

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background of the Study**

Reading is an activity to understand and comprehend the text which involves the perception and thinking of the reader. Therefore, when students read the text, they should be able to comprehend the text and get some information from the text. It will be a problem for students to get the information or point from the text paragraph when they do not comprehend the text. In reading, people should comprehend the text to get important information to support their knowledge. When students understand the text, they can catch the meaning of the text.

Johnson (2008:4) states that reading is a receptive skill. Receptive skill is how we can get better at reading by practicing. So, if we do not practice reading, we will not get good results and our skills will deteriorate. For example, we can try to read a text to train our vocabulary and intonation. Also, we know about the meaning of the new words that we don't know before. Learning to read aims to improve student knowledge from low to high. Reading can give opportunities and open up new information. It means that, when we are read a text we can know about a new difficult word, we can trainee our intonation, and also, we can read a text well when we do more practice in reading.

Kenyon (2008:5) support that reading is a learning process for students to find some information. In reading process, the teacher should be able to explain what they will and have been read, written or rewritten some information and explain their ideas. Therefore, when the teacher explains or read a text, the students

have to listen to the teacher and answer the questions when the teacher asked. In reading process, the students are not necessary to read a text or passage loudly because students only need to read the text with good intonation and understand the meaning.

Duffy (2009:14) states that reading comprehension depends on prior knowledge. Prior knowledge is expressed with words. When comprehending the text, the reader will think what the meaning is from the words that they read. Then, when the reader cannot get the meaning from the word, it means that they lack of knowledge. In reading, vocabulary is an important thing to get the meaning of the paragraph or text. It is not easy to comprehend the text. The reader can predict the meaning from vocabulary that they have learned. It is be better if the reader has many vocabularies.

In reading process, without comprehending the text will make it difficult to understand the meaning and getting the main idea from the text. As we know reading has four aspects, namely: general information, specific information, textual reference, and textual meaning. Furthermore, the teacher should know the ability from their students to choose the best strategy which will be useful in the teaching learning process. One of the best strategies that can improve students' reading comprehension and gave some opportunities for them is Listen-Read-Discuss strategy. Listen-Read-Discuss is a strategy which allows students to work in group. It is useful for the students because, they can discuss the answer together to find the final answer.

In reading, the students tried to comprehend the main idea to understand what the writer means in the text. In reading process, when the students try to read and

find the main idea from the text, the researcher found some problems. The students were difficult to comprehend the text. They were lack of vocabulary. They could not find the main idea from the text. The researcher know about the teacher's preparation and students' motivation in reading process were very important to find some difficulties because, they learned foreign language and it was very different with their own language. In addition, the researcher used clear instruction and interesting text to avoid misunderstanding from students.

The phenomenon mentioned above happened in SMA (SLUA) Saraswati 1 Denpasar in academic year 2022/2023 in X 4 class, the researcher found that the students still had problems in comprehending the reading text especially in finding main idea, specific information, textual reference and textual meaning. It happened because most of the students only read the text without thinking about the meaning of the text and paying attention in every word or sentence have been they read. This condition could influence the students in reading process. Those problems happened because the teacher did not use the appropriate strategy in teaching reading comprehension. In learning process, the teacher gave examples to students how to read the passage. Then, the teacher asked the students to read it again and answer the question without giving more explanation about the text. As a result, it was not appropriate this strategy for students to comprehend the text, because the teacher only used a simple strategy and it made them still difficult to comprehend the text.

