

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Reading is an activity that involves looking at and understanding written or printed words, symbols, or images. It is a fundamental skill that allows individuals to access and comprehend information from various sources, such as books, newspapers, websites, and other media. Smith et al., (2021) reading processes can be divided into two categories: strategies techniques specifically used to improve comprehension, such as summarizing and skills automatic once learned, such as decoding. Reading is a cognitive process that involves using our brains to decode written words, understand their meaning, and integrate them into our existing knowledge and understanding. It is an essential tool for communication, education, and personal development, and it can provide us with knowledge, inspiration, and entertainment.

When engaging in the act of reading, pupils are required to comprehend the meaning of the sentences they read. According to Nazarov & Ismatulleva., (2022) reading is an intricate cognitive activity that involves decoding characters with the goal of comprehending the text. By engaging in English literature, students cultivate a curiosity for studying the language and avail themselves of the chance to acquire knowledge. Reading as a receptive skill is an important part of learning English. Reading helps students build their vocabulary and improves their understanding of written work.

According to Tang et al., (2019) reading is a fundamental form of communication, yet it involves a highly intricate process. In general, the teacher only focuses on reading rather than the student's comprehension of the text. The comprehension or information that the students had before was different. In a class, it would be divided into two types of students; students who read hardly and try to understand the meaning of the reading text and students who confuse to get the meaning; in addition, the students are not expected to comprehend the text. the students cannot understand or get the information clearly. Because of that, assessment was required to measure the students' comprehension about the reading text.

Reading was an enduring talent that was essential for achieving academic excellence and succeeding in school. Reading is a fundamental life skill. Banditvilai., (2020) state that reading helps students build their vocabulary and improves their understanding of written work. However, the students encounter the challenge of comprehending the content of the paragraphs they have read. This was shown in their low reading scores. When reading, students must employ many tactics to facilitate the process of acquiring, storing, and recalling information. Even nowadays books, magazines, journals, and the internet are great learning tools that require reading and understanding what was read in English. By reading, students already have more experiences to improve their knowledge and ability in English. Then, the person should also understand the other purposes of the text he/she reads.

Reading can give opportunities and open up new information. It means that when the students read a text can know about a new difficult word, can train their intonation, and also can read a text well when the students practice reading. Nadirah

et al., (2020) state reading was one of the four talents that are instructed in educational institutions. The ability to draw meaning from the printed page and interpret this information appropriately. So, if the students do not practice reading, the students not get good results and their skills deteriorate. For example, the students can try to read a text to train their vocabulary and intonation. Also, the students know the meaning of new words did not know before. Learning to read aims to improve student knowledge from low to high.

Engaging in reading can offer prospects and expand one's access to novel knowledge. When students read a text, they have the opportunity to acquire new challenging vocabulary, enhance their intonation skills, and improve their reading proficiency via repetition. Smith et al., (2021) states that reading comprehension depends on prior knowledge. Prior knowledge was expressed with words. When comprehending the text, the students would think about the meaning of the words. Then, when the students could not understand the word's meaning, it means a lack of knowledge. In reading, vocabulary is important to get the meaning of the paragraph or text. It was not easy to comprehend the text. The students can predict the meaning from the vocabulary they have learned. It was better if the reader had many vocabularies.

Nurdianingsih., (2021) state comprehension of written languages was aided by reading comprehension. After engaging in a reading exercise, students who comprehend well keep track of their comprehension while they read and apply strategies or techniques to decipher meaning. Afterward, they were able to comprehend the texts' content and draw conclusions about what they had read. In the reading process, without comprehending the text would made it difficult to

understand the meaning and got the main idea from the text. As the students knew, reading had four aspects: general information, specific information, textual reference, and textual meaning. Furthermore, the teacher should know the ability of their students to choose the best strategy that has been useful in the teaching-learning process. One of the best strategies that can improve students' reading comprehension and give them some opportunities is the Listen-Read-Discuss strategy. Listen-Read-Discuss was a strategy that allows students to work in groups. It was useful for the students because they could discuss the answer together to find the final answer.

In reading, Isaqjon Madolimovich., (2022) state the students tried to comprehend the main idea to understand what the writer means in the text. In the reading process, when the students tried to read and find the main idea from the text, the researcher found some problems. The students needed help comprehending the text. The students needed more vocabulary. The students need help finding the main idea in the text. The researcher knew that the teacher's preparation and the students' motivation in the reading process were very important to finding some difficulties because the students learned a foreign language that was very different from theirs. In addition, the researcher used clear instruction and interesting text to ensure understanding among students.

