CHAPTER I

INTRODUCTION

This chapter discusses some points including background of the study, formulation of the research problem, purpose of the study, significance of the study, scope and limitation of the study, definition of key terms and organization of the study.

A. Background of Study.

Reading as receptive skill has important part in English. Reading helps students to build their vocabulary, improves student for understanding on written work. Moreover, by reading students can discover new things. Even in now days book, magazine, journal and internet are great learning tools which require the ability to read and understand what is read in English. By reading, student will have more experience to elevate their knowledge and their ability in English.

The primary target in reading is the students reading comprehension competence to understand the content as it is used in written material. According to Chelsea (2001:ix), reading comprehension is perhaps the most important set of skills you'll need to succeed. Nowadays, Reading is very important skill that is very demanded for the daily life. With the exposure of the internet in global area, students need to master reading comprehension in order to understand the knowledge the world embraces by them.

According to Hodgson in Tarigan (2008: 7), reading is a process that is carried and used by readers to get the message, which would be submitted by the author through the medium of words/written language. A process which requires that a group of words that unity will be seen in a glimpse and that the meaning of individual words would be known. If this is not complete, meaning from the messages on text will not be received or understood, and the process of reading it is not good performing. Comprehension is the reason for reading - a cognitive activity relying on excellent fluency, vocabulary, and prior knowledge. Reading is not a passive activity; active interactive processes are critically necessary to the development of reading comprehension; and even able readers benefit from explicit instruction in the use of reading strategies (Karin, 2007: 15). The relationship between reading and language teaching "Although this involves neither listening to the language nor speaking it, reading is an important means of maintaining contact with a second language (Iskandarwassid&Sunendar, 2008: 246). Teaching reading usually has at least two aspects. First, it can refer to teaching learners who are learning to read for the very first time.

A second aspect of teaching reading refers to teaching learners who already have reading skills in their first language. The learners only learn to read once. Once the students have learned how to read in one language, then do not learn how to read again in a second/foreign language, but rather the students learn how to transfer skills that they are

have already learned to the new reading context in a new language (Nunan, 2003: 68).

One of strategies to teach reading is Listen Read Discuss. McKenna (2002:94) states that Listen Read Discuss is a strategy especially designed for struggling readers. Its three stages represents before, during, and after stages of all reading lesson format.Listen, Read, Discuss allows the students to hear from th teacher first before even reading. In doing this it builds the students prior knowledge before reading the text. This then draws the struggling readers into the discussion because the text is discussed before read. This activity is used for before and during the reading. LRD does not work individually so it must be done in either small groups or the whole class.Listen Read Discuss (LRD) strategy is the strategy that build students' background knowledge in comprehend the text. It might be active teaching in learning for the students and the teacher in teaching reading comprehension

Based on the researcher's observation at MTsN 8 Tulungagung, there is a problem that researcher found there. The problem is the students were not able to comprehend the text well and The students were difficult to find main idea, detail information, reference, and meaning of words in the text. The problems also come from the class condition. The students were passive, felt bored and did not enjoy the lesson, besides that they were less interested in reading subject.. It can be proved when the students did an exercise, they could not get good score because they could not

answer the question well. Example: What is the story about? What is the purpose of the text?, etc. Then, when the teacher asks the students, not all of the students give response well, because they do not understand what they read. It may be caused by teacher's strategy in teaching learning process. In teaching reading, they just read the text without comprehending the text. The teacher just asked the students to do an assignment without paying attention whether the students understand or not about the text. So, the teacher does not know the difficulties of the students in reading comprehension. The students just can read aloud but they can't comprehend about what they read.

Realizing to the reality above it is necessary to find and formulate a method that can embrace all the differences that are owned by the students. Learning method offered is The Listen-Read-Discuss (L-R-D) Strategy. Based on the phenomenon above, the researcher conduct a classroom action research (CAR), entitled: "Improving Students' Reading Comprehension in Narrative text by using L-R-D (Listen,Read,Discuss) Strategy at second garade of MTsN 8 Tulungagung in Academic Year of 2018/2019

B. Research problem

Based on the background stated above, this study was conducted in order to answes the following question :

1. Does LRD (Listen, Read, and Discuss) Strategy improve student's reading comprehension in Narrative text at second grade of MTs 8 Tulungagung in the Academic Years of 2018/2019?

2. How can LRD Strategy improve students' reading comprehension in Narrative text at second grade of MTs 8 Tulungagung in the Academic Years of 2018/2019?

C. Objectives of The Study

The main purpose of this study :

1. to know whether the L-R-D (Listen, Read, Discuss) Strategy can Improve Reading Comprehension in Narrative text at the Second grade of MTsN 8 Tulungagung in the Academic Years of 2018/2019

2. to know How can LRD Strategy improve students' reading comprehension in Narrative text at second grade of MTs 8 Tulungagung in the Academic Years of 2018/2019

D. The Scope and Limitation of the Study

to avoid misunderstanding of the problem in this study, it is very important for the researcher to limits the problem. L-R-D (Listen, Read, and Discuss) strategy is very simple, easy to be applied for Junior High School students, and also effective. In LRD Strategy, there is activity could be performed during reading individually, in small groups, or with the whole class. The teacher assists students in comprehending what they

read as they explore the main ideas in a text as well as the organization of the text. The researcher focuses on the LRD Strategy to improve students' reading comprehension especially in narative text of the Second grade of MTsN 8 Tulungagung in the Academic Years of 2018/2019.

E. **Significance of the Research**

Through this classroom action research, the writer hopes that it be can give advantages for:

1. To teacher

a. The result of this research can be a guidance to teach reading subject.

b. Teacher can help students to learn reading subject.

2. For next researcher

The result of this research can be an experience and knowledge about reading   comprehension class.

F. **Definition and key Terms**

To avoid misunderstanding of concept in this research, some definitions are provided as follows:

1. *Reading Comprehension* is an active process that involves all the strategies and behaviors to monitoring own understanding making decisions about which strategies will help clarify understanding and learning (Crown, 2005: 2).

2. Narrative is kinds of genre that is told about story in the past. The story can be as fiction or non-fiction. Narrative is classified into fiction and nonfiction story According to Smith (2010. 149), narrative is popular in everyday life since through narrative people construct social reality and make sense of their past experiences.

3. *L-R-D (Listen,Read,Discuss)* is a literacy that will help students comprehend text (Manzo, 2009: 17). L-R-D is a reading comprehension strategy and the L-R-D has been found to be apowerful means of improving reading comprehension and content learning in both weak and proficient readers.