The researcher found that related to the strategy were the students felt bored and had no interest in reading. This strategy only made them get the important information when they answered the questions students only found the information

from the questions served without concerning on the other supporting details in the text outside the questions. In addition, the strategy made students became individualistic. Based on the observation, the high achiever students were smarter and the lower students were getting unwilling to read. Therefore, most of 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 Listen-Read-Discuss strategy to improve reading comprehension especially students in SMA (SLUA) Saraswati 1 Denpasar in academic year 2022/2023. The objective of this study was to improve the students' reading skills especially in reading comprehension of the tenth-grade students of SMA (SLUA) Saraswati 1 Denpasar in the academic year 2022/2023. The students' reading comprehension can be improved used Listen-Read-Discuss strategy. Listen-Read Discuss strategy used to investigate the text in details to get the main idea, so the student investigates the text based on the topic then they discuss it with their group to make a result. They planned what they would do, after that they communicated with each other to switch their opinion then they prepared the presentation and present it in front of class, the last was teacher and other group gave evaluation if it was needed.

As a result, to get a good achievement in the learning process, especially at SMA (SLUA) Saraswati 1 Denpasar in academic year 2022/2023 the researcher carried out research entitled "improving reading comprehension of the tenth-grade students of SMA (SLUA) Saraswati 1 Denpasar in academic year 2022/2023 through Listen-Read-Discuss strategy. This strategy could help students to improve

their reading comprehension. By using this strategy, the students could work in a small group to investigate a topic. When they worked together, they would be active to get the answer with their friend. Based on the researchers' opinion, the students with low ability in reading could work with student's that had high ability in reading. Listen-Read-Discuss strategy made them easier understand the text and get the important information from the text.

### **1.2 Research Problem**

Based on the background of the study above, the students still have some problems in reading process such as: finding the main idea, specific information, textual reference and textual meaning. This condition can influence learning process of reading comprehension by using new strategy in teaching reading and applying Listen-Read-Discuss strategy. This strategy will improve students reading comprehension. Therefore, the researcher problem can be formulated as follows: can reading comprehension of the tenth-grade students of SMA (SLUA) Saraswati 1 Denpasar in academic year 2022/2023 be improved through Listen Read-Discuss strategy?

### **1.3 Objectives of the Study**

In order to make the present study considerable, certainly it is need to declare an objective of the study. A scientific study is conducted in order to answer the research problem under study which is formulated and determined. Therefore, the purpose of this research is designed to answer the research problem that has been stated before. The present study was intended to find out whether reading comprehension of the tenth-grade students of SMA (SLUA) Saraswati 1 Denpasar

in academic year 2022/2023 can be improved through Listen-Read-Discuss strategy.

#### **1.4 Limitation of the Study**

In order to make clear discussion about this topic, the research of the study is limited on improving reading comprehension of the tenth-grade students of SMA (SLUA) Saraswati 1 Denpasar in academic year 2022/2023 through Listen-Read-Discuss strategy. The reading comprehension focused on the third main competency and third basic competency in the syllabus. The third main competence focuses on understanding, implementing, and analyzing factual, conceptual, and procedural knowledge based on their interests about knowledge in technology, culture, and other aspects. Furthermore, the basic competency that is used in the teaching is basic competency is about understanding text structure and language feature in conducting the function of the social text of descriptive text by giving and asking information in relation with famous animals and many things in the classroom, in the house, which are short and simple according to contextual use based on the Merdeka curriculum. Reading comprehension in this study is limited on identifying general information, specific information, textual meaning, and textual reference.

#### **1.5 Significance of the Study**

This research focuses on teaching reading comprehension using the Listen-Read-Discuss strategy. Listen-Read-Discuss strategy can help the student to improve their pronunciation and intonation in reading. The researcher expects that Listen-Read-Discuss strategy is useful and could give a solution for the student and



teacher. The student will be easy to understand the material. The result of this study is expected to be useful both theoretically and practically.

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

Practically, the result of the study is useful for the teacher and students. For the teacher, short answer task can help the teacher to know the ability of their students in reading comprehension. Furthermore, the teacher can also choose appropriate test that can increase knowledge and the motivation of the students in answering the test. For the students, this study is expected to enable the students to comprehend the point of reading material and the students' reading comprehension can be accurately measured.