Based on the results of interviews at SMPN 14 Denpasar in class VII, researchers found that students still have difficulty understanding texts, especially in finding main ideas, detailed information, text references, and text meaning. This happens because most students only read the reading text without thinking about the meaning of the text or paying attention to every word or sentence that has been

read. This condition can affect students during the reading process. These problems occur because teachers need to use the right strategy in teaching reading comprehension. These problems can be a problem for students' reading comprehension and make them fail to answer questions. Therefore, students' ability to understand reading texts becomes poor.

Students are focused on their performance in reading the text. This means students need to learn how to understand the text well. In the learning process, teachers give examples to students on how to read the text. Then, the teacher asks students to read it again and answer questions without giving further explanation about the text. As a result, this strategy was not appropriate to help students understand the text because the teacher only uses a simple strategy, making it difficult for students to understand the text. Therefore, an assessment was needed to measure students' understanding of the reading text. The researcher found that, related to the strategy, the students felt bored and had no interest in reading. This strategy only helped them get the important information when the students answered the questions. Students only found the information from the questions served without concern about the other supporting details in the text outside the questions. In addition, the strategy made students individualistic. Based on the observation, the high-achiever students are smarter, and the lower-achieving students are unwilling to read. Therefore, most students would be passive and could not fully participate because they could not follow the teaching and learning process well and could not improve their reading comprehension. In this case, the researcher used the Listen-Read-Discuss strategy to improve reading comprehension, especially for the students in the seventh grade at SMPN 14 Denpasar. This study



aims to improve the student's reading skills, especially in reading comprehension, in the seventh grade of SMPN 14 Denpasar in the academic year 2023-2024. The students' reading comprehension can be improved using the Listen-Read-Discuss strategy. Listen-Read-Discuss strategy with reading to investigate the text in detail to get the main idea, so students investigate the text based on the topic and then discuss it with them to make the results. Students planned what they would do, and after that, they communicated with each other to switch their opinions. In conclusion, reading is one of the most important skills that need to be mastered by students. But lots of students still find some difficulties in reading. One of the most common problems was that students did not understand the main topic of the reading text. Therefore, the researcher wants to try to solve those problems by using an appropriate technique. Considering the benefits of the Listen-Read-Discuss strategy, which allows students to discuss together to stimulate and engage students in reading comprehension, The researcher chose the Listen-Read-Discuss strategy to be applied in this study as a means to prove how the strategy works to overcome the seventh-grade students problems at SMPN 14 Denpasar with the title "Improving reading comprehension of the seventh-grade students at SMPN 14 Denpasar in the academic year 2023-2024 through the Listen-Read-Discuss strategy."

## 1.2 Research Problem

Based on the background of the study above, the students still need some help in the reading process, such as finding the main idea, specific information, textual reference, and textual meaning. This condition can influence the learning process of reading comprehension by using a new strategy in teaching reading and applying the Listen-Read-Discuss strategy. This strategy improved students' reading comprehension. Therefore, the researcher's problem could be formulated as follows: could the reading comprehension of the seventh-grade students of SMPN 14 Denpasar in the academic year 2023-2024 be improved through the Listen-Read-Discuss strategy?

