

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Four language skills need to be considered when learning English. They are speaking, reading, writing, and listening. Reading is one of the most essential language skills for students to learn and master. By reading, students will get information and knowledge from sources they have read. Reading is thinking, understanding, and getting at the meaning behind a text (Serravallo, 2010). In addition, Tankersley (2003) states reading is a complex process of several interlocking skills and processes. Reading is one of the language skills which is essential for students. It is likewise a skill that teachers simply expect learners to acquire. By reading, the readers can improve their understanding of the text or what they have read; besides, they can enrich their vocabulary and knowledge.

Reading aims to get new information, entertain the reader, and enhance new knowledge. Smith (2004) concedes that reading is a meaningful purpose and contexts are involved. Furthermore, Patel & Jain (2008) state that reading means understanding the meaning of printed words that is written symbols. Reading is not just a reading process for words, sentences, or texts. The readers should be able to get or understand something from the reading materials. Besides, Klingner et al. (2007) believe that meaning, learning, and pleasure are the ultimate goals of learning to read. In reading, students must understand the information contained in a reading text. This activity is called reading comprehension.

Reading is an activity aiming to comprehend the contents of the reading texts. Meanwhile, comprehending the text can be in the form of knowledge about something in the text. Therefore, reading comprehension is the ability of readers to

know the contents of the reading text that has been read. Reading comprehension is constructing meaning by coordinating complex processes, including word reading, word and world knowledge, and fluency (Klingner et al., 2007). Besides, Woolley (2011) reports that reading comprehension is the process of making meaning from reading texts. By reading, the students can demonstrate how well they understand English, so they must develop their reading comprehension. Reading comprehension is very important for students.

Unfortunately, the problem faced by students was lacking reading comprehension. Based on the preliminary observation in SMAN 1 Mengwi, the researcher met the English teacher of the twelfth grade. Based on the questions posed to the teacher, the researcher obtained results that the students from the twelfth grade had problems with reading comprehension. In reading, there were four aspects: general information, specific information, textual reference, and textual meaning that should be mastered. The teacher suspected that one of the causes was the teaching strategies used were still lacking and needed to be improved. When learning was held, they felt that they could not focus on learning, which caused the teaching-learning process could not be effectively implemented.

Strategies in teaching have an essential role in developing reading comprehension. Based on the interview with one of the English teachers in SMAN 1 Mengwi, the teacher still used a traditional strategy to teach reading comprehension. In this strategy, one of the students explained that they were only asked to read and then answer the questions that had been given. From these answers, the teacher can see the results of students' reading comprehension. In addition, students also explained that they still had difficulty answering the questions because there were four aspects of reading comprehension: general

information, specific information, textual meaning, and textual references that they did not understand during the teaching and learning process.

Besides, this traditional teaching strategy was ineffective in improving students' reading comprehension. It happened because, in this strategy, students were only asked to read books and answer the questions. The impact of this strategy made students bored and less active in teaching and learning activities. This strategy was also tricky for some students with different learning styles to understand the reading contents. Good teaching strategies could be essential in students' development, especially reading comprehension. Good teaching strategies should be fun and keep students active in the classroom. However, based on the explanation above, the traditional strategy owned by the teacher was still not said to be effective in teaching reading comprehension to students.

In teaching reading, many strategies can be applied; one of them is Listen-Read-Discuss or LRD. McKenna (2002) states that LRD is a reading lesson format specially designed for struggling readers. Its three stages represent all reading lesson formats: before, during, and after stages. There are three steps for LRD. The first step is to present the content of the reading selection thoroughly. Lectures, discussions, demonstrations, and other techniques promise to be effective. Then, the next step is to have students read the selection. Finally, teachers lead a discussion based on the provided purpose-setting activity. From this strategy, students can comprehend the reading text easily. It helps them to comprehend the material presented. In addition, students can also exchange ideas through discussions. Therefore, students can comprehend a text, especially news item text.

The LRD in the teaching and learning process has several strengths. This strategy can make it easier for students to understand the text. In addition, students

can gain preliminary knowledge before they read the text, then after reading it, they can also discuss it with their friends to express their ideas. From its strengths, this strategy is interesting to apply to high school students as an effort so that students can more easily understand the content of reading texts and students can be more active in discussing and making them more interested in using LRD in the teaching and learning process, especially reading comprehension. Therefore, LRD is appropriate for improving reading comprehension and prior knowledge.

