

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents background of the study, formulation of the research problem, research objectives, significance of the study, definition of key terms, scope and limitation, and research hypothesis.

#### **A. Background of the study**

In Indonesia, English is a foreign language learned by Indonesian students as a global language for international communication. Language itself is a communication device that we use in our lives for communication. Brown (2000:1) states that language is a systematic instrument for communicating ideas or feeling by using sounds, gestures, or signs agreed. In English, there are four skills that should be developed on the students. That are listening, reading, speaking, and writing. From those skills the function is to interact with other especially for someone from different nations.

The basic skills in English divided into two types, i.e: receptive skill and productive skill Harmer (1991:265). Listening and reading are receptive skill, writing and speaking are productive skill. These skills are usually considered as integrated system because they support each other in order to make the learning successful.

From the explanation above, both skills are very important, but reading is very crucial one that must be learned by the students. Because by reading students can know anything such as information about science, society, health, technology

and so on. Reading is a means of the language acquisition of communication and information sharing of ideas. Like all languages, it is a complex interaction between the text and the reader. Based on Kalayo Hasibuan (2007:115) Reading is more than merely referring to the activity of pronouncing the printed material or following each line of written page. It involves various and mixed activities. It can be said that reading is learning ways for students to enrich their ability and knowledge because reading is process of deriving meaning. From the opinion, it can be concluded that reading is a process interaction between the reader and the writer to transmit what the writer want to say in the text. In reading, the reader should understand the text to get the point from the text. In other words, reading is a process that make the students or the readers easy to get the writer's idea.

Reading is an active process of understanding print and graphic text. Reading is thinking process. Effective readers know that when they read, what they read and it supposed to make sense. They monitor their understanding, and when they lose the meaning of what they are reading, they often unconsciously select and use a reading strategy (such as rereading or asking questions) that will help them reconnect with the meaning of the text. Reading skills and strategies can be taught explicitly while students are learning subject-specific content through authentic reading tasks.

Reading is a complex skill because it needs the comprehension of the readers to understand what the writers say. So, reading cannot be separated from comprehension. Comprehension itself, is a process of thinking, past experience, and knowledge. They also stated that comprehension is the interaction among

word identification, prior knowledge, comprehension strategies, and engagement, (Prado & Plourde, 2005:33).

From the explanation about reading and comprehension. It can be concluded that 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.

Reading consists of three elements that are the reader, the text, and the activity or purpose of reading, (Snow, 2002:1). In fact, many students have many difficulties to understand the content of a text in reading process. It can come from their limited ability in vocabulary, prior knowledge, and the learning style used in the learning process. Because of the problems, to increase the students reading comprehension, we need a strategy. And the use of reading strategies in this context is very important. The researcher offers one strategy to increase students reading comprehension by using LRD (Listen, Read, and Discuss Strategy).

Using LRD is potentially used to overcome reading problem for students such as vocabulary. Vocabulary is the one of the language element that has an important role in learning language. It means that vocabulary helps the students to understand the text easily. Without vocabulary, the students can't understand what the writer want to say. Because of this reason, vocabulary is the most important thing in reading process to understand the text. In the listening process the teacher explains overall the material in detail. Based on lecturing process, the students can

be stimulated their understanding about the material that they have been heard. Using LRD strategy, the students know many kinds of new vocabularies because the teacher gives explanation in detail every aspect about the material. When the teacher explains about kinds of text, the teacher will explain about the language future and the generic structure of the text. In this process the teacher usually gives keywords about many vocabularies that often to be used in every text. So it can allow the students to remember new vocabularies.

According to Manzo & Casale (1985:372), Listen, Read, Discuss is a comprehension strategy that build students prior knowledge before they read a text. During the first stage, students listen to the teacher presenting the content of their reading through a lecture, often paired with a graphic organizer. Next, students discuss their understanding of the text on their own. Finally the students' in their small group or large group. The second stage, the students read the desire the text selection, and the last stage is the teacher should lead the class in discussion of the content. Encourage the reflection of differences and similarities of the material presented and material that they have been read. Based on the explanation, Listen, Read, Discuss is the process where students learn information about the concept, read about the concept, and then have a discussion reflecting on the similarities and differences of the information they learned to the information they read about.

