

CHAPTER I: BACKGROUND

In this chapter the writer presents the background of study, research question, aim of study, significances of study, scope and limitation of study and definition of terms.

Background of study

In learning English, there are four language skills that have to be mastered, namely: listening, speaking, reading and writing. In this case, the writer chooses reading skill as the focus of research. Reading is one step to study effectively. Through this step, it can develop our memory, comprehension, and more knowledge for example when the people read textbook, article, short story, and even a novel. Reading can increase our science and give us knowledge information. Reading is an activity with a purpose. Someone may read for many reasons, for instance to gain information and existing knowledge, or in order to critique a writer's ideas or writing style.

Reading is one of the basic communicative skills, but it has a very complex process. It can be said that, reading is a process in which the reader finds information given by the writer in the written form. In this case, reading can be said as an interactive process, checks, and asks questions about what the text is about. Grellet (1981; p.5) states, "reading is one of the language skills that is used in understanding conceptual meaning, understanding the communicative information about all of the things in the world, while if we read the textbook". In the teaching and learning process at school is based on curriculum. In curriculum, there are competence standards as the goal of teaching and learning process. The basic competence of reading in Junior High School is skill to comprehend and understand the meaning of the words and

sentence from the text. At this school level, there are some genres of text that are learned by the students, such as: descriptive, procedures, recount, narrative and report. In fact, the students do not reach the basic competence of reading based on the curriculum. They cannot comprehend and understand the text well. They have many difficulties in understand the written English form or text.

Reading comprehension is an activity to build understanding of the meaning of a text that can be translated into our own language. Students' understanding is known by assessing their ability in reading comprehension with some criteria that should be achieved by the students. Brown (2004; p.11-12) explain that there were some criteria are commonly used in measuring students' reading comprehension such as: main idea, expression/idiom/phrase in context, inferences (implied details), grammatical features (references), details (scanning for a specifically stated detail), excluding fact not written (unstated details), supporting idea and vocabulary in context. In reading comprehension, the students are not just being a copycat in the future. But they become a person who is able to take knowledge and apply it using their creations. However, reading comprehension has two difficulties, namely: first, in an English text, a lot of vocabulary that is not understood, hampering understanding of the text itself. Second, reading comprehension requires a process that we must continue to trained to be able to participate in the learning process so that we can think critically. When two of these difficulties have been overcome, then we can be smarter in capturing an idea of the text.

Reading comprehension being a problem for students who does not understand yet, especially students' who sits in junior high school. Actually, reading is an easy skill because students' do not need to produce language to do this, they just receive and understand the language itself, it is called receptive skill, but in fact the students' still do not understand the text they have read. Based on my experience in Teaching Practice 2 (PPL), some of students' in SMPN 6 Gorontalo do not understand about reading in English. They were still confused in comprehending the text. It was because they were difficulties in understanding contents of the text, some of them were hardly in founding main idea and topic of the text, they were lack of vocabulary, and the situations is less comfortable for reading. So, the teacher is needed to create teaching learning process by using correct strategy to solve these problems. Concerning with students' problem above, Brown (2004, p.11-12) state that there are some criteria that commonly used in measuring students' reading comprehension such as; main idea, inference (implied detail), details (scanning for specifically stated detail), excluding facts not written (unstated details), supporting idea and vocabulary in context.

Moreover, the writer used these kinds of indicators to measure students' ability in reading comprehension. Strategies in teaching reading comprehension is needed, one of the strategies that are easy to apply in the class is LRD (listen, read, discuss) strategy. This strategy developed by Manzo and Casale (2002: p.94) which state Listen Read Discuss is a comprehension strategy that develop students' prior knowledge before they read a text. It means that this strategy can be used in teaching

reading to develop students' reading skill. The comprehending builds by some steps that will help students in the ways their understanding the text. According to Manzo and Casale (1985; p.14) found, "there are some steps of teaching reading using listen-read-discuss strategy are: (1) Before reading, students listen to a short lecture delivered by the teacher. A guide or graphic organizer can be used to help students follow the information; (2) The students then read a text selection about the topic. This explanation is compared with the information from the lecture. The passage from the textbook should cover the same information introduced in the lecture. Long reading assignments that bring in other topics are not appropriate. The teacher should let the students know that the purpose for reading is to experience another explanation of the topic and to compare it to the information they have just heard; and (3) After reading, there is a large group discussion or students engage in small group discussions about the topic. Then, students may be asked to complete an information sheet or a writing activity to further develop understanding. Thus, by following the steps of this strategy the students' can be increasing their reading comprehension.