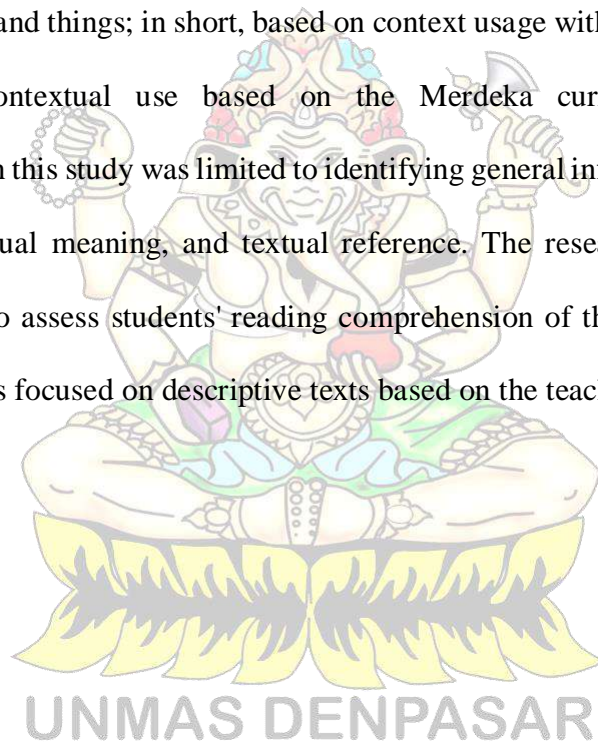
## 1.3 Objective of the Study

In order to make the present study considerable, it is certainly necessary to declare the objective of the study. A scientific study was conducted in order to answer the research problem under study, which was formulated and determined. Therefore, the purpose of this research was designed to answer the research problem that has been stated before. The present study was intended to find out whether the reading comprehension of the seventh-grade students of SMPN 14 Denpasar in the academic year 2023/2024 can be improved through the Listen-Read-Discuss strategy.

## 1.4 Limitations of the Study

It is important to limit the study to avoid complicated discussions. Therefore, the present study was limited to improving the reading comprehension of the seventh-grade students of SMPN 14 Denpasar in the academic year 2023/2024

through the Listen-Read-Discuss strategy. To make a clear discussion about this topic, the study's research was limited to improving reading comprehension and focused on the Merdeka curriculum. Their main competence focuses on understanding, implementing, and analysing factual, conceptual, and procedural knowledge based on their interests in knowledge in technology, culture, and other aspects. Furthermore, used in teaching were analysing text structure and language features in conducting social function by stating and asking for descriptions about people, animals, and things; in short, based on context usage with correct grammar, according to contextual use based on the Merdeka curriculum. Reading comprehension in this study was limited to identifying general information, specific information, textual meaning, and textual reference. The researcher used short-answered tasks to assess students' reading comprehension of the paragraph. This present study was focused on descriptive texts based on the teacher's module.





### 1.5 Significance of the Study

This research is concerned with the teaching and learning process in reading comprehension through the Listen-Read-Discuss strategy in seventh-grade students of SMPN 14 Denpasar. It was expected that the result may be useful for the teacher in the teaching and learning process in improving the reading comprehension of the students. In this present study, the result was highly expected to provide meaningful results from the research findings. In addition, the researcher was expected to have more advantages for the teacher, student, and other researchers in terms of theoretical as well as practical significance in the context of improving reading comprehension. The research for this study should be significant, which was divided into theoretical and practical significance. The result of this study was expected to support the learning activities as follows:

Theoretically, the findings of the present study have been beneficial as theoretical evidence about the implementation of the theory based on the problems faced, especially in reading comprehension, through the Listen-Read-Discuss strategy. It could be used in the procedures or composing process of this research to get better guidance and have a better result in teaching reading comprehension. This study would provide many beneficial theoretical pieces of evidence based on the problems of the students. Moreover, this study can contribute to the new implementation of the Listen-Read-Discuss strategy in teaching reading. This study can provide new empirical reviews in the future for the next researcher related to the listen-read-Discuss strategy. The researcher expects this study to be used by the next researcher with similar research.

Practically, the result of the study was useful for the teacher, students, and other researchers. For the teacher, a short answer task can help the teacher know the ability of their students in reading comprehension. Furthermore, the teacher can also choose an appropriate test that can increase knowledge and the motivation of the students to answer the test. For the students, it was useful to be able to increase their reading by not only knowing the meaning of words but also for identifying main ideas, specific information, recognising textual meaning, and textual reference of the text. For other researchers, it is expected to inform them about teaching reading comprehension through Listen-Read-Discuss strategy in order to conduct better future research.

## **1.6 Definition of Key Terms**

There are some terms that are defined operationally to avoid misunderstandings on the part of the readers. Two terms need to be explained: The first term was reading comprehension, and the second term was the Listen-Read-Discuss strategy, and the students are described as follows:

### **1.6.1 Reading comprehension**

Reading comprehension was operationally defined as the comprehension of the descriptive text of the seventh-grade students of SMPN 14 Denpasar in the academic year 2023/2024 to understand four aspects: finding the main idea, specific information, textual reference, and textual meaning.

