

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Reading is one of the most crucial skills that need to learn by the students. It is because in reading skills, the students can improve their vocabularies, practice pronunciation and also can improve oral English (Huang, 2010). Reading is more than knowing and understanding words, but how to understand what is read by connecting ideas and the text you have already known (Mikulecky & Jeffries, 2007). A good reading skill is affected to the other skills such as listening and speaking. Then, without the ability to read well, the opportunities for personal growth and professional success will inevitably be lost (Anderson, 1985). Thus, a proficient reading skill will help students to be able to understand the content or context of the reading text.

Reading comprehension is the skill to understand what the information or the text are about. According to Brassel and Rasinski (2008), reading comprehension is a person's ability to analyze and retrieve information from written texts, then try to demonstrate the knowledge gained or understand the information. Reading comprehension is how to understand what has been read and it is an active thinking process that depends not only on students' comprehension skills, but also on students' previous experience and knowledge (Kustaryo, 1988). So, through reading comprehension, the students can improve their knowledge to gain the higher level of thinking.

Reading comprehension helps students to construct meaning to comprehend each sentence of the text. Reading comprehension is not only understanding the meaning of the text, but also can broader learning, success in education and also employment because reading comprehension is complex task that requires the cognitive skills and abilities (Oakhill, Cain, & Elbro, 2014). Therefore, in the teaching and learning process, the role of teacher is needed to help students to improve their reading comprehension. However, the most problem that already faced by the students in reading is comprehending the text and determining the general information, the specific information, determine the textual meaning and textual reference.

Based on the preliminary observation to the English teacher in SMPN 4 Kuta Utara, the problem faced by the students was lacking reading comprehension. It made the students had difficulty in finding the general information, specific information, textual meaning and textual reference that was given by the teacher. It could happen because most of the students only read the text that had been given without knowing and thinking about the meaning of the text. The teacher often asked students to read aloud the text in front of the class and focused on telling how to read the passage well without giving more explanation or the meaning of the text. Then, the teacher asked students to answer the question about the text that they had read. As a result, the students could not comprehend the text well.

The teacher's strategy made the students faced the problem in reading comprehension especially in understanding and comprehending the text. It made the classroom activity become passive because the students only read the text and answered the questions that had been given. In addition, the students felt confused

answering the question because they were not understanding the text. It made the students fail to comprehend the text. Thus, the teacher should use the appropriate strategy to improve the students' ability in the class.

To solve the problem, the researcher applied the suitable strategy in teaching reading comprehension. Moreover, the teacher should know the ability of their students to choose the best strategy which was be useful in teaching learning process. One of the appropriate strategies that can improve reading comprehension is Listen-Read-Discuss (L-R-D) strategy. L-R-D is a strategy that allows and helps the students to work in groups. According Manzo and Casale (1985), L-R-D is a reading literacy which helps the students to comprehending text. It means the L-R-D strategy is an appropriate strategy to use in teaching reading because it makes the student learn to get the information about text by doing discussion. So, it is useful for the students because they can discuss the answer together to find the final answer.

L-R-D strategy is a comprehension strategy that builds the students' prior knowledge before they read a text, during read a text and after reading the text by listening to the teachers' reading a text selection and discussing together (McKenna, 2002). It means that L-R-D strategy can help students to unify the writer's thought in their own word, therefore affect to their comprehension so that to enable learning, understanding and remembering what they read from the text. It is an appropriate strategy that needed to be applied for teaching reading comprehension. It is because the students will get an explanation about the text from the teacher before they read. In addition, the students can enhance their thinking or comprehension about the text by doing discussion with their group.

Based on the background of study, L-R-D strategy is used to investigate the text in detail to get the main idea, so that the students investigate the text based on the topic then they discuss it with their group to determine the answer. By using this strategy, the students can work in a group which consists of 4 – 5 members to investigate the topic. When the students worked together, they were active to find the answer with their group member and it make them easier to understand the topic of the text. In addition, with the implementation of this strategy, the researcher hopes that the students become capable readers and their reading comprehension can increase well.

1.2 Research Problem

Concerning the description above, the students seem that they have some problem in reading process especially in finding the main idea, the specific information, textual meaning and textual reference. This condition must be solved by using the interesting strategy. In the present study, the researcher was using a strategy which has simple steps in teaching learning reading that is L-R-D Strategy. Therefore, the researcher problem can be formulated as follows: Can reading comprehension of the eighth-grade students of SMPN 4 Kuta Utara in academic year 2023/2024 be improved through L-R-D strategy?

1.3 Objectives of the Study

Based on the research problem above, the present study was conducted to answer the research problem that has been formulated and determined. Therefore, the objective of the study is to find out whether the implementation of L-R-D strategy can improve students' reading comprehension in eighth-grade of SMPN 4 Kuta Utara in academic year 2023/2024.