There are a variety of strategies in teaching reading comprehension. However, there are also strategies that are not suitable to be applied to the students', because many of the students' in the classroom are passive and they felt that learning reading comprehension is boring. Therefore, there must be a suitable strategy to be applied in the classroom. Thus, in this research, the writer used LRD strategy as the technique to help students increase their ability in reading and formulated the title as "*the*

influence of listen-read-discuss strategy toward students' ability in reading comprehension”.

Furthermore, there were some previous study that have been done related to listen-read-discuss strategy. Firstly, Elfa Yusanti (2017) “The influence of using listen-read-discuss (LRD) strategy Toward students' reading comprehension on Narrative text at the first semester of The eleventh grade of SMA perintis 1Bandar lampung in 2017/2018Academic year”. The objective of this research is to know whether there is a significant influence of using LRD strategy towards students' readingcomprehension on narrative text at the first semester of the eleventh grade of SMAPerintis 1 Bandar Lampung in 2017/2018 academic year. The researcher was used quasi experimental design in collecting the data. The researcher used class control in applying LRD strategy and used questioning strategy for class control. The treatment was done in 5 meetings and the result of this research showed that LRD strategy can influences students' reading comprehension in narrative text. The differences with writer's research were in several aspects such as the use of design of research, the sample and technique collecting the data. She was used quasi experimental design, while in this research used pre-experimental design. She used class control while in this research only used class experimental. She also combined pre and post test with questionnaire, but in this research only used pre- and post-test to collecting the data.

Second, Rija Dwiono(2017) “Listen-Read-Discuss in teaching and learning reading comprehension: a case study of private senior high schoolin Lampung”. This

study aimed to know the balance of theory and implementation of LRD strategy for students and teacher. It investigates the usefulness of LRD strategy based on students' response to the strategy and teacher's role in the class. This study used descriptive qualitative method to investigate the implementation of LRD strategy. The data was collected through observation, questionnaire and interview. The result of this study was students and teacher faced some problems in applying this method. Hence, the usefulness of strategy was towards on class environmental too. The differences between writer's researches such as: this research used qualitative descriptive method, while in writers' research used quantitative method with pre- and post test in collecting the data.

The last Imam Aris Hutomo (2017) "improving students' reading comprehension through Listen-Read-discuss strategy". The research was conducted in class XI IPA at SMA Al Muayyad Surakarta in academic year 2016/2017. This research was aimed to know the use of LRD strategy in improving students' reading comprehension at SMA Al Muayyad in Class XI IPA. The research was used pre-experimental design which combined qualitative and quantitative data analysis. In qualitative method, the researcher collects the data through observation, interview, gave test, questionnaire and took documentation. Furthermore, in quantitative method, the researcher used pre and post test to collect the data. The result of this research was LRD strategy can improve students' reading comprehension at class XI IPA SMA AL Muayyad Surakarta in 2016/2017 Academic Year. The differences with writer's research is this research used qualitative and quantitative data analysis, while

in writer's research only used quantitative data analysis. In addition, all the previous study above was used the same strategy, but different in some aspect that has been explain clearly above.

Research Question

Based on the background of study above, the researchers identify the problem as: "Can Listen-Read-Discuss strategy influence students' reading comprehension ability?"

Research Objective

To investigate whether or not LRD strategy can influence the students' ability in reading comprehension.

Definition of terms

Listen-read-discuss strategy :Listen Read Discuss Strategy is one of the strategy that can use by the teacher to improve students' reading comprehension.

Reading comprehension :Reading comprehension is a skill in understanding reading text. It is not just reading, but the readers have to understand what the meaning of the text.

Scope of the Study

In this research the writer focuson Reading comprehension by using LRD strategy of the eight grade of SMPN 6 Gorontalo, Kota Gorontalo in 2018/2019.

The result of the research would be beneficial to educators, reading's teachers to use LRD as one of some strategies to improve their teaching, the students' of SMPN 6Gorontalo to motivate them to take this strategy when they are facing with reading

material, especially the writer to improve their teaching skill in reading subject and researchers in many respect.