### **1.6 Definition of Key Terms**

In order to avoid misunderstanding and confusion on the parts of the readers concerning the key terms significantly used in the context of the present study. Key terms are several typical words used in research. There were two terms that need

to be explained. The first term is reading comprehension and the second term is Listen-Read-Discuss strategy and they are described as follow:

1. Reading comprehension is defined as the ability of the tenth-grade students of SMA (SLUA) Saraswati 1 Denpasar in academic year 2022/2023 to understand 4 aspects, there are: finding main idea, specific information, textual reference and textual meaning.
2. Listen-Read-Discuss strategy is defined as a teacher strategy that is used to improve reading comprehension of the tenth-grade students of SMA (SLUA) Saraswati 1 Denpasar in academic year 2022/2023. First, the teacher will prepare descriptive text and then the teacher read the text with good pronunciation and intonation. Second, the students will make a small group consist of 4-5, after that the students read the descriptive text in front of the class with their group, one sentence one student and also have to understand the meaning of that text. Last, the students and their groups discuss about the text and answer the questions with the groups.



## **CHAPTER II**

### **THEORETICAL AND EMPIRICAL REVIEW**

#### **2.1 Theoretical Review**

A scientific study should be supported by some theoretical backgrounds and empirical evidence. Theoretical review includes relevant theoretical reviews from many literatures, which are related because it is important to support this study are elaborate. Furthermore, the researcher gives some definitions and explanations from experts which are able to support this presents study to show relevant theories and concepts for the research. There are some areas, which is described and discussed in this chapter: (1) Reading comprehension, (2) Listen-Read-Discuss (LRD) strategy, and (3) Assessing reading.

##### **2.1.1 Reading Comprehension**

Reading is one of the four basic skills in English that should be mastered by the students. Reading is known as an activity undertaken by a person to obtain additional information this is the way to gain knowledge. All of we know it is also an important thing in our life so that it must be taught because through reading, students are able to get more about certain knowledge, information, and pleasure. Student can find out some specific information that they need to know whether it is about the school subject, general knowledge or other science. Reading comprehensions is about how students comprehend the text, and get some point from the text, process it and understand its meaning by predicting word meaning or the text.

McNamara (2007:109) states that comprehension is 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 is 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 is about. Students will get much knowledge from the text. Moreover, the students will get new vocabularies and make them easier when they read the text.

Bernhardt (2011:7) states that reading is an act of requiring something from the reader. 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 and involvement with written language. Then, after they know and understand what they read, students will make their own summary based on the text and using their own word with their interpretation.

Through reading, people can grasp much information and knowledge. Reading is a process of transferring meaning between the writer and the reader, through the text has been written by the writer. Harmer (2007:99) states that reading is useful for language acquisition, like all languages. Reading can develop interaction between the text and the reader, by prior knowledge from the reader, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continues practices, development, refinement. Reading is an activity of understanding the stored information in the text, which involves the readers' abilities in fluency of reading, recognizing the word, comprehending the text and motivation for reading.

According to Lems et al. (2010:170), reading comprehension is not static competency it varies according to the purposes of reading the text. By reading, we get some benefits such as reading text give much new vocabulary, grammar, pronunciation and the way to construct good sentences, paragraphs and text. By reading, the student can comprehend concepts and ideas which state in reading text, moreover, they will get a lot of information that can improve their knowledge and also enhance students' mind concept.

According to Chard (2008:1), comprehension is a highly cognitive process involving the intentional interaction between the reader and the text to create meaning (National Reading Panel, 2000). In other words, comprehension does not just happen; in quickly. The readers must intentionally and purposefully work to create meaning from the text has been they read. When the reader has good knowledge and good vocabulary, it makes them become so fluent and automatic comprehends the text and get the point from the text. It is very efficient for reader, because they can get the point quickly. Moreover, for the reader with low ability in reading will be difficult to comprehend the text. Furthermore, reading comprehension is very important for reader to make them get the point in quickly by reading the text.