Based on the explanation above, it can be concluded that LRD can help students improve their reading comprehension. The researcher tried to conduct LRD to teach reading comprehension to help the students find general information, specific information, textual meaning, and textual reference in the news item texts. Several studies have successfully demonstrated using LRD to improve students' reading comprehension. That is why, in the present research, the researcher is strongly interested in conducting a scientific research entitled "Improving Reading Comprehension of the Twelfth-grade Students of SMAN 1 Mengwi in Academic Year 2022/2023 through Listen-Read-Discuss".

1.2 Research Problem

Based on the background of the study, the main problem of this study has been explained that students had a low ability in reading comprehension and difficulty finding four aspects of reading comprehension, namely general information, specific information, textual meaning, and textual reference. The solution to the problem was implementing a strategy to improve the students' reading comprehension. The strategy was LRD. Therefore, based on the background of the study, the research problem can be formulated as follows: can

reading comprehension of the twelfth-grade students of SMAN 1 Mengwi in academic year 2022/2023 be improved through LRD?

1.3 Objective of the Study

Research must have a clear and reasonable goal. Every research must have a specific goal to solve the research problem. In this case, some goals should align with the research background and problems which have been previously stated. Furthermore, this study requires an objective so that the researcher can carry out appropriate and relevant research. Based on the documents obtained, students had problems with their reading comprehension. Therefore, the researcher implemented LRD as a teaching strategy to improve their reading comprehension. Generally, this research aimed to improve reading comprehension of the twelfth-grade students of SMAN 1 Mengwi in academic year 2022/2023 through LRD.

1.4 Limitation of the Study

The limitations of the research are important to focus the research on the specified objectives by producing accurate and detailed results. This limitation was also used to avoid other things outside the topics discussed in this study. This research focused on applying LRD to improve reading comprehension of the twelfth-grade students of SMAN 1 Mengwi in academic year 2022/2023. In the twelfth grade of SMAN 1 Mengwi, the 2013 curriculum was applied from the existing syllabus, and the researcher determined the materials to be taught to students in the form of news items. This research focused on the fourth main competency and basic competency based on the 2013 curriculum.

Based on the syllabus of the twelfth-grade students of SMAN 1 Mengwi, the third main competency was understanding, applying, analyzing, and evaluating

factual, conceptual, procedural, and metacognitive knowledge based on curiosity about scientific knowledge, technology, art, culture, and humanities with insights into humanity, nationality, statehood, and civilization related to the causes of phenomena and events, as well as applying procedural knowledge to specific fields of study following their talents and interests in solving problems. Besides, the researcher focused on the third basic competency (3.4), distinguishing social functions, generic structure, and language features of several oral and written news item texts by contextually giving and asking for information related to simple news from newspapers/radio/TV. The reading comprehension to be improved was limited to the news item text, particularly in identifying general information, specific information, textual meaning, and textual reference.

1.5 Significance of the Study

The findings of this study are expected to provide theoretical and practical significance. This research is related to the teaching and learning process of reading comprehension through LRD to improve the students' reading comprehension. In addition, it is hoped that this research can also help students in relation with teaching news item texts using a strategy, namely LRD. The findings of this study are also expected to be a model for teachers, especially teachers in SMAN 1 Mengwi as a strategy in teaching reading comprehension. Therefore, the research findings are expected to provide the following theoretical and practical significance. They can be briefly and concisely elaborated as follows:

Theoretically, these research results could be useful for improving students' reading comprehension through LRD. This research was expected to contribute new findings from using LRD to improve students' reading comprehension.

Moreover, this research was also expected to be a reference for other researchers who would conduct the same research to enrich the theory of discovery with more accurate evidence in improving students' reading comprehension. In other words, the current research could support the existing theories. Therefore, it is hoped that the present research can be useful as information about the theory of this strategy and can be used as a reference for other researchers.

Practically, the significance of this study was expected to be beneficial for teachers, students, and other researchers. For teachers, they could find the right teaching strategy, especially in teaching reading comprehension of the twelfth-grade students of SMAN 1 Mengwi, to make teaching-learning systems more effective. This strategy can be used by English teachers to teach reading; in addition, they can modify the strategy with other relevant strategies. For students, they can improve their reading comprehension through LRD. Students could also get an exciting experience and be more passionate about carrying out learning. For other researchers, the results of this study can be used as a guide to research learning to teach English, by applying LRD as the teaching strategy.

