actual or imaginary

experience in different ways. Narrative always deals with some problem which lead to the climax and then turn into a solution to the problem.

d. Description

To describe a particular person, place or thing.

e. News Item

News item is a type of the text that has main function or communicative purpose to inform readers of listeners or viewer about events of the day that are considered newsworthy or important.

f. Report

To describe the way things are (for example: a man – made thing, animal, plants) the things must be representative of their class.

g. Analytical Exposition

To persuade the readers or the listeners that something in the case, to analyze or to explain.

h. Spoof

To tell an event with a humorous twist.

i. Hortatory Exposition

To persuade the readers or the listeners that something should or should not be the case.

j. Discussion

To present information and opinions about more than one side of an issue (“ for” points”against”points)

k. Review

To critique an art work or event for a public audience.

2.1.13. Descriptive Text

Descriptive text is a text which says what a person or thing is like, its purpose is to describe and reveal a particular person, place, or thing. In a broad sense, description, as explained by Kane (2000: 352), is defined like in the following sentence: Description is about sensory experience how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception.

From explanation above, the descriptive text is meaningful text that describes the experience related to the senses, such as what shape, sound, taste is. Most descriptive text is about visual experience, but in fact experience other than the sense of sight, we can also use it to make descriptive text. Objective descriptive text is a text that describes a thing or person by expressing the identity of that thing/person.

2.1.14. Generic Structures of Descriptive Text

When writing descriptive text, there are some generic structures (actually not mandatory) for our writing to be true. The arrangement is :

1. Identification: (contains about the introduction of a person, place, animal or object will be described)

2. Description: contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe.

2.1.15. Purpose of Descriptive Text

The purpose of descriptive text are :

1. To describe person, thing or place in specific
2. To describe a particular person, thing or place

2.1.16. Language Features of Descriptive Text

Language features of descriptive text are :

1. Specific participant : has a certain object, is not common and unique (only one). for example: Bandengan beach, my house, Borobudur temple, uncle Jim .
2. The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in jepara, etc.
3. The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
4. Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc

The researcher makes 5 descriptive texts with different pictures and the researcher will give an example of a descriptive text that describes someone, namely Lee Min Ho.



2.1 Example Of Descriptive Text About Lee Min Ho

Lee Min Ho

Lee Min Ho is a Korean actor and model. He was born in Dongjak-gu, South of Korea, 22 June 1987. He is the only son of his parents and a handsome man. He has one older sister. His height is about 187 cm and his weight is about 73 kg.

According to his mother, Lee Min Ho from age 5 and throughout elementary school was a quiet kid, but was very personable. Lee Min Ho also was very popular with the girls. At that time, his dream was to be a professional soccer player like Cristiano Ronaldo (his favorite football player). Lee Min Ho's hobby is playing football. His favorite food is beef. And his favorite actor is Leonardo DiCaprio. Lee Min Ho has a pet, the name is Choco. It is a dog. When he was child, his mathematics grade was always more than 90. His acting debut was in 2005, in MBC's Love Hymn, appearing as a minor character. However, his first big career

came when he get role as Gu Jun Pyo in korean drama "Boys Before Flowers".
The role as Gu Jun Pyo, catapulted him to fame.

2.2. Previous Studies

Based on the title of this research, the researcher must look for research related to that title. Previous research related to this title is :

1. Yusanti elfa , (2018) entitled “ *the influence of using listen-read-discuss (lrd) strategy towards students’ reading comprehension on narrative text*” The research methodology was quasi experimental design. Then, after conducting the treatments, the instrument was given in posttest. After giving pre-test and post-test, the researcher analyzed the data using SPSS to compute independent sample t-test. From the data analysis computed by using SPSS, it was obtained that Sig. = 0.000 and $\alpha = 0.05$. It means H_a is accepted because $\text{Sig.} < \alpha = 0.000 < 0.05$.
2. Dhea Reskya Ananda, (2019). “*An Analysis of Students’ Reading Comprehension Ability by Using Listen – Read – Discuss (LRD) Strategy in Narrative text*” This research is intended to find out whether Listen – Read – Discuss (LRD) improved the students’ reading comprehension ability in narrative text. This study was conducted at SMPN 1 Darul Imarah, Aceh Besar. The sample was taken by random sampling. Class VIII-2 was chosen as the sample of this study. For the data collection, the researcher used a pre-test, treatments, a post-test, and giving questionnaire. The material used in the test were narrative text. The writer used statistical formula to analyze the data. The mean score of pre-test was 50 and the

post-test was 67. This means that the mean score of post-test was higher than the pre-test. The t-score was 3,294 and the critical value of t-score for 15 degree of freedom on the level significant 0,05 was 2,131. In addition, the students were also given the questionnaire to know the students' responds toward the use of LRD strategy. Based on the data, the students stated that LRD strategy helped them in answering the questions on narrative text. As a result, the teaching by using LRD can be applied to improve students' Reading Comprehension.