### 1.6.2 Listen-Read-Discuss

Listen-Read-Discuss strategy was used to improve the reading comprehension of the seventh-grade students of SMPN 14 Denpasar in the academic year 2023/2024. First, the teacher would prepare the descriptive text, and then the teacher read the text with good pronunciation and intonation. Second, the students read the descriptive text, one sentence one student, and also have to understand the meaning of that text. Last, the students discuss the text and answer the questions



## CHAPTER II

### THEORETICAL AND EMPIRICAL REVIEW

#### 2.1 Theoretical Review

The theory was a set of interrelated constructs of concepts, definitions, and prepositions that presents a systematic view of phenomena. It is conducted to avoid misunderstanding some concepts and terms used and required in this study. The function of the theoretical review was to demonstrate the researcher's knowledge and expertise in the chosen field of research, concentrating on the research problem. A scientific study should be undertaken based on some relevant theoretical review and also empirical findings. Some important points that should be explained based on some relevant theoretical review included; 1) reading comprehension; 2) Listen-Read-Discuss (LRD); 3) Assessment reading.

##### 2.1.1 Reading Comprehension

Reading is one of the four basic skills in English that students should master. According to Dunietz et al., (2020) reading is an activity undertaken by a person to obtain additional information. This was the way to gain knowledge. All of us know it was also important in our life, so it must be taught because, through reading, students can get more about certain knowledge, information, and pleasure. Students can find the specific information, whether about the school subject, general knowledge, or other science. Reading comprehension is about how students

comprehend the text, get some points from it, process it, and understand its meaning by predicting word meaning or the text.

Pardede, (2019) states that reading skills boost a learner's mastery of other areas of language learning. Students or readers can recognize and interpret a text with their own experiences. From those acts, the readers can get information. First, the readers should be able to know and understand the text through interaction with and involvement with written language. Then, after the students knew and understood what they read, they made their own summary based on the text and used their own words with their interpretation.

Through reading, people can grasp much information and knowledge. Reading was a process of transferring meaning between the writer and the reader, through the text was been written by the writer. Pardede, (2019) state reading is the instruction basis in all language learning aspects, including textbooks use for language courses, writing, revising, editing vocabulary development, acquiring grammar acquisition. Reading can develop interaction between the text and the reader, by prior knowledge from the reader, experiences, attitude, and language community which were culturally and socially situated. The reading process requires continuous practice, development, and refinement. Reading was an activity of understanding the stored information in the text, which involves the readers' abilities in the fluency of reading, recognizing the word, comprehending the text, and motivation for reading.

According to Kilpatrick et al., (2019) reading comprehension is crucial not just for understanding text, but for learning more generally and, thus, education more broadly. It varies according to the purposes of reading the text. By reading,



the students get some benefits such as reading text gives much new vocabulary, grammar, pronunciation, and how to construct good sentences, paragraphs, and text. By reading, the student can comprehend concepts and ideas stated in reading text; moreover, the students was got much information that could improved their knowledge and enhance students' mind concepts. In essence, reading was a process of capturing or obtaining the concepts intended by the author, interpreting, evaluating the author's concepts, and reflecting or acting as intended in these concepts.

The ability to read does not only operate various skills to understand words and sentences but also the ability to interpret, and evaluate so that a comprehensive understanding was obtained. Reading includes: (1) Reading is a process, (2) Reading is a strategy, and (3) Reading is interactive. Reading as a process means that the information from the text and the knowledge possessed by the reader has a major role in forming meaning. Reading as a strategy can be understood that by reading a person gains knowledge and understanding. While reading as interactive means that reading was a direct interaction between students and learning resources in a learning process. Reading was 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.

According to Elleman & Oslund, (2019) reading comprehension is one of the most complex routines, processes, or general principles of good comprehension instruction. Teachers must provide explanations, modelling, guided practice, and application of any new skill or strategy and teach students to use these comprehension strategies flexibly and in combination (Nadirah et al., 2020).

Teachers should use new strategies to teach reading. Besides, the teacher should give clear instructions to make students easier to read the text. Students can practice reading well when the teacher controls them in the reading process. Students can control their pronunciation and punctuation when the teacher gives clear instructions. Thus, while explicit instruction was important as a first step, authentic and monitored practice in real comprehension situations helps readers transfer new reading skills.

Nouwens et al., (2021) states that reading reading comprehension, however, is a complex process, which requires several higher cognitive skills. When reading, the reader assumes that the students can comprehend the basic ideas of the texts. The reader should find the main idea from the text to understand the whole text. Reading Comprehension can give students much knowledge because; by reading, students can learn new words and new information, which can make them develop their critical thinking about a problem. Students can learn about the text by using reading comprehension. Reading can help pupils build their vocabulary. Students can then extrapolate the meaning of the text. As a result, the process of deriving meaning from the text was how reading comprehension was characterized in this study. Students were trying to understand the text's meaning and recognize its major theme.

