

CHAPTER I

INTRODUCTION

A. Research Background

Reading comprehension is a person's ability to acquire broad knowledge and information to understand the meaning of written language. Reading ability is an ability essential to support capabilities communicate in English. According to Linse in Sirait, et al., (2020) states that reading comprehension refers to reading for meaning, understanding, and entertainment. This ability is also very much needed by students in understanding various questions based on the text provided. Hence, this is very important in order for students to improve their understanding in a text they are reading. Teachers also have an important role in improving students' reading comprehension. Teachers can use interesting reading texts as a learning strategy to obtain good results in reading comprehension and get students' attention to the reading comprehension process.

Teaching strategies in reading comprehension are important in the learning process and can influence students' reading comprehension. The learning process and the students reading comprehension both benefit from effective teaching tactics for reading comprehension. Teaching reading comprehension is the process of transferring information from teachers to students about reading comprehension using certain technical strategies. Brown in Musdalifa (2018) stated that teaching reading comprehension can take the form of various approaches and techniques for teaching reading comprehension to make it easier to improve reading comprehension in students. It means that teaching reading can also be interpreted as a way to help students in learning activities thus that they can know or understand the reading in the text.

In teaching reading comprehension, teacher can use interesting strategies. By using appropriate strategies can influence students to understand their reading. Therefore, teachers must be able to apply appropriate strategies to overcome these situations and conditions. As an effort to make teaching reading comprehension a success, researcher uses the Listen, Read, Discussion (LRD) strategy. In the learning process, choosing the right strategy will make it easier for the teacher to convey teaching objectives. With this strategy students will focus on understanding, thinking about the meaning of the text, establishing good relationships

between students, and making conclusions. Therefore, to optimize this role, researcher use the Listen-Read-Discuss (LRD) strategy to facilitate reading comprehension, especially in descriptive text. It is supported by Syamsir, LRD strategy is a good strategy to teach reading material, the students to hear the explanation from the teacher first before reading (cited in Amelia, et al., 2023). It means that the teacher will first explain the material to be delivered, then students will discuss what material they will read.

The LRD strategy is a strategy designed for learning reading comprehension. Manzo and Rasinski in Putri (2021) stated “there are three advantages of LRD strategy: First, LRD is a powerful tool for engaging struggling readers, especially for learners. Second, for students who lacked prior knowledge about the text gain it during the listening stage, which will allow them to more easily comprehend the text during the reading stage. Third, this strategy gives the effectiveness in teaching and learning reading. It means that, LRD strategy is an appropriate strategy to teach and learn about reading, because this strategy requires the students to be active in reading. It allows the students to get the information by hearing the teacher's explanation. The researcher offers this effective strategy because it aims to overcome students' difficulties in understanding a reading text. The amount of time needed for this method is determined by the student's past knowledge and the material chosen based on their level of proficiency. Hence, this strategy is suitable for teachers who have a lot of time in the learning process. When applying this strategy, students listen to the teacher's explanation of the text, students can understand the text before they read, and students can improve their understanding of the text by conducting discussions. This strategy helps students who have difficulties in class discussions. Through LRD, students have the opportunity to express their opinion and understanding of a text in a smaller group of students. This can boost their confidence and it will make a more interactive and effective way of learning. Therefore, LRD is an appropriate and effective strategy to improve students' reading comprehension and learning.

From the results of pre-observation, when the researcher interviewed the teacher at SMPN 03 Mempawah Hilir about the skills possessed by the students at the school regarding reading comprehension of the text, the teacher explained that the student's reading comprehension of descriptive text was still not optimal yet. The researcher found some problems the eighth-grade of SMPN 03 Mempawah Hilir. First, the students had difficulties in

comprehending a text. This is due to the lack of background knowledge of students about the text being studied. Second, students are less interested in the topic of reading. Uninteresting topics can be one of the factors that discourage students from reading text. Last, due to the students' lack of optimal background knowledge, students have a limited vocabulary related to the text they read. Lack of understanding new vocabulary makes it difficult for them to get the message from the text. The researcher wants to improve students' understanding in reading a text, thus students can understand the text and expand their knowledge and vocabulary. The researcher is concerned that students will find it difficult to understand reading using English and will have difficulty answering questions because to answer questions, students are required to understand the text they are reading.

Based on the explanation above, the researcher uses Listen-Read-Discuss (LRD) strategy to improve reading comprehension by classroom action research in SMPN 03 Mempawah Hilir in the academic year of 2022/2023.

B. Research Question

Based on the background above, the research question in this research is “How can the listen-read-discuss strategy improve reading comprehension of the eighth-grade students of SMPN 03 Mempawah Hilir in the academic year of 2022/2023?”.

C. Research Purpose

In relation to the research problem already stated, the purpose of this research is “to investigate whether the listen-read-discuss strategy is able to improve the reading comprehension of eighth-grade students of SMPN 03 Mempawah Hilir in the academic year of 2022/2023.”

D. Scope of the Research

To clarify the term of this research, the researcher has described the scope of the research. There are two main scopes of research; research variables and terminology:

1. Research Variable

According to Cresswell in Putri (2021), variable is a characteristic or attribute of an individual or an organization that the researcher can measure or observe and varies among individuals or organizations studied. Variables refer to characteristics or attributes of a person or organization that can be measured according to the individual or

organization being examined. A variable usually can be two or more varies a category that can be measured or rated on scale.

Based on the explanation above, this research focuses on a single variable, namely students reading comprehension through Listen-Read-Discuss strategy.

2. Research Terminology

This study can describe clearly and does not cause misunderstanding of interpretation. Researchers need to provide confirmation. The following are the terms contained in the title of the study as follows:

a. Reading Comprehension

Reading comprehension is a very interactive process. Therefore, it is necessary to evaluate, synthesize, and analyze the information obtained through reading. Then, the reader can construct meaning in the text.

b. LRD Strategy

Listen-Read-Discuss (LRD) strategy is a process where students learn information about a concept, read about the concept, and have a discussion reflecting on the similarities and differences between the information they learned to the information they read about. Some activities can be done individually, in small groups, or with the whole class in this strategy.

c. The Eighth Grade at SMPN 03 Mempawah Hilir

The researcher was interested in doing research at this school because the English teacher said that most of the students still had difficulty understanding a reading text. Thus, they have some problems with the English text and find it difficult to understand what the reading text is. The researcher took one class consisted 22 students as the sample of this research, and the data was obtained from the students of the VIII B class.

E. Research Significance

The implementation of this research is expected to bring benefits that can be seen from a theoretical and practical point of view.

1. Theoretical Significance

- a. A reference for teachers uses Listen-Read Discuss (LRD) strategy in teaching reading comprehension.
- b. A reference for reader, especially for IKIP PGRI Pontianak to be an investigate how effectively LRD strategy is used for improvement of English learning in the teaching reading comprehension.

2. Practical Significance

a. For students

This research is expected to improve students' understanding of the reading text, and it can improve the result of learning also encourage students to be active in the classroom.

b. For teacher

This strategy is input for English teachers in conducting classroom teaching using the LRD strategy. Can be used as the lesson applied in the learning reading process.

c. For researcher

This research can be a reference for the teaching and learning process in English.