1.4 Limitation of the Study

In relation to the objective of the study, this study was focus on the use of L-R-D strategy to improve students' reading comprehension of SMPN 4 Kuta Utara in academic year 2023/2024. In this present study, the researcher was limiting the research on improving reading comprehension of the eighth-grade students through L-R-D. Therefore, the variable must be limited to avoid overlapping discussion. Certainly, the researcher was discussing the role of L-R-D strategy to improve students' reading comprehension in recount text. The term of reading comprehension is ranged from finding the general information, the specific information, the textual meaning, and the textual reference.

1.5 Significance of the Study

In the present study, the researcher expects that this research papers provide meaningful and significant research findings. The findings of the research are expected to yield theoretical and practical importance to those who concern how to improve the students' reading comprehension.

Theoretically, the findings are expected to be references or the guidance study to the theory of classroom action research, reading comprehension and L-R-D strategy. Moreover, it is expected that the findings of this study might assist to further understanding of using L-R-D strategy to improve students' reading comprehension.

Practically, the results of the present study are expected to provide educational feedback for the teachers, students, and also the other researchers. For the teacher, the present study is implemented during in teaching learning activities in the classroom. This strategy with media is interesting to help the teacher in

providing more and varied strategy with media. For students, the finding of this study is expected to provide a meaningful to get opportunities to their understanding in reading comprehension. It is also expected to increase their motivation to learn and build up their reading comprehension skills in order to be able to comprehend the text and help students in understanding more the material given by the teacher. For the other researchers, the present study expected to be references and empirical review to make a better study for the future research that is about L-R-D strategy in improving students' reading comprehension.

1.6 Definition of Key Term

Key terms are crucial to be define in order to give a clear understanding of the topic and avoid confusion among the readers in comprehending this research. In the present study, the researcher has several key terms that related to the research. The key terms are described as follow:

1. Reading Comprehension

Reading comprehension is defined as the ability of the eighth-grade students of SMPN 4 Kuta Utara in academic year 2023/2024 to understand four aspects of reading comprehension from recount text such as finding general information, finding specific information, recognizing textual meaning, and recognizing textual reference.

2. Listen-Read-Discuss (L-R-D) Strategy

Listen-Read-Discuss is a strategy that helps the students to comprehend the text by building their prior knowledge of the topic in advance to the reading text. First, the teacher prepares and presents the recount text, and the students listen to the teacher's presentation.

Second, the teacher gives the recount text to the students and asks them to read the recount text. Then, the teacher asks the students to make a small group consisting of 4 – 5. Last, the students and their groups discuss about the text and answer the questions with their groups.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is a critical review of what has been researched on a particular topic, it can be anything whether from books, journal articles or the other sources. Theoretical review is a review of some theories from the expert that related and support the study. Therefore, the researcher uses several relevant theories to give more evidence in this research. The present study is based on the following theoretical backgrounds that was discussed as follows: (1) Reading Comprehension, (2) Listen-Read-Discuss Strategy, (3) Recount Text, and (4) Assessing Reading Comprehension.

2.1.1 Reading Comprehension

Reading is crucial to be learned and mastered by the students. According to Harmer (2007), reading is important because of the two main reasons, include the beneficial to the students' personal life and the beneficial to their language acquisition for spelling and vocabulary knowledge. Reading can develop interaction between the text and the reader. Through reading, the students can simultaneously increase their new vocabulary, practice pronunciation or spelling of the words and develop the knowledge by identify the information. Then, the reading process requires continues practices, development and refinement. In addition, reading is needed to help students to gain information and understand the text.

According to Duffy (2009), reading comprehension depends on prior knowledge about world from the reader. In the reading process, the reader should have newer vocabulary to express the words so that they can understand the reading text. It is important to know more vocabulary because it was making the reader easier to understand the meaning of the text and also easy to find the information from the text. Then, when the reader has more vocabularies, they will be easier to comprehend the text and made them fluent in reading process. It is support by Duffy (2009) that vocabulary is the crucial things in reading because it can help the reader to comprehend the text easier.

Pang et al (2003) states that reading comprehension is relate with the prior knowledge to new knowledge contained in written text. Prior knowledge is expressed with words that include a set of experiences, attitudes and knowledge. Then, Richards and Renandya (2002) states that comprehension is the primary purpose for reading. It means in comprehending the text, the reader builds the meaning of the words or sentences or the text they read. So, reading comprehension have to construct and figure out the meaning through interaction and involvement with the written language.

Based on the statement above, reading comprehension is needed to be taught properly to students. Reading comprehension is the process to get the meaning and information from the text. Reading comprehension is how to understand the context of the information presented in the text. In teaching and learning process, the students was trying to catch the meaning and identifying the main idea from the text. Then, when the reader has good knowledge will make them automatic comprehend the text and get the point of the text. In addition, there are several

focuses as the aspects of the reading comprehension, including find the general information, the specific information, the textual references, and the textual meaning.