1.6 Definition of Key Term

The research title was "Improving Reading Comprehension of the Twelfth-grade Students of SMAN 1 Mengwi in Academic Year 2022/2023 through Listen-Read-Discuss". In defining the key terms, the researcher must give a brief and clear definition of the terms in the current research. Brief and operational key terms could assist the readers in getting a comprehensive understanding. The goal was to avoid the occurrence of misunderstandings or confusion on the part of the readers. Therefore, two key terms would be used to make the readers understand the study:

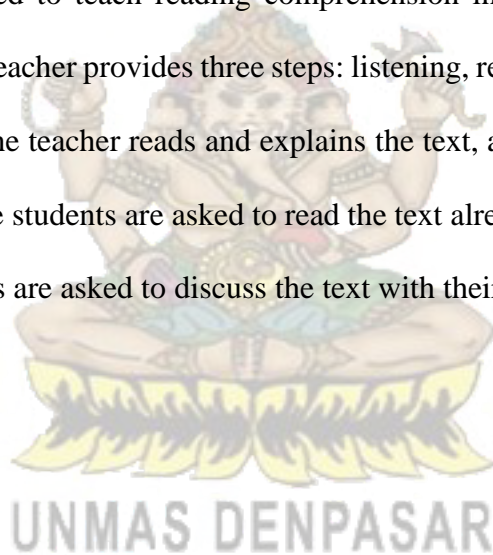
reading comprehension and LRD. The researcher also provided an operational definition of the key terms, which could be explained as follows:

1. Reading Comprehension

Reading comprehension is operationally defined as the ability of twelfth-grade students at SMAN 1 Mengwi in academic year 2022/2023 to identify general information, specific information, textual reference, and textual meaning of the news item texts.

2. LRD

LRD is used to teach reading comprehension in the learning process in which the teacher provides three steps: listening, reading, and discussing. In listening, the teacher reads and explains the text, and the student listens. In reading, the students are asked to read the text already given. In discussing, the students are asked to discuss the text with their seatmates.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Scientific research should be based on some relevant theoretical backgrounds. The theoretical review should include relevant theoretical reviews from many kinds of literature which are related. It makes research more fact-based to make the research more accurate and avoid misunderstandings from the readers. Therefore, this scientific research can allow readers to understand the basis problem of this research. In addition, to show relevant theories and concepts from this research. This chapter has several key points, including many theoretical reviews from much of the literature, to support this research. Therefore, this chapter describes and discusses some areas: reading comprehension, LRD, and assessing reading comprehension. They are discussed in the following sub discussions.

2.1.1 Reading Comprehension

Reading is an activity to understand and comprehend the text, which involves the perception and thinking of the reader. Besides, reading is an activity to get information and extend someone's knowledge because, in reading, someone not only reads several lines of sentences but interacts with the text and should be able to extract the required information. Reading is thinking and understanding a text's meaning (Serravallo, 2010). Furthermore, Johnson (2008) states that reading comprehension uses text to create meaning. The two keywords here are creating and meaning. If there is no meaning being created, there is no reading taking place. From the practice of reading, we can produce good reading skills, know the new vocabulary, get new information, and improve science.

Brown (2004) argues that reading is likewise a skill teacher simply expect learners to acquire. Basic, beginning-level textbooks in foreign languages presuppose a student's reading ability if only because it is the book that is the medium. Reading is an essential and valuable activity. In the reading process, the teacher should be able to explain what topic will be discussed with the students and what has been read, written, or rewritten some information and explain their ideas. The purpose of reading, in general, is to get information, facts, and other things from the text. Reading not only aims to know the message, but the student must also understand other aspects of the text. Understanding the content of a source that has been read is called reading comprehension.

Reading comprehension is gaining extensive knowledge about constructing meaning from written language. According to Klingner et al. (2007), reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text) understanding of text types. Reading comprehension is important for students to understand the content of the sources that have been read. Reading comprehension is defined as the activity of understanding the text. Therefore, reading comprehension is needed to get the meaning by determining what the author means in the text and compare with the readers' interpretation implied in the text.

According to Sadoski (2004), reading comprehension is the process of getting the meaning of the texts. It is an active process in which readers try to interpret the meaning of the texts. Without any effort to interpret the texts' meaning, the texts will remain meaningless. The meaning of the text is not something that is instantly offered. It requires the readers to do a reading comprehension process.

