CHAPTER I

INTRODUCTION

1.1 Background of the study

Reading is one of the skills which is essential for students. Through reading, readers can increase their understanding of a text to collect their vocabulary and knowledge. Besides, it makes it easier for people to connect the ideas they have about a text with what they already know. In foreign language learning, reading is likewise a skill that teachers simply expect learners to acquire (Brown, 2004). Through reading, learners get new ideas, obtain needed information, look for supporting ideas for their statement, and widen their interest.

Reading is a great source of language learning. Language can be acquired from reading as opposed to study directly (Pollard, 2008). There are many benefits that can be found through reading. Students can get new knowledge, and it can improve their knowledge. If the students read more often, they will get new information. Reading is one of the basic skills in English which is not simply translated word by word, but it needs to know the passages of the text. Therefore, when the students learn to read, they should be able to comprehend the text during the process of reading. They have to try to comprehend the main idea of the reading material because without comprehending the reading text, it would be very difficult to understand the information and the meaning of the text.

Based on the results of observations carried out at SMP Widya Sakti Denpasar, there is a problem that researchers found there. The problem is that the

students have difficulties in comprehending texts because of the lack of vocabulary. For example, students know how to pronounce the words, but they do not understand the meanings. Then, when the teacher asks the students, not all of the students respond well, because they do not understand what they read.

Based on the problem that researchers found in the eighth-grade students of SMP Widya Sakti Denpasar above, it is important to find an appropriate strategy in teaching reading. Many students still found difficulties and problems in comprehending the text, especially their lack of vocabulary structure and the process of understanding the ideas in the text. The difficulties are caused by several factors such as background knowledge, interest, attitude and the teacher. It is already known that the suitable strategies help both teacher and learners in the teaching learning process.

Therefore, the researcher offers to use LRD strategy in improving students' reading comprehension. According to Manzo and Cassela (2008), LRD strategy is able to comprehend the materials. LRD strategy is one of the strategies used by the teacher in teaching and learning English. This strategy assists students to improve their reading comprehension, by this strategy makes the students more effective in learning.

The purpose of conducting this research is to gain a deeper understanding of how individuals comprehend the text and how the LRD strategy can be effectively employed to enhance reading comprehension. This could involve experiments with control groups, measuring comprehension levels before and after using the strategy, and comparing results. Ultimately, this research aims to provide evidence-based insights into how individuals can become more effective and efficient readers,

leading to better academic performance and lifelong learning skills. By implementing this strategy, the researcher hopes that students can improve their reading comprehension.

1.2 Research Problem

Based on the background of the study and on the description above, the students in SMP Widya Sakti Denpasar still have problems in reading. The problem is that the students get difficulties in comprehending texts because they lack vocabulary. For example, students know how to pronounce the words, but they do not understand the meaning. Therefore, research problems can be formulated as follows: can the reading comprehension of the eighth-grade students of SMP Widya Sakti Denpasar in the academic year 2023/2024 be improved through LRD strategy?

1.3 Objective of The Study

Related to the research problem that already stated, the objective of this study is designed to answer the research problem that has been previously formulated which is to figure out whether or not LRD strategy can improve the reading comprehension of the eighth-grade students of SMP Widya Sakti Denpasar in academic year 2023/2024.

1.4 Limitation of The Study

In the classroom action research of eighth-grade, the researcher limited the research to improve reading comprehension of the eighth-grade students through

LRD strategy. Therefore, the variable passive to avoid overlapping discussion. This study is only focused on using LRD strategy to improve students' reading comprehension of eighth-grade students. Researchers limit learning to narrative texts contained in the teaching module chapter 2 of the Merdeka curriculum. The term reading comprehension ranges from finding general information, specific information, textual meaning and recognizing textual references.

1.5   Significance of The Study

The findings are expected to indicate theoretical and practical information on the importance of implementing the strategy in improving students' reading comprehension. Both theoretical as well as practical significance are clearly explained as follows:

Theoretically, the results of this study are expected to supplement the theories on reading and can be used as a reference for future studies related to the listen-read-discuss strategy. Moreover, this study can be applied in the classroom during teaching reading comprehension. In other words, the research may give information about the technique that can be implemented in the teaching learning process, especially about teaching reading comprehension.

Practically, this present study is proposed as informative feedback to English teachers, students', and other researchers. For the teachers, it can be a guide to teach reading and help students to learn reading. Moreover, it could give a positive effect for their teaching activities in the classroom, especially those who teach the students at the same grade. For students, the study is required to solve the students' matters particularly in reading comprehension and help them to understand the reading

subject. It increases the students' reading comprehension. Furthermore, the findings of the research are supposed to help other researchers, who want to do research in the same field, to use the strength of the listen-read-discuss in improving students' reading comprehension.