And the purpose of Listen, Read, and Discuss are to help the students to comprehend material presented orally, to build the students prior knowledge

before they read a text. LRD strategy can help the teacher to give a new concept in teaching reading to the students. In the learning process.

In general, the following reading strategies are used by the learners in the reading process i.e : finding a focus for understanding, establishing a relationship between initial learning and text meaning, thinking about the meaning of text, making conclusion about the test, using prior knowledge for comprehension, controlling reading speed, making predictions about the meanings of unfamiliar words, and making predictions about the meanings of unknown groups of words or sentences in the text. The LRD strategy has been found to be a powerful means of improving reading comprehension and content learning in both weak and proficient readers.

From all the explanation above, I think that using LRD Strategy can help the students increase their reading comprehension, because by using this strategy the student can compare what they have learnt before, what to be delivered by the teacher, and what they have known from the text. Then, the students can share their understanding to others. So it makes the atmosphere in the learning process more interesting. And the last, this strategy is so flexible that it can be used across all curriculum areas with almost any text.

Studies about Listen, Read, Discuss Strategy had been conduct by other researchers. One of the researchers is Renia Putri which entitle “The Effect of Using LRD Strategies Towards Reading Comprehension of the Second Year Students at State Junior High School 9 Tampung Kampar Regency in Academic year 2013/2014”. This research used quasi experimental research design. Her

research concluded that using LRD strategy is effective to increase students reading comprehension at SMPN 9 Tampung Kampar.

Based on the background presented above, the researcher is interest in conducting a research entitled: The Effectiveness of Using Listen, Read, Discuss (LRD) Strategy towards Students' Reading Comprehension of The First Grade Students at SMA Islam Watulimo.

## **B. Formulation of The Research Problem**

Concerning the background of the study, the writer formulates the problem of the study, as followed:

1. How is the students' reading comprehension before being taught by using LRD strategy?
2. How is the students' reading comprehension after being taught by using LRD strategy?
3. Is there any significant difference on students' reading comprehension before and after being taught by using LRD strategy?

## **C. Research Objectives**

Based on the research problem, the objectives of the research can be elaborate obviously to know the effectiveness of using LRD strategy to improve students' reading ability at SMA Islam Watulimo. Which is described as follows:

1. To know the students' reading comprehension before being taught by using LRD strategy.

2. To know the students' reading comprehension after taught by using LRD strategy.
3. To identify the significant differences between students' comprehension in reading before and after taught using LRD strategy.

#### **D. Significance of the study**

Concerning with the researcher's focus on the use of LRD strategy towards students' reading ability, the results of the study are expected to give contributions to:

Theoretically, this research want to give some information to enlarge the English language teaching about LRD strategy implemented as one of the way in teaching reading. And practically, this study expected to give contribution to the teacher about LRD strategy in teaching reading.

#### **E. Definition of key term**

There are some key term in this study to clarify the meaning briefly to avoid misunderstanding as listed below:

a. Reading

Reading is a fluent process of readers combining information from a text and their own knowledge to build meaning (Nunan, 2003:68)

b. Reading Comprehension

Reading comprehension is the process of understanding and constructing meaning from the text (Brain: 2003)

c. Listen, Read, Discuss Strategy

LRD is a comprehension strategy that builds the 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 (Richardson, 1999: 10)

### **F. Scope and Limitation**

The researcher limit the study on improving students' reading comprehension through Listen, Read, Discuss strategy which is applied in the first grade students of Islamic Senior High Scholl Watulimo. And the focus of this research is narrative text.

### **G. Research Hypothesis**

The researcher has been used hypothesis. "Hypothesis is a statement about relationship between two or more variables that are being studied" (Porte, 2002: 236). They are two kinds of hypothesis. So, the researcher was using Null hypothesis (Ho), and Alternative Hypothesis (Ha) in this study.

1. Null hypothesis (Ho): Teaching reading using Listen, Read, Discuss strategy to improve students' reading comprehension of the first grade students of SMA Islam Watulimo is not effective.
2. Alternative hypothesis (Ha): Teaching reading using Listen, Read, Discuss strategy to improve students' reading comprehension of the first grade students of SMA Islam Watulimo is effective.