According to Duffy (2009:14), reading comprehension depends on prior knowledge or knowledge about world from the reader. Prior knowledge is expressed with words. In reading process, the reader should have more new vocabularies to express the words. When comprehending the text, the readers should have good knowledge to understand the reading text. When the meaning of the word in text is unknown, it means the reader not have background of knowledge.

It will make the reader fluent in reading process, because they difficult to comprehend the text and they cannot find the information. In addition (Duffy 2009:15), vocabulary is a crucial thing in reading because; it can help the reader to comprehend the text easier.

According to McIntyre (2011:96), some studies of reading comprehension focus on reading routines, processes, or general principles of good comprehension instruction. Teachers must provide explanations, modeling, guided practice, and application of any new skill or strategy and teach students to use these comprehension strategies flexibly and in combination with one another (Duke & Pearson, 2002). Teacher should use new strategy to teach reading. Besides, the teacher should give clear instructions to make students easier to read the text. Students can do good practice in reading, when the teacher controls them in reading process. Students can control their pronunciations and punctuation, when the teacher gives clear instruction. Thus, while explicit instruction is important as a first step, authentic and monitored practice in real comprehension situations is what actually helps readers transfer new reading skills.

Lenski (2008:172) states that underpinning reading comprehension is sociocultural theory of language and literacy, which hypothesizes that individuals acquire language and literacy through social interactions with more expert peers and adults (Vygotsky, 1978). When the reader has good social life, they will have good knowledge about a word or word meaning from a reading text. It will make the readers more understand with the meaning of the word when they read a text. The reader will try 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 in their social culture.

Grabe (2009:39) states that comprehension has main component abilities of higher order comprehension processing including the following: a text model of comprehension, a situation model of reader interpretation and a set of reading skills and resources which can build reading comprehension. To build good comprehension in reading process, the reader should build up the general understanding of the text. The reader can build the general understanding, by getting the meaning of every sentence in reading text. It makes the reader can interpret the meaning of the reading text have been they read.

Reading comprehension is useful to help the students gain the information about the text. Reading can increase students' vocabulary. The next process, they can predict the meaning from the text. Therefore, in this study the reading comprehension is defined as the process of constructing meaning from the text. Students will try to catch the meaning, identify the main idea from the text. It will be better when our students get the specific information, textual meaning and textual reference.

### **2.1.2 Listen-Read-Discuss (LRD) Strategy**

Cooperative learning is a technique for students to work on group. Jolliffe (2007:3) state that cooperative learning requires pupils work together in small groups to support each other and improve their own learning and that of others. Cooperative Learning, it is not quite so simple, because there are variations on cooperative learning. Cooperative learning can give students the opportunities to solve the problem together with their group. In this strategy, the students with low

ability can get some knowledge from students with high ability. It happened because; they can share their idea to each other. It is very effective in learning process, to make students more understand with the material. The best one of the cooperative learning varieties is Listen-Read-Discuss strategy.

Kagan and Kagan (2009:1), argue that cooperative learning is legitimate to give individual grades based on group projects. Listen-Read-Discuss Enables students work in group. One of the best strategies of cooperative strategy is Listen Read-Discuss. Listen-Read-Discuss is an organizational approach, which allows students to work actively and collaboratively in small groups and enables students to take an active role in determining their own learning goals and processes. Manzo&Casale et al (2008) states that Listen-Read-Discuss is a comprehension strategy that builds students' prior knowledge before they read a text, which used in learning process, which allows students work in a small group to investigate a topic based on material. This strategy makes students work together and it does not spend a lot of time to answer the question from reading text. Listen-Read-Discuss first developed by Manzo & Casale, they 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 can help the students to improve their reading comprehension and maximize students' participants in making a project. It will give opportunities for students to work in group and solve the problem together. It makes students more confident and approach with each other at varying achievement level. 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 made students easier to comprehend the text. It makes them easier to get the main idea, specific information, textual reference and textual meaning.