3. Nurmilah fitria atasyah, (2019) . “ *The effect of using listen-read-discuss (lrd) strategy on students' reading comprehension of narrative text* “ The method used in this research was a quantative method. The design was a quasi-experimental study and the primary instrument of this study was test. The data from both pre-test and post-test scores were analyzed by using t-testwhich conducted in the SPSS 20. The result of the research showed a significant difference between the two classes in the mean score of post-test of the experimental class was 72.83, while the post-test means score of the controlled class was 69.33. The test of hypothesis showed that sig. 2 tailed (p) was 0.020 while alpha (α) was 0.05, means that $0.020 < 0.05$. It can be stated that the H_0 (Null Hypothesis) was rejected and H_a (Alternative Hypothesis) was accepted.
4. Syamsir, N. F., Astri, Z., Suhartina, S., & Noer, F. (2021). Improving reading comprehension skill through Listen-Read-Discuss (LRD) learning strategy. The problem in this research is the students' reading comprehension skills in English. The purpose of this study to investigate

the improvement in reading comprehension skills of VII-I grade students of SMP Negeri 5 Manda in Maros Regency. This type of research is experimental research. The technique of collecting data is done by using a test technique. The test instrument is in the form of multiple-choice questions tested before and after being treated with learning strategies. The data analysis technique used the t-test. Based on the calculation of the difference test, the average value of the data in the t-test for the equations of means column has a significance value of $0.025 > 0.000$, so H_0 is rejected, so it can be concluded that the Listening-Read-Discuss (LRD) Learning Strategy can be used to improve reading comprehension skills in students.

5. Astri, Z., & Wahab, I. (2018). “ *The effect of reading teaching material for different learning styles in improving students’ reading comprehension* “
“Researchers conducted the One-Group Pretest-Posttest design where only one experimental group was given a pre-test and post-test. Data collection is done in several ways, namely by giving a questionnaire from Barsch Learning style inventory (1980), interviewing and conducting pre and post tests to determine the development of students’ abilities before and after the presentation of the material. In addition, classroom observation was conducted to find out the classroom activities and students’ participation toward teaching material given. The data revealed that the average of students’ result in pre-test was 38.92 % while the result of the average of students’ result in post-test was 68.58 %. It may say that the students’ improvement in reading comprehension using the teaching material has a

significant improvement. 100% of visual learners have improved the ability in English reading comprehension after being given the material. 100% of auditory learners also have an increase in the ability in English reading comprehension after the provision of teaching materials. Likewise with visual-auditory learners in which 100 percent of respondents experienced an increase.

6. E Pebriana., & SW Saputri. (2019) *“The Effectiveness Of Listen-Discuss Strategy (Lrd) Toward Reading Students’ Comprehension”* This research uses of Listen Read Discuss strategy in reading comprehension. This research was conducted based on formulation of the problem. The objective of this research was to know whether there was any significant effect of using Listen Read Discuss Strategy (LRD) strategy toward reading students’ comprehension at the eighth grade of MTS Nurul Falah Kresek. The writer used quantitative research by using quasi experimental research method. Class VIII B as the experimental group which was consisted of 20 students, class VIII A as the control group which was consisted of 20 students. The data were collected by reading test. It can be seen from the result pretest and post-test in experimental and control class. The writer analyzed by using t-test. The result of this research revealed that the post-test scores were better than the pre-test scores. It can be seen from the result of t-test. The criteria of two tailed test with significance level ($\alpha = 0.05$) was $T_{table} \leq T_{test} \leq T_{table}$: H_0 is rejected and H_a is accepted. The result of computation got $T_{test} = 3.226$ and $T_{table} = 0.444$. It means $0.444 < 3.226 > 0.444$. H_0 is rejected and H_a

was accepted. Based on the conclusion above, it can be concluded that reading comprehension through LRD strategy was more effective for increasing reading comprehension.