Furthermore, reading comprehension is achieved when the readers understand what the writer is trying to say (Byrnes, 2021). When there is a meeting between the writer and the readers, comprehension occurs. The readers meet the message conveyed by the text, converse with the text with their knowledge, process words, and finally get what is intended by the writer. This kind of understanding could be achieved only by conducting a reading comprehension process.

Furthermore, Kruidenier (2002) states reading comprehension can be described as understanding a text that is read or constructing meaning from a text. Reading comprehension involves all of the elements of the reading process described in earlier sections of this review. As comprehension occurs, words are decoded and associated with meanings in the reader's memory. Phrases and sentences are processed rapidly or fluently enough so that the meanings derived from one word, phrase, or sentence are not lost before the next is processed. In addition, McNamara (2007) states that reading comprehension is from a series of cognitive processes and activities, including word decoding, lexical access, syntactic processing, inference generation, reading strategies, and post-reading activities (e.g., summarization, question asking and answering, and argumentation).

Blachowicz & Ogle (2008) states that reading comprehension is a new dimension. When reading, the reader assumes that the student can understand the basic ideas of the reading text. The reader must find the text's main idea to understand the entire text. Reading comprehension can give students a lot of knowledge because they can learn new words and information. From it, they can develop their critical thinking about a problem. Grabe & Stoller (2011) reveal that reading comprehension abilities are quite complex and vary depending on tasks, motivations, goals, and language ability. Reading comprehension depends on

motivation, goals, and language ability. Reading comprehension is a complex process consisting of successfully or unsuccessfully using many abilities.

Duffy (2009) expresses that reading comprehension depends on prior knowledge. This prior knowledge is expressed in words. When the readers understand the text, they will think about the meaning of the words they have read. Then, when the readers cannot understand the word's meaning, they lack vocabulary knowledge. In reading, vocabulary is important to understand a paragraph or text that has been read much more easily. It is not easy to understand the text. The readers can predict the meaning of the vocabulary they have learned. It is better if the readers have a lot of vocabulary. With vocabulary, it will be easier for them to understand the meaning of a sentence.

Linse & Nunan (2005) state that reading comprehension refers to reading for meaning, understanding, and entertainment. It means that by reading, the reader can find the understanding and meaning of the text being read. By reading, readers will also get a sense of pleasure from what they read. Besides, Snow (2002) defines reading comprehension as simultaneously extracting and constructing meaning through interaction and involvement with written language. Used the words extracting and constructing to emphasize the text's importance and insufficiency as determining reading comprehension. Thus, in reading, there is reading comprehension which is important to develop. This reading comprehension aims to know the meaning, content, and whole of the text being read.

Based on the explanation above, in this study, the researcher used the reading comprehension adapted from Sadoski (2004), which described reading comprehension is the process of getting the meaning of the texts. It is an active process in which readers try to interpret the meaning of the texts. In the reading

process, it will make it difficult for the students to understand the meaning and get the main idea from the text without comprehending the text. Reading has four aspects: general information, specific information, textual reference, and textual meaning. From reading comprehension, whatever source people read will have a new meaning or knowledge that will be obtained.

2.1.2 LRD

There are several strategies to improve students' reading comprehension as well as strategies taught to make them successfully understand the material, especially in news item text. The purpose of using strategy is to find an easy and interesting way of teaching reading, and the strategy can make the learning process more effective. LRD is one of the strategies that can be used to teach students and help them to improve their comprehension because it is necessary to make students active in reading. In addition, when the teacher gives a brief explanation of a learning topic, students who have no prior knowledge can be useful for building their background knowledge in reading comprehension.

Manzo & Manzo (1995) state LRD is one of the five universal strategies for guiding content area reading. There are some concepts of LRD according to Manzo & Manzo (1995); First, select a portion of text to be read. Second, present the information from that portion of text in a well-organized lecture format for about 5 to 15 minutes. Third, have students read the book's version of the same material. Students now will be reading in an empowered way, since they have just listened to an overview of the information. Fourth, discuss the material students now have heard and then read. LRD effect for both teachers and students. Following the empowering lecture presentation, the teacher observes even the more reluctant

readers approaching the text with more confidence. In other words, the students enjoy the teaching learning very much and they can be much better.