1.6 Definition of The Key Term

Key terms are important to be defined in order to give clear understanding on the topic. The key terms which were used in the present study were clearly and concisely clarified as follows:

1. Reading Comprehension

   Reading comprehension can be defined as a process to get an appropriate meaning from information of the narrative text. In addition, in reading class, the student reads the text and finds out general information, specific information, textual meaning and textual reference.

2. LRD Strategy

   LRD strategy is operationally defined as a strategy which is applied in teaching reading comprehension for the eighth-grade students of SMP Widya Sakti Denpasar in the academic year 2023/2024. This strategy has three basic steps namely: First step is listen. In this step, the researcher presents a lecture on the content of the reading that includes a graphic organizer of the information that will be discussed. Second is reading. Students read the selection, guided by the idea that the reading may provide another understanding or interpretation of the content. The last is discussed. In this step, students will conduct a discussion about the material. Encourage

students to reflect the differences between their reading of the content and presentation.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is a shortening, an evaluating, or a simplified report of studies found in the literature based on some background and empirical evidence. A scientific study is proposed to contribute practical significance. Therefore, the study should be conducted based on the scientific studies proposed. The present research is established on the ground of theoretical basis: 1) reading comprehension; 2) LRD strategy; 3) assessment of reading.

2.1.1 Reading Comprehension

Reading is one of the most important skills in learning a language. Reading is a means of language acquisition of communication and information sharing of ideas. Like all languages, it is a complex interaction between the text and the reader. Reading is more than merely referring to the activity of pronouncing the printed material or following each line of the written page. It involves various and mixed activities. Reading is not to be a passive activity, but reading is an active process in which readers relate information in the text to what they already know. Definition of reading in a foreign language probably depends on your own previous language learning experience (Brown, 1994). Foreign language learning reading is likewise a skill that teachers simply expect learners to acquire (Brown, 2004). Reading, arguably the most essential skill for success in all educational contexts, remains a

skill of paramount importance as the educators create assessment of general language ability. It can be concluded that reading in foreign language is learning because it is a process for students to acquire. As a result, reading is the most important skill for success in an educational context.

Reading is an enjoyable, intense, private activity in which the readers get much pleasure and can totally absorb the reading (Alderson, 2000). Comprehension is the process of making sense of words, sentences and connected text (Pang, 2003). Comprehension is the process of deriving the meaning of one word to another in a text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with a text and other strategies to help them understand written text.

Reading is one of the basic skills that must be mastered at an early age (Brindley, 2005). This skill is demanded in the education system and the society. In addition, the students see reading in terms of books or literature. It is linked then to a literary heritage to a canon of the texts. Moreover, Lems et al. (2010) state that reading comprehension is the ability to construct meaning from a given written text. It is not static competency, but also it varies according to the purposes of reading and the text that is involved. When the prerequisite skills are in place, reading becomes an evolving interaction between the text and the background knowledge of the reader. Operationally, reading comprehension is a process in construction meaning by comprehending each sentence in written text to find out the main idea of the text.

According to Richards and Renandya (2002), comprehension is the primary purpose for reading. Through this activity, it is sometimes overlooked when

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students are asked to read overly difficult text. Maintaining student realization of the main idea and exploring the organization of the text are essential for good comprehension in reading written passages. Moreover, Sadoki (2004) states that comprehension is the reconstruction of the author's message. The author constructs a message and encodes it in printed language. The reader decodes the printed language and reconstructs the messages that are developed into the steps. It has been said that those who do not know history are doomed to repeat it, and also definitely seems true in the teaching of reading. Furthermore, the debate over the teaching of reading that has marked recent history is relatively new.

Based on the statements of the experts above, it can be concluded that reading comprehension can be defined as the process of obtaining and understanding the exact meaning of a text. All of the statements recommend reading comprehension as the main action of reading itself. Without reading comprehension, the student could not understand the information of the reading text. The readers are able to extract information by using reading comprehension. Reading comprehension is also how to understand the context and meaning of the information presented in printed text. In addition, in reading class, the student reads the text and finds out general information, specific information, textual meaning and textual reference. In this present study, the researcher will improve reading comprehension with LRD Strategy, make students understand and comprehend what they read and they also can get new information or knowledge to develop their ability in reading comprehension.