Smith et al., (2021) states that reading comprehension is the activity where the students actually understand what they read about. If the students do not read without understand what they read about, they read for nothing. comprehension was from a series of cognitive processes and activities, including word decoding, lexical access, syntactic processing, inference generation, reading strategies, and post-

reading activities (e.g., summarization, question asking and answering, and arguments). Recognizing the word were important for the reader to comprehend the text since it can help the students understand the meaning of the text. It makes students try to understand what the text was about. Students was got much knowledge from the texted. Moreover, the students was got new vocabulary and made reading the texted easier.

According to Magnusson et al., (2019) reading comprehension the possible connections between strategy instruction and students' gains on reading tests. In other words, comprehension does not just happen; in quickly. The students must intentionally and purposefully work to create meaning from the text that has been read. When the students have good knowledge and a good vocabulary, it makes them so fluent and automatically comprehend the text and get the point from the text. It was very efficient for the students because can get to the point quickly. Moreover, students with low reading abilities find it difficult to comprehend the text. Furthermore, reading comprehension was very important for students to make them get the point in quickly by reading the text.

Muhid et al., (2020) states that underpinning reading comprehension is the sociocultural theory of language and literacy, which hypothesizes that individuals acquire language and literacy through social interactions with more expert peers and adults. When the students have a good social life, the students had good knowledge about a word or word meaning from a reading text. It helped the students understand the meaning of the word when the students read a text. The students tried to get the idea from the text and then get the point from the text. As a result,

reading comprehension will be fluent if the reader has good knowledge of their social culture.

(Wexler et al., 2018) states that Comprehension encompasses the fundamental elements of the higher-order comprehension process, which consist of a textual model of comprehension, a situational model of the reader's interpretation, and a collection of reading abilities and resources that contribute to the development of reading comprehension. To build good comprehension in the reading process, readers must build a general understanding of the text. Readers can build a general understanding, by getting the meaning of each sentence in reading the text. This makes the reader able to interpret the meaning of the reading text he has read.

In the next process, the students can predict the meaning of the text. Therefore, reading comprehension was defined as constructing meaning from the text in this study. Students were tried to catch the meaning and identified the main idea from the text. It was better when our students got specific information, textual meaning, and textual reference. From all of the opinions about reading, it can be concluded that reading was a process of interaction between the reader and the written material in transferring, understanding, and comprehending the reading text. In reading, the reader should interact well to gain information from the text.

In conclusion reading comprehension was one of the most important skills that need to be mastered by the students. But lots of students still find some difficulties in reading comprehension. One of the most common problems is students not understanding the main topic of the reading text. Therefore, the researcher wants to try to solve those problems by using an appropriate technique. By considering the benefits of Listen-Read-Discuss strategy which allow students

to work in a group to stimulate and engage students in the reading comprehension. The researcher chose the Listen-Read-Discuss strategy to be applied in this study as a means to prove how the strategy works to overcome students' problems with the seventh-grade students of SMPN 14 Denpasar, with the title “Improving Reading Comprehension of The Seventh-Grade Students of SMPN 14 Denpasar In The Academic Year 2023/2024 through Listen-Read-Discuss Strategy.”

### **2.1.2 Listen-Read-Discuss Strategy**

There are several strategies to improve student's reading comprehension and strategies taught to make them successfully understand the material, especially in news item text. The purpose of using strategy was to find an easy and interesting way of teaching reading, and the strategy can make the learning process more effective. Listen-Read-Discuss was one of the strategies that can be used to teach students and help them to improve their comprehension because it was necessary to make students active in reading. In addition, when the teacher briefly explains a learning topic, students with no prior knowledge can be useful for building their background knowledge in reading comprehension.

According to Bravida, (2022) Listen-Read-Discuss, was a strategy that helps students comprehend text by building their prior knowledge of the topic in advance to reading the text. The strength of this Listen-Read-Discuss lies in its simple elegance and ease of incorporation into its teaching routines. There are three steps for implementing Listen-Read-Discuss; the first, "listen," was delivering a lecture that previews the content and structure of a reading selection, explaining difficult concepts in the order the students appear in the text, and ending with a focus



question or purpose. The second, "read" was students read the selection, guided by the focus question or purpose set before reading. The third, "discuss," was conducting a discussion based on the focus question or purpose for reading. It was identifying clear ideas and those that need explanation. Listen-Read-Discuss was different from other strategies because of its first step. During the listening phase, the teacher completely presented the content, almost like there was no reading on the student's part.