According to Lewis & Strong (2021), LRD is a simple strategy but does not detract from its effectiveness for building content and structural knowledge that students need to understand. The strength of this LRD lies in its simple elegance and ease of incorporation into its teaching routines. There are three steps for implementing LRD; the first, “listen” is delivering a lecture that previews the content and structure of a reading selection, explaining difficult concepts in the order they appear in the text and ending with a focus question or purpose. The second, “read” is students read the selection, guided by the focus question or purpose set before reading. The third, “discuss” is conducting a discussion based on the focus question or purpose for reading. It is identifying clear ideas and those that need explanation. LRD is different from other strategies because of its first step. During the listening phase, the teacher completely presents the content, almost as though there was no reading on the students’ parts. Doing so boosts prior knowledge to a very high level, making reading much easier (McKenna, 2002).

LRD is activity that assists students in comprehending the text before reading or during reading with small group or with the whole class (Elabsy, 2013). Besides, LRD uses multiple intelligences to strengthen students’ comprehension (Housel, 2002). There are three steps for implementing the LRD. Step one is called listen. The teacher presents a brief oral summary of the material. Step two is called read. The teacher allows students to read the material, either to themselves or aloud. Step three is called discuss. When the students have finished, have them to set the reading aside. In the application of LRD, it has three steps that are useful for students starting from listening, read, and discuss with their respective benefits.

Furthermore, LRD is suitable in application to improve students' reading comprehension. In this strategy, students not only focus on reading but also exist at the listening stage, whose function is to build students' prior knowledge from the given text. In addition, there are discussions aimed at students developing their ideas and combining existing ideas with their friends. LRD is a heuristic or learns by doing, an activity designed to induce self-discovery about teachers' effective teaching and their effective learning (Manzo & Manzo.,1995). LRD is an effective and good strategy for improving students' reading comprehension. In improving students' reading comprehension, teachers can use different strategies, but if teachers do not use the right strategies in teaching, then learning will be hampered. LRD is a powerful way to improve reading comprehension and content learning. Teachers can use LRD to improve reading comprehension.

LRD can be applied in the teaching and learning process of reading. This strategy can help students understand the text being read, and students can understand the content in the text. By using LRD, students will engage in their learning, understand a lot of material quickly, and share information with groups. From the LRD, students can understand basic knowledge and get meaning from what they read and discuss. It also improves students' reading comprehension knowledge in long texts. Using LRD can help students be more active in the teaching and learning process of reading. Students will more easily understand reading texts, and the process of teaching and learning reading will be able to run successfully. LRD may not sound like the most exciting instructional approach ever devised. Its background-building capacity more than makes up for this deficit. Students report learning much more through LRD than alternative approaches, and test results support their claims (McKenna, 2002).

LRD helps students to better understand the content of the reading texts easily, as well as improve students' communication skills in speaking. In addition, this strategy also maximizes students making assigned work. It will allow students to solve their problems with friends to exchange information or ideas they have. According to Manzo & Manzo (1995), teachers find students feel more confident after listening to teachers' explanations, and teachers also find that after reading, students are more enthusiastic about conducting discussions. Furthermore, McKenna (2002) states that during the listening phase of the lesson, the teacher completely presents the content, almost as there was no reading on their part.

McKenna (2002) states that LRD is a reading lesson format specially designed for struggling readers. Its three stages represent all reading lesson formats' before, during, and after stages. It means that there are three stages in this strategy. In addition, several steps in using LRD in teaching reading comprehension will encourage students' reading comprehension of the news item text. In the present research, the researcher decided to use LRD as a teaching strategy to be applied in the classroom from many strategies that can be used in teaching reading comprehension, especially in news item text in the classroom. Moreover, there are three steps of LRD, which was adapted from McKenna (2002) as follows:

- 1) presenting the content of the reading selection through lecture technique;
- 2) having the students read it by providing them with specific purposes; and
- 3) leading a discussion based on the purpose-setting activity provided.

2.1.3 Assessing Reading Comprehension

Assessment is an attempt to obtain data from the learning process and outcomes used to determine student learning progress. According to Linse & Nunan

(2005), the assessment always occurs. Assessment is related to the learning activity process of the students to give them the opportunity to respond to the materials they read. Assessment is done to collect students' data about their achievement in the learning process. Reading assessment determines what skills are being learned and what skills need to be strengthened. Besides, Klingner et al. (2007) state that there are three purposes for reading comprehension assessment: comparing students' comprehension levels, finding out if students have met pre-established criteria, and informing instructions by determining when they understand what they read and how efficient they use the comprehension strategies.