7. T Tawali . (2021) “ *Improving Students’ Reading Comprehension Through Listen- Read – Discuss (LRD) Strategy* “ This research aimed at finding out whether Listen-Read-Discuss (LRD) strategy improves students’ reading comprehension or not. The research was a classroom action research. The data collected through quantitative and qualitative approach. Quantitative data was gained from the result of pre-test and post-test from reading test. Meanwhile, qualitative data was gained from the result of observation sheets toward students’ and teachers’ activity. The instruments used by the researcher were test and observation sheet. The finding of the research showed that the strategy Listen-Read-Discuss improve the students’ reading comprehension in descriptive text. The improvement can be seen from the mean score of students from pre-test, post-test one, and post-test two. The mean score of pre-tests was 64.46 (50%), there were eight students who passed the minimum passing grade, in the post-test one, 75.35 (67%), twelve students passed the minimum passing grade and in the post-test two, 82.14 (89%), twenty-five students passed the minimum passing grade (KKM).
8. Rizki, Auwalun Muslimah (2022) “*The Use Of The Listen-Read-Discuss (Lrd) Strategy To Improve The Students’ Reading Skills Of Eighth-Grade Students At Smpn 19 Mataram In The Academic Year 2021/2022*”
Metodologi dalam penelitian ini adalah pre eksperimental design yang

terdiri dari satu kelas. Temuan bahwa kompetensi siswa khususnya dalam keterampilan membaca meningkat dengan menggunakan Strategi Listen, Read, Discussion (LRD). Berdasarkan hasil dan pembahasan, kita dapat melihat bahwa siswa yang diajar dengan strategi Listen, Read, Discussion (LRD) memiliki peningkatan keterampilan mendengarkan. Sebelum diberikan perlakuan nilai siswa kelas eksperimen pada pre-test adalah 52,00 dan setelah diberikan perlakuan nilai siswa pada post-test adalah 67,00 artinya menggunakan strategi Listen, Read, Discussion (LRD). mengalami peningkatan karena pada tabel uji berpasangan tabel skornya adalah Sig. (2 tailed) $0,000 < 0,05$ atau Hipotesis Alternatif (H_a) diterima. Kemudian siswa yang tidak diajar dengan Strategi Listen, Read, Discussion (LRD) pada kelas kontrol mendapat nilai pre-test 41,87 dan nilai post-test 53,8333. Kemudian hasil post-test dari kelas eksperimen adalah 67,00 yang lebih tinggi dari post-test dari kelas kontrol, yaitu 52,07. artinya siswa yang diajar dengan Strategi Listen, Read, Discus (LRD) memiliki perbedaan yang signifikan, karena tabel Independent Test memiliki nilai Sig. (2 tailed) $0,000 < 0,05$ atau Hipotesis Alternatif (H_a) diterima.

9. AM Dakhalan - Datokarama English Education Journal, (2022) "*The Effect Of Using Listening-Reading-Discussion (Lrd) Strategy On Students Understanding Of Reading Narrative Text At Mts Palasa*" This research aims to obtain empirical evidence about the effect of using listening-read-discussion strategies on students' understanding of reading narrative texts.

This research method is quantitative. From the analysis of the data calculated using SPSS 25, this research shows differences in the value of the final significant mean between the classes, from the experimental class, was 70.00, while the final mean of the control class is 58.50. The hypothesis test shows that sig. 2 tailed (p) is 0.001 with alpha (α) is 0.05, so $0.002 < 0.05$. It can be stated that H_0 (Null Hypothesis) has been rejected and H_a (Alternative Hypothesis) was accepted.

10. Aprianti, Widya (2018) . “ *The Application of Listen-Read-Discuss (LRD) strategy to Increase Reading Comprehension of the Second Year Students at SMPN 5 Parepare* “The research belongs to Pre-Experimental design with one group pre-test and post-test. The instrument of the research was reading test consist of 20 numbers. The population of the research was the students of the Second year at SMPN 5 Parepare. The research was conducted in five meetings where one meeting for pre-test, three meetings for treatment, and one meeting for post-test. The sample of the research was took by using purposive sampling technique at class VIII-I of SMPN 5 Parepare which consists of 18 students. The researcher used descriptive quantitative technique to analyze the result of pre-test and post-test. Based on statistical analysis showed that the students mean score of pre-test was 63,33 and their score of post-test was 72,77, in which the gain amounted 9,44. It means that the students reading comprehension was improved before and after taught by the use of Listen-Read-Discuss (LRD) strategy. Then the rage percentage in post- test was higher than the rate percentage in pre-test in teaching reading, and t-test was greater than value of t-table

(3,01 > 1,740). The result of the research proved that by the application of Listen-Read-Discuss (LRD) strategy were effective to be used in teaching the students reading comprehension and it means that null hypothesis is rejected and alternative hypothesis is accepted. It can be concluded that Listen-Read- Discuss (LRD) strategy be used to improve students reading comprehension significantly.

Based on the previous research above, the researcher concluded that several methods and strategies can help the process of learning English especially in reading comprehension. So that the students can be more active and interested in learning English. Previous researchers mostly discussed reading strategy with LRD strategies in narrative text and recount text in junior high school students. In this occasion, the researcher focused this research on improving students' reading comprehension by using LRD strategies in descriptive texts at the X grade students of SMK MUHAMMADIYAH 04 MEDAN.