Listen-Read-Discuss (LRD) Strategy helps pupils increase their background knowledge before reading a material Putu et al., (2022). There are three steps for implementing Listen-Read-Discuss. Step one was called listening. The teacher presents a brief oral summary of the material. Step two was called read. The teacher allows students to read the material to themselves or aloud. Step three was called discussion. When the students have finished, have them set the reading aside. Listen-Read-Discuss application has three useful steps for students: listening, reading, and discussing with their respective benefits.

Furthermore, Listen-Read-Discuss was suitable in application to improve students' reading comprehension. In this strategy, students not only focus on reading but also exist at the listening stage, whose function was to build students prior knowledge from the given text. In addition, there are discussions aimed at students developing their ideas and combining existing ideas with their friends. Listen-Read-Discuss was a heuristic or learns by doing, an activity designed to induce self-discovery about teachers effective teaching and their effective learning. Listen-Read-Discuss was an effective and good strategy for improving students' reading comprehension. In improving students' reading comprehension, teachers could use

different strategies, but if teachers did not use the right strategies in teaching, then learning was hampered. Listen-Read-Discuss was a powerful way to improve reading comprehension and content learning. Teachers can use Listen-Read-Discuss to improve reading comprehension.

Listen-Read-Discuss can be applied in the teaching and learning process of reading. This strategy can help students understand the text being read, and students can understand the content in the text. By using Listen-Read-Discuss, Students engaged in their learning, understood a lot of material quickly, and shared information with groups. From Listen-Read-Discuss, students can understand basic knowledge and get meaning from what students read and discuss. It also improves students' reading comprehension knowledge in long texts. Using Listen-Read-Discuss can help students be more active in the teaching and learning process of reading. Students was more easily understand reading texts, and the process of teaching and learning reading was be able to run successfully. Listen-Read-Discuss may not sound like the most exciting instructional approach ever devised.

Listen-Read-Discuss strategy was designed for student learning. Listen-Read-Discuss strategy was suitable for learning to read understanding because Listen-Read-Discuss strategy consists of innovative steps that help students better understand the purpose of reading comprehension. Furthermore, Listen-Read-Discuss was suitable in application to improve students' reading comprehension. In this strategy, students not only focus on reading but also exist at the listening stage, whose function was to build students' prior knowledge from the given text. In addition, there are discussions aimed at students developing their ideas and combining existing ideas with their friends.

The students had less prior knowledge of the content acquired during the listening stage, allowing them to understand the text more easily. Cooperative learning can allow students to solve problems together with their group. In this strategy, the students with low ability can get some knowledge from students with high ability. It happened because; students can share their idea. It was very effective in the learning process, to make students understand the material. The best one of the cooperative learning varieties was Listen-Read-Discuss strategy. Listen-Read-Discuss enables students to work in groups.

Listen-Read-Discuss was a comprehension strategy that builds 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 to increase their science inquiry strategies, comprehension rather than reading alone. While requiring little time to read the text and answer the question, this method forces students to collaborate. Manzo & Casale are the authors of Listen-Read-Discuss method. According to them, this method encourages students to pursue their interests rather than simply memorizing information since it encourages them to work together to solve problems.

According to Tawali, (2021) Listen-Read-Discuss was an organizational approach that allows students to work actively and collaboratively in small groups and enables them to take an active role in determining their learning goals and processes. This strategy makes students work together and does not spend a lot of time answering the question from reading the text. Listen-Read-Discuss was first developed by Manzo, students said that Listen-Read-Discuss was prepared for

students to work together to investigate the problem and get the solution, it makes students follow their curiosity rather than just mastering the material.

Listen-Read-Discuss strategy is a good strategy. It was effective in the learning process, especially in reading comprehension. Many strategies can be used in teaching reading, but when teachers do not use the appropriate technique, it could fluent the learning process in the classroom. Listen-Read-Discuss was one good strategy for students to improve their reading comprehension. Students were more easily able to understand reading texts, and the process of teaching and learning reading was successful. Listen-Read-Discuss may not sound like the most exciting instructional approach ever devised. Its background-building capacity more than makes up for this deficit.

In conclusion, Listen-Read-Discuss Strategy can help students to improve their reading comprehension and maximize students' participation in reading. By using this technique. Students found it easier to actively participate, discuss with the group, and gave them the opportunity to heard other students reflect on their reading and responded to the texted. This strategy gave students the opportunity to worked in groups and solve problems together. This strategy makes students more confident and approach each other at different levels of achievement. Students can predict the meaning of the text, by studying the text together with their friends. This were useful for them in the reading process because this strategy makes students understand the text more easily. This strategy makes it easier for students to get the main idea, specific information, textual references, and meaning.

### 2.1.3 Assessment of Reading Comprehension

The reading assessment were used to determine what skills are learned and what skills needed to be strengthened. The various assessments of the tasks depend on the types of reading. The assessment of reading comprehension were an important part of the teaching-learning process in the classroom. Klingner, (2007) states that assessing comprehension is fraught with a challenge because it can be difficult to determine how many students know and what students are thinking. By administering a test, teachers could measure students' reading comprehension achievement to measure how well students can comprehend the text.

According to Bailey and Heritage (2008) reading can be accessed through writing since reading and writing are both communicative activities. Reading supports writing and vice versa. In reading, the students gained a lot of knowledge; the students could share the knowledge they gained from what the students read in the text, so they could catch and understand the meaning of the text. If the students could comprehend a texted, students was been able to shared the information with others and knew how to rewrite the information in their words. So, the students have to be diligent in reading a text and try to improve their vocabulary and intonation.

To support previous statement, Serravallo, (2010) states that assesses reading comprehension was often so challenging because it was invisible without a student writing down what was going through their head or talking to another about what students thinking; it becomes challenging to see the reader's processing. Comprehension skill assessment was 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.

Reed, (2009) states that the main goal of any assessment is to collect data in order to determine whether or not pupils have understood and learned the stuff they have been studying. Besides, the purpose of comprehension assessment was to judge the effectiveness of the school. By doing a comprehension assessment, the teacher can measure and monitor the learning progress of the student across a year. When the teacher assessed students, the assessment should be appropriate to the material which has been taught. It also can be an individual practice for students. It made a good behavior to their reading comprehension.

Based on McNamara, (2007) assessing reading comprehension in young children are useful not only for researchers but also for the teachers assessing reading comprehension to determine whether their strategy interventions are effective and how individual children progress. It should include both quantity and quality of comprehension. Quantity of comprehension was indicated by the amount of information children remember and how many questions the students answered correctly, whereas quality was indicated by extending to which their recall focuses on the events and facts that have many connections to other events and facts from the reading text.

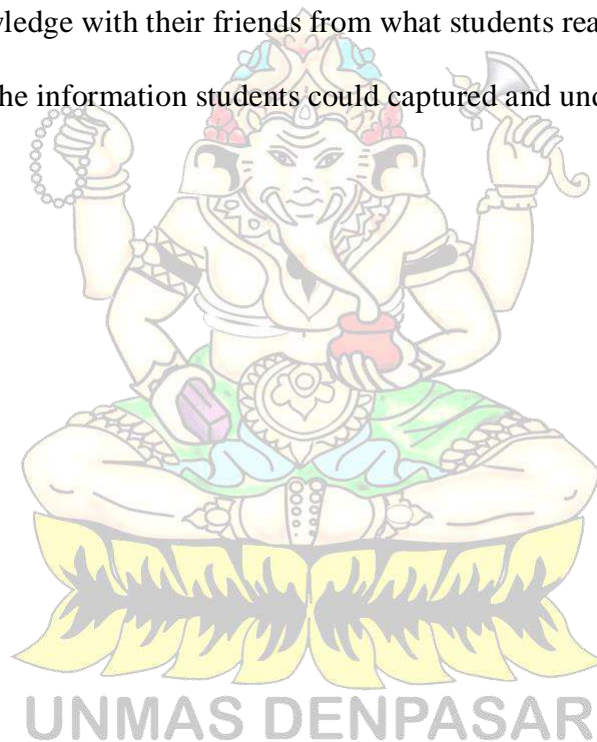
Bailey, (2008) emphasizes that assessment is an important thing to know the strengths and weaknesses of the students in reading. The teacher can suggest their students, using formative assessments, are indeed focusing on the "right" group of students in assessment reading comprehension was a system that includes a range of ways to assess students to provide the evidence needed for educational decision-

making. It was important because when the students have good comprehension, students can get good scores when answer the question. However, when the students have low ability in reading comprehension it makes them get poor scores. As a result, assessment was an important thing to know how the condition in the classroom.