McNamara (2007) adds that assessing reading comprehension is critical to designing and implementing programs that teach reading strategies. For example, assessing students' reading comprehension before an intervention allows potential weaknesses of an individual reader to be diagnosed. Moreover, the framework is then used to analyze three methods for assessing reading comprehension: (a) multiple-choice tests, (b) short-answer questions, and (c) the Reading Skills Assessment Tool (R-SAT). We can use one method to assess students' reading comprehension. As already explained above before. This method will make it easier for teachers to see students' development because the test results can measure how much students understand from predetermined aspects. In general, reading comprehension assessment is critical and is used as evidence of the development of students' comprehension and what should be improved again.

Brown (2004) states that assessment is an ongoing process that encompasses a much wider domain. Besides, reading comprehension assessment is an important part of teaching-learning in the classroom. Two functions are commonly identified in the literature, formative and summative assessment. Formative assessment

evaluates students in forming their competencies and skill to help them continue that growth process. The summative assessment aims to measure or summarize what a student has grasped, typically occurring at the end of a course or unit of instruction (Brown, 2004). Furthermore, Brown also states that final exams in a course and general proficiency exams are examples of summative assessment. For assessment, the researcher can use a short answer test.

According to Brown (2004), tasks with short answers are another way to assess popular reading comprehension. In addition, this assessment is also very effective in avoiding plagiarism or sharing answers between students compared to multiple-choice tests. Brown also states that multiple-choice items are difficult to construct and validate. With the meaning of giving a short answer test to students, each of them writes the results of the idea of the mind using their sentences on the answer sheets. Students cannot share answers with their friends and the short answer task is much easier to construct. The tests given to students include determining the main idea, specific information, textual references, and meaning.

In agreement with Alderson (2000), a semi-objective alternative to multiple-choice is the short-answer question. The justification for this technique is that it is possible to interpret students' responses to see if they have understood. In contrast, in multiple-choice items, students give no justification for their selected answer and may have chosen one by eliminating others. This means that from the short answer test, the teacher will find it easier to see how the students understand than the multiple choice test. In addition, in the multiple-choice test, students can answer the question by guessing the answer, and the thing that stands out is that the teacher cannot know how the student's process or steps are in doing the question. The selection of instruments used during the research has an important impact.

Caldwell (2008) states that the basic purpose of any assessment is to gather information to decide on some sort. Regarding comprehension assessment, the primary purpose is to gather information to decide if students are comprehending and learning. This means that this assessment has the main function, namely as material to find out or get information about student learning development, with the aim of getting information on how far students can understand and follow the teaching and learning process during the activity. Assessing comprehension is important because teachers can measure and monitor students' learning progress during the teaching and learning process. Assessment is a popular and sometimes misunderstood term in current educational practice. Besides, a good teacher never ceases to assess students, whether those assessments are incidental (Brown, 2004).

According to Klingner et al. (2007), reading comprehension assessment has different purposes. One of these is to compare students' comprehension levels to those of students in a norming sample. Another is to find out if students have met pre-established criteria for their grade level. A third purpose is to inform instruction by determining when students understand what they read and how efficiently they use which comprehension strategies. Similarly, an important purpose is determining why a student may be struggling. In this case, the comprehension assessment is not only focused on the student. From this comprehension assessment, teachers can also see how strategies or techniques are applied in the classroom during the teaching and learning process. When a strategy is applied, and students feel more enjoyable in learning and there is an increase in student scores than the previous one, it can be said that the technique or strategy is successful.

Moreover, when considering the purpose of assessing reading comprehension, the focus is often placed on assessing comprehension by students

with known reading problems and monitoring their progress. Nation (2008) states there are several reasons for assessing reading and the skills and knowledge that are involved in reading. They include assessing to encourage learning, assessing to monitor progress and provide feedback, assessing to diagnose problems, and assessing to measure proficiency. There are many functions and purposes of the assessment. In addition, the assessment also has benefits for both students and teachers. The benefit of assessment for students is that the assessment results can be used as a resource to find out the learning outcomes. Students can motivate themselves to improve their learning further from these learning outcomes if there are low grades. Meanwhile, the benefit for teachers is that teachers can know how their teaching methods have been so far and what things need to be improved in the future to make the teaching and learning process better and more effective.