2.3. Conceptual Framework

This research conducted at SMK Muhammadiyah 04 Medan, especially at the X grade students' who have weaknesses in reading comprehension. The researcher used LRD strategies to improve students' reading comprehension in descriptive text. The researcher used the Classroom Action Research (CAR) to find solutions to improve students' reading comprehension by using LRD reading strategies using descriptive text. This research carried out by using two cycles, namely cycle I and cycle II. The steps in each cycle were the same, namely as follows: planning, action, observation, and reflection. The following is an assessment that

determined the success of the research: Work sheet multiple choice, and Reading test. The result of this study is hoped can improve students' reading comprehension using LRD strategy in descriptive text.

The conceptual framework of this research can be seen as follows:

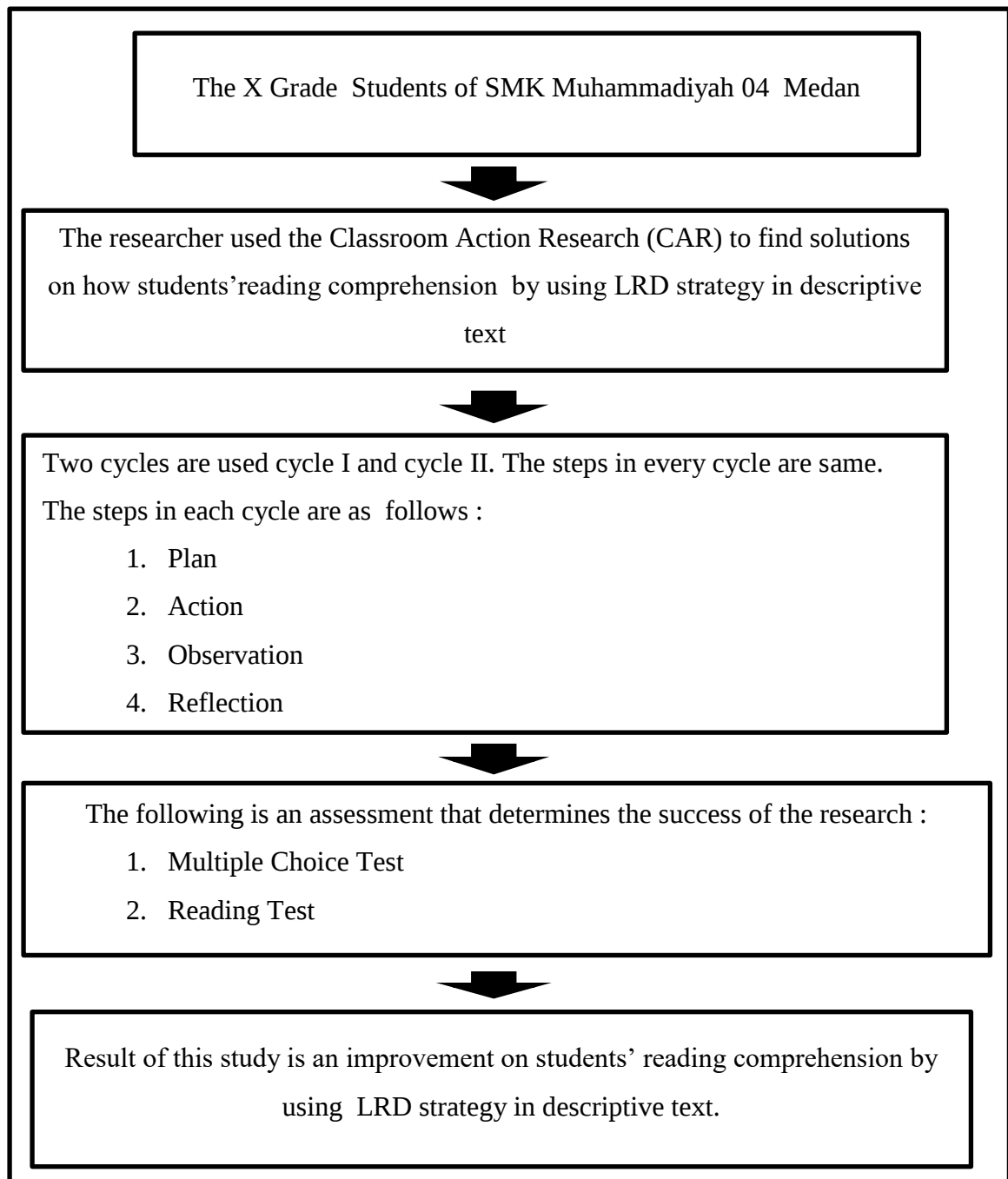


Figure 2.2 Conceptual Framework