2.1.2 LRD Strategy

LRD strategy is a comprehension strategy that builds students' prior knowledge before they read a text. It is a powerful tool for engaging struggling readers in classroom discussion (Manzo & Casale, 2008). It means that LRD strategy is the strategy that builds students' background knowledge in comprehending the text. It might be an active teaching in learning for the students and the teacher in teaching reading comprehension. Since the content is initially covered orally, students are unable to read the entire text on their own to gain at least a surface level of understanding of the reading. Those students lacking prior knowledge about the content gain it during the listening stage, allowing them to more easily comprehend the text during the reading stage. LRD strategy is relatively easy to create because it can enhance a student's understanding of many lessons. According to Manzo and Casale (2008), there are procedures of LRD as follows:

1. Listen: Teacher presents a lecture on the content of the reading that includes a graphic organizer of the information you discuss.

2. Read: Students read the selection, guided by the idea that the reading may provide another understanding or interpretation of the content.

3. Discuss: Discussion of material. Encourage students to reflect the differences between their reading of the content and presentation.

LRD strategy can help the students to improve their reading comprehension and maximize students' participation in making a project. It will give opportunities for students to work in groups and solve the problems together. It makes students more confident and approaches each other at varying achievement levels. Students could predict the meaning of the text, by learning the text together with their friend. It is useful for them in the reading process because this strategy makes it easier to

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comprehend the text. It makes them easier to get the main idea, specific information, textual reference and textual meaning.

Concept of LRD strategy, they are: the researchers present a lecture on the content of the reading, include a graphic organizer of the information you discuss, students read the selection, guided by the idea that the reading may provide another understanding or interpretation of the content and lead a classroom discussion of the material (Manzo & Casale, 2008). Encourage students to reflect on the differences between their reading of the content and your presentation.

2.1.3 Assessment of Reading Comprehension

Assessment is one of the important aspects of teaching reading as it is used to measure student achievement in reading. There is a tendency to think assessment as something that happens after introduction, something apart from the introduction, such as asking students to answer questions after they read a textbook chapter or a story. Assessment is the gathering of information for a specific purpose and occurs all the time (Linse & Nunan, 2005). The idea of this statement means that whenever we select a book to read, we make assessments as to which book will provide useful information or pleasure. The process shows that for a certain time we are probably unaware that assessments are a part of it. Based on this statement, it can be concluded that reading comprehension assessments are a very important thing for the teacher to know whether the technique is efficient for the students or not. It is also a measurement of how far the student's capacity in improving reading comprehension by using collaborative reading activities in the classroom.

According to Richard and Schmit (2002), assessment is a systematic approach to collecting information and making inferences about the ability of a student or the

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success of a teaching course based on various sources of evidence. Thus, assessments may be done by test, interview, questioner, observation, etc. In this case, students may be tested at the beginning and again at the end of the course to assess the quality of the teaching on the course. Also, testing is often associated with large-scale standardized tests and the term of assessments is used in a much wider sense to mean a variety of approaches in the testing assessment, assessing reading comprehension is not easy it is challenging to do. To support the previous statement, Serravalo (2010) states that assessing reading comprehension is often so challenging because it is invisible without a student writing down what is going through their head or talking to another about what they are thinking; it becomes challenging to see the reader's processing. Comprehension skill assessment is also complicated because none of these skills depends upon so many variables including but not limited to genre, text level difficulty, the reader's prior experience with the topic, and structure. The appropriate skill and tests are very important in assessing comprehension.

2.2   Empirical Review

The researcher used the previous study as a consideration to conducting the present study. There were two related study which is used as reference in this study and described as follow:

The first research was concluded by Syamsir et al. (2021) entitled Improving reading comprehension skill through Listen-Read-Discuss (LRD) learning strategy. The objective of this study was to figure out the degree of achievement in reading comprehension of the eighth-grade students of SMP Negeri 5 Mandai in Maros

Regency after being assessed by using Listen-Read-Discuss Strategy. The result of the study showed that Listen-Read-Discuss succeeded in improving the student's reading comprehension of the eighth-grade students of SMP Negeri 5 Mandai in Maros Regency.

The second research was conducted by Listiarini et al. (2021) entitled The Use of Listen Read Discuss (LRD) Strategy to Improve Reading Comprehension on Descriptive Text to The Eighth Grade Students of SMPN 3 Tabanan. The objective of this study was to figure out the degree of achievement in reading comprehension of the eighth-grade students of SMPN 3 Tabanan after being assessed by using LRD Strategy. The result of the study showed that LRD succeeded in improving the students' reading comprehension of the eighth-grade students of SMPN 3 Tabanan.

Both of those previous studies above showed that there were positive responses toward the strategy used in improving the subjects' reading comprehension. The researcher of the present study would like to conduct this study with the same technique to make it better and more complete than the previous ones. By giving clear instructions in reading, the students are expected to get a clear understanding of how to use LRD Strategy in reading activities. Moreover, the subjects under study will know how to use the LRD Strategy questions before, while, and after reading a text or an article.

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