Bailey & Heritage (2008) said that reading could be accessed through writing since reading and writing are both communicative activities. Reading supports writing and vice versa. It means that reading and writing are mutually supportive activities. The ability to write will not be obtained well if no reading skill exists. Reading skills have a good impact because readers will gain new knowledge and language skills, improve memory, increase focus, and train their writing skills to be better. In addition, Klingner et al. (2007) state that assessing comprehension is challenging because it determines how many students know and what they think. From this statement, it was found that assessing comprehension is challenging because teachers must know whether students understand or not and how the flow of their thoughts is. This should be supported by strategies or techniques and a balanced assessment rubric so that teachers can easily assess student comprehension. Comprehension is important to master.

Good assessment needs to be reliable, valid, and practical. Reliability is helped by having many measurement points, using a test format that the learners are familiar with, and using consistent delivery and marking procedures. Validity is helped by using reliable measures and being clear about what is being measured and why. The practicality of a test can be helped by carefully considering how the learners will answer the test and how it will be marked (Nation, 2008). In assessing reading comprehension, teachers should have prepared a plan to support the teaching and learning process in the classroom, such as power points, laptops, or preparing tests that can be in the form of worksheets. There are four steps in the assessment process: identify good reader behaviour, collect evidence, analyze the evidence, and make an instructional decision (Caldwell, 2008). In general, it is hoped that teachers can accurately assess reading comprehension.

Based on the explanation, this study only focuses on improving students' reading comprehension through LRD. The assessment to be used is a short answer by Brown (2004) to assess students' reading comprehension of news item text. Using this short-answer test, the research would be more accurate because this assessment aims to minimize the possibility of students copying friends' answers compared to multiple-choice tests. The results of this assessment have an essential role in the research because, from these results, the researcher would know how the development of the implementation of the strategy that has been carried out. The assessment will be carried out based on the assessment rubric that has been adopted.

2.2 Empirical Review

An empirical review is any research where conclusions of the study are strictly drawn from concretely empirical evidence and, therefore, "verifiable"

evidence. LRD is one strategy that can be used in the teaching-learning process. The researcher used two previous studies as the basis for consideration for conducting this study. The empirical review serves as a reference for other researchers. Suppose the next researcher wants to take the same field. Based on their function, the researcher lists two variables similar to this study as an empirical review. Both of the previous research used a classroom action research design that elaborated more on reading comprehension and LRD.

The first research was from Khairunnisa (2018), entitled “The Implementation of LRD (Listen Read Discuss) Strategy on the Students’ Ability in Mastering Reading Comprehension at MAS YP Raudhatul Akmal Batang Kuis” The objective of the study was to discover the improvement of students’ ability in mastering reading comprehension after taught by implementing LRD (Listen Read Discuss) strategy. The use of LRD was successfully applied to reading comprehension. This was evidenced by the comparison of pre-test and post-test results of students. In the pre-test, many students failed. Then, in the post-test 1, some students have experienced an increase and in post-test 2 many students have improved as well as succeeded in the test. It means that LRD was effective strategy in teaching reading comprehension to the subjects.

The second was Julianti (2018) entitled “Improving Students’ Reading Comprehension Through Listen, Read, Discuss (LRD) Strategy at Eighth Grade of MTSS TPI Sawit Seberang in Academic Year of 2017/2018.” The objective of the study was to find out whether the LRD can improve reading comprehension and to describe the process of students’ improvement in reading comprehension through LRD in the eighth grade of MTsS Sawit Seberang in academic year of 2017/2018. This study uses a complete explanation of the data obtained, which was successfully

carried out. The mean score in the pre-test and post-test proved it. The results of the post-tests were greater than the results of the pre-test. Moreover, the post-test results in cycle II were much greater than in cycle I.

Both pieces of research produced good and effective results from using LRD to improve students' reading comprehension. Students get better scores after implementing LRD, which can be seen from the results obtained by students before and after using this strategy. However, there were not only strengths but also some weaknesses. Both of the researchers used multiple-choice tests as the instruments for assessing the students reading comprehension achievement. The tests made it easier for the students to cheat on their friends' answers, so their reading comprehension could not be objectively measured. In the present study, the researcher adapted a theory from Brown (2004) using a short answers test. The use of short answer tests provided much more limited opportunities to cheat. Thus, it made the students work on the questions independently, or they could not easily copy the answers from their friends and the data obtained were more accurate.