2.1.2 Listen-Read-Discuss (L-R-D) Strategy

The cooperative learning model is a learning model that prioritizes cooperation or uses small groups for students in learning activities. Cooperative learning involves students to work together in small groups to accomplish shared goals (Gillies, 2007). Cooperative learning helps students to solve problems together with their group. According to Kagan and Kagan (2009), cooperative learning is legitimate to give individual grades based on the group projects. Cooperative learning is effective in learning process because it makes students to understand with the material. One of the best cooperative learning is L-R-D strategy.

In teaching reading to the subject, the teacher should apply the appropriate strategy. In this present study, the researcher was using Listen-Read-Discuss (L-R-D) strategy. L-R-D strategy is the strategy that enables students to work in group. According to Manzo and Casale (1990), L-R-D is a comprehension strategy that builds students prior knowledge by reading the text, which used in learning process. This strategy was giving opportunities for students to work in group and solve the problem together. In addition, Listen-Read-Discuss strategy was prepared for the students to work together to investigate the problem and get the solution and it makes the students follows their curiosity rather than just mastering the material. There are the procedures of Listen-Read-Discuss as follows:

1. Listen: the teacher presents by reading the text, whereas the students are asked to listen to the teacher read about the text.
2. Read: the teacher asks students to read the text. After that, the teacher divides students into some small group discussion and each group consists of 4-5 students who have different abilities.
3. Discuss: the teacher asks students to discuss the information of the text and answer the question from the text.

L-R-D strategy is a good and effective strategy to improve students' reading comprehension. L-R-D strategy helps students in improving reading comprehension because the process of teaching reading gives students opportunities to interact or discuss with the other students in their group to find the answer. So, this strategy motivated students to gain the information and meaning of the text.

2.1.3 Recount Text

In this present study, the researcher using recount text as a media in applying L-R-D strategy. A recount text is a text that tells about someone's story, action or activity in the past. Recount text is a type of text that usually retells past events in the order in which they happened (Anderson & Anderson, 1997). The purpose of recount text is as a means to retell personal experiences that have been experienced by the author in written form. In addition, recount text is used to provide information about the author's experience and entertain the readers.

In recount text, there are three parts of the generic structure including orientation, event and reorientation (Apriyani, 2016). Then, according to Derewianka (1990), there is a generic structure in recount text, namely an

orientation that tells the reader who is involved in the story, where and when the story takes place and the retelling of a series of events in chronological order. Then Derewianka (1990) added a piece of text to recount text, usually starting by telling the reader about who was involved, what happened, where the events in the story occurred and when the events occurred.

2.1.4 Assessing Reading Comprehension

Assessing reading is used to determine what skills are learned and what skills is needed to be strengthened. In reading activity, the students should make correlation between the shapes of word or sentence from a text on the page with something on their heads. According to Bailey and Herritage (2008), reading can be accessed through writing since reading and writing are both communicative activities. Then, Klinger (2007) states that the assessing comprehension is complete with challenge because it can be difficult to determine how much the students really know and what they are actually think.

In teaching and learning process, the teacher should assess the student's reading comprehension. Test is one of the instruments that can measure student's reading comprehension. Cohen (2007) states that 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. Then, kind of test that used by the researcher in reading comprehension is short answer task. Short answer task is a test that presents question, incomplete sentences or some visual stimulus that can be used to test some grammatical ability

and is usually assessed as correct or incorrect based on one or more answer criteria (Purpura, 2004). In addition, by administering a test, the teacher can measure students' reading comprehension achievement in order to measure how well the students are able to comprehend the text. So that, the students have to diligent in reading a text and try to improve their vocabularies and intonation.

2.2 Empirical Review

Empirical review is a review of the relevant research, which has been conducted as it reviews the previous researches that are relevant to the present study. The empirical review helped the researcher to avoid unintentional replication of the previous study as well as to clarify appropriate information for the results. In this present study, there are two similar researches with the researcher choose. The point is also focus on discussing the previous two researchers. The empirical reviews are presented as follows:

The first research is from Lasti (2021) entitled The Use of LRD Strategy with Picture to Improve Reading Comprehension of The Seventh-Grade Students of SMP TP 45 Denpasar in Academic Year 2020/2021. The objective of the study is to figure out the degree of achievement in reading comprehension of seventh-grade students of SMP TP 45 Denpasar after being assessed by using Listen Read Discuss Strategy. Then, for the result of the study showed that Listen Read Discuss Strategy succeeded in improving the students' reading comprehension of the seventh-grade students of SMP TP 45 Denpasar. In addition, this strategy can give the students opportunities to work in group, so that the students can learn to cooperate more effectively and can improve their social interaction with their friends.

The second research is from Tawali (2021) entitled Improving Students' Reading Comprehension through Listen-Read-Discuss (LRD) Strategy at SMPN 2 Lingsar in Academic Year 2020/2021. The objective of the study is to figure out the degree of achievement in reading comprehension of the eighth-grade students of SMPN 2 Lingsar in Academic Year 2020/2021 after being assessed using Listen-Read-Discuss strategy. The result of the study showed that Listen-Read-Discuss strategy succeeded in improving the students' reading comprehension.

The strength of both researchers is already good