Listen-Read-Discuss strategy is a good strategy. It is effectively in the learning process especially in reading comprehension. Many strategies can be used in teaching reading, but when teacher do not use the appropriate technique, it could fluent the learning process in classroom. Listen-Read-Discuss is the one of good strategy for students to improve their reading comprehension. Also, Listen-Read-Discuss is very good strategy to teach students in reading and comprehending the text easily.

### **2.2.3 Assessing Reading Comprehension**

Reading assessment used to determine what skills are learn and what skills needed to be strengthened. The various assessments of the tasks depend on the types of reading. The assessment of reading comprehension was an important part of teaching learning process in classroom. Klinger et al (2007;14) state that assessing comprehension is fraught with challenge, because it can be difficult to determine how much students really know and what they are actually thinking. By administering a test, teacher could measure students' reading comprehension achievement in order to measure how well students were able to comprehend the text.

In reading, the readers should make a correlation between the shapes of word or sentence from a text on the page with the something on their heads. According to Bailey and Heritage (2008:158), reading can be accessed through writing since reading and writing are both communicative activities. Reading supports writing and vice versa. In reading, the students will get many know ledges, they can share

the knowledge that they got from what they read on the text, so they can catch and understand the meaning of the text. If the students can comprehend a text, they will be able to share the information to the others and know how to rewrite information by their own word. So, the students have to be diligent in reading a text and try to improve their vocabularies and intonation.

Ary et al. (2010:201) state that tests are valuable measuring instruments for educational research. A test is a set of stimuli present to an individual in order to elicit responses on the basis of which a numerical score can be assigned. It is an indicator of the extent to which the subject has the characteristic been measured. When students give the test, the test should objectivity, validity and reliability. It can measure student answers with the scoring rubric. It makes students motivated to give the appropriate answer based on the question.

Caldwell (2008:43) states the basically purpose of any assessment is to gather the information in order to decide, if students comprehend and learn about the material which has been learned. Besides, the purpose of comprehension assessment is to judge the effectiveness of school. By doing comprehension assessment, the teacher can measure and monitor the learning progress of the student across for a year. When the teacher gave an assessment for students, the assessment should be appropriate with the material which has been taught. It also can be an individual practice for students. It made a good behavior to their reading comprehension.

According to Cohen (2007:416), A criterion-referenced test provides the researcher with information about exactly what a student has learned, what he or she can do, whereas a norm-referenced test can only provide the researcher with

information on how well one student has achieved in comparison with another, enabling rank orderings of performance and achievement to be constructed. Test can be measure student knowledge in the material or topic. It can indicate students achieve from describe of the material. It makes teacher can predict what will do to make students understand with the material. Test can be as evaluation for teacher. It makes him or her changes the strategy that he or she used before.

Bailey (2008:5) emphasizes that assessment is the important thing to know the strong and weaknesses from the students in reading. Teacher can suggest their students, using formative assessments, were indeed focusing on the "right" group of students. In assessment reading comprehension is a system that includes a range of ways to assess students to provide the evidence needed for educational decision making. It is important because when the students have good comprehension, they can get a good score when they answer the question. However, when the students have low ability in reading comprehension it makes them get poor score. As a result, assessment is an important thing to know how the condition in classroom.

Based on McNamara (2007:38) assessing reading comprehension in young children is useful not only for researchers, but also for the teachers assessing reading comprehension is to determine whether their strategy interventions are effective and how individual children progress. Indeed, effective teachers ask appropriate questions to determine how deeply the children understand a narrative or episode (Pressley & McCormick, 1995). It should include both quantity and quality of comprehension. Quantity of comprehension is indicated by the amount of information children remember and how many questions they were answered correctly, whereas quality is 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.

Blachowicz (2008:17) states that assessing reading comprehension are the change to reflect new expectations, the national educational standard movement has also embraced a broad sense of what is important for good readers to be able to accomplish. It is more important for students to know and be able to what will they do in the reading process. It makes teacher know what the teacher should do in the reading process to make the students get a good score. In this situation, the teacher also can be a monitor of their teaching strategy in classroom. The teacher will change their strategy to make the students get a good score in reading. In addition, assessment reading comprehension can monitor the teaching process from students especially in reading comprehension in classroom.

Lenski (2008:250) support that assessing reading is a key in helping struggling readers learn to read well, and learn want to read. It means that assessing reading is very important to improve their reading comprehension. Students will know where their weakness in reading is. Assessing reading can help them to know what they want to learn in reading. It makes the students efficient to use their time in the learning process. Students can focus on improving their weakness in reading comprehension. Assessing reading is also the important tools for teacher to know what the teacher should do in improve reading comprehension in him or her classroom to know the students' knowledge in learning process.

Harmer (2007:100) state that the assessment of the students' performance can be explicit when we say "excellent". However, when the teacher gives an assessment in implicit, example, during the language drill, when the teacher only

passes one student without any comment, they may misconstrue with our silence as something else. As a result, when the teacher gives an assessment for the students' performance, the teacher had better in give the test which can't make student misconstrue and make them lost the motivation in learning process. It means that the teacher should be able to motivate the students and give the students a motivating word to make them confident in the learning process.

Based on the statement, the researcher is going to measure the students' reading comprehension. The researcher can assess measure the progress has been made by the students after learning certain things. The students can monitor their understanding and use all available information to make sense of the text. Students will get new and more knowledge. They can share the knowledge with their friends from what they read by write their idea from the information as what they could catch and understand.

## **2.2 Empirical Review**

Empirical review is the review of relevant research results which had a function to review the previous researches that are relevant with the present study. The researcher used two previous studies which used as a basic consideration to conduct the present study. The function of empirical review is to be reference for another researcher if the next researcher wanted to take the similar field. Based on the function, the researcher listed two similar variables with the present study as the empirical review. Those of two theses use classroom action research design which they were elaborated more about reading comprehension and Listen-Read-Discuss strategy. The following are two prior studies that used Listen-Read-Discuss to increase reading comprehension.

The first research is from Ismatun Ni'mah (2018) entitled The Use of Listen Read-Discuss (LRD) Strategy to Improve Students' Reading Comprehension of Second Grade of SMK Pancasila Salatiga in Academic Year 2017/2018. The objective of this study was to figure out the degree of achievement in reading comprehension of the second-grade students of SMK Pancasila Salatiga in academic year 2017/2018 after being assessed by using LRD Strategy. The result of the study showed that LRD succeeded in improving the students' reading comprehension of the second-grade students of SMK Pancasila Salatiga.

The second research conducted by Nanang Sugianto (2018) entitled Improving Students' Reading Comprehension Through Listen-Read-Discuss (LRD) Strategy at MA Nurussabah Praya Tengah in Academic Year 2017/2018. The objective of this study was to figure out the degree of achievement in reading comprehension of the second-grade students of MA Nurussabah Praya Tengah in academic year 2017/2018 after being assessed by using LRD Strategy. The result of the study showed that LRD succeeded in improving the students' reading comprehension of the second-grade students of MA Nurussabah Praya Tengah.

The strength of both researches are both of the researchers already good in improving students reading comprehension and solved 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 can improve their social interaction with their friends. Both of those researches used 10 multiple choices and the students should finish them in 20 minutes. This test could not measure the students in reading comprehension. Multiple choice is a good test but easy to be guessed by the



students. They could guess the quite appropriate with the question, without knowing the appropriate answer. In the present study, the researcher gave 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 students' reading comprehension could be comprehensively measured. In addition, the researcher used scoring rubric that adapted from Brown (2004:228). This was expected to make the readers understand the scoring rubric clearly. As a result, students could improve their reading comprehension.