Blachowicz, (2008) states that assessing reading comprehension is the change to reflect new expectations, the national educational standard movement has also embraced a broad sense of what were important for good readers to be able to accomplish. It was more important for students to know and been able to do what was done in the reading process. It made the teacher know what the teacher should do in the reading process to make the students get good scores. In this situation, the teacher can also be a monitor of their teaching strategy in the classroom. The teacher changed their strategy to make the students get good scores in reading. In addition, assessment of reading comprehension can monitor the teaching process of students, especially in reading comprehension in the classroom.

Lenski (2008) supports that assessing reading is key to helping struggling readers learn to read well and learn to want to read. It means that assessing reading was very important to improve their reading comprehension. Students knew where their weaknesses were in reading. Assessing reading can help them know what the students want to learn from reading. It makes the students efficient to use their time in the learning process. Students can focus on improving their weaknesses in reading comprehension. Assessing reading was also an important tool for teachers to know what the teacher should do to improve reading comprehension in the classroom to know the students' knowledge in the learning process.

Based on this statement, the researcher was measured students' reading comprehension used short answered tasks that require concise answers, so it was very important to read the question carefully and to noticed the process words. In addition, to know the extent of their achievement in understanding descriptive text. Researchers can assess the progress that students have made after learning a material. Students can monitor their understanding and use all available information to understand the text. Students gained new and more knowledge. The students could share knowledge with their friends from what students read by writing down their ideas from the information students could captured and understood.



## 2.2 Empirical Review

An empirical review was a study of pertinent research findings that served as a review of earlier studies that are pertinent to the current investigation. To perform the current study, the researcher drew on two earlier studies as a starting point. If a subsequent researcher decided to pursue a related topic, the empirical review's purpose was to serve as a reference. The researcher mentioned two comparable variables with the current study serving as the empirical review based on the function. The two theses make use of Listen-Read-Discuss technique and the classroom action research design to further explore reading comprehension. The two studies that used Listen-Read-Discuss to improve reading comprehension are listed below:

The first research was from Muslimah (2022) entitled the use of the Listen-Read-Discuss Strategy to improve the student reading skill of eighth-grade Students at SMPN 19 Mataram in the academic year 2021/2022. The objective of this study was to figure out the degree of achievement in reading comprehension of the eighth-grade students of SMPN 19 Mataram in the academic year 2021/2022 after being assessed by using the Listen-Read-Discuss Strategy. The result of the study showed that Listen-Read-Discuss succeeded in improving the student's reading of the eighth-grade students of SMPN 19 Mataram.

The second research was from Anggraeni (2014) entitled the reading comprehension of the eighth-grade Students of SMPN 1 Puncakwangi Pati in the academic year 2013/2014 taught by using LRD (Listen-Read-Discuss). The objective of this study was to figure out the degree of achievement in reading comprehension of the eighth-grade students of SMP N 1 Pucakwangi Pati in the

academic year 2013/2014 after being assessed by using the Listen-Read-Discuss Strategy. The result of the study showed that Listen-Read-Discuss succeeded in improving the reading comprehension of the eighth-grade students of SMP N 1 Pucakwangi Pati.

The strength of both research types was that both researchers are already good at improving students' reading comprehension and solving the problem through Listen- Read-Discuss strategy. It made them like to read descriptive text. This strategy could give the students opportunities to work in groups. The students could learn to cooperate more effectively and improve their social interaction with friends. Both kinds of research used 10 multiple choices; the students should finish them in 20 minutes. Multiple choice was a good test but easy to be guessed by the students. The students could guess the quite appropriate question without knowing the appropriate answer. In the present study, the researcher gave a specific time allotment. The researcher gave 20 minutes to answer 20 questions and used a short answer task with 20 answers from students for the pre-test and post-test. Thus, the student's reading comprehension could be comprehensively measured. In addition, the researcher used a scoring rubric adapted from Brown (2004). This was expected to make the readers understand the scoring rubric clearly. As a result, students could improve their reading comprehension.

Based on the result of the researcher above, the first researcher showed that Listen-Read-Discuss was an effective way in improving and enhancing the students' reading comprehension. Second researcher showed that Listen-Read-Discuss can improve students' reading comprehension of descriptive texts. There are two things that distinguish this research from previous studies. The first were in terms of the



location of the study which of course has different characteristics from previous research and the level of argumentation was different. And the last one was seen from the research subject where the previous study used population eighth-grade and now uses a different population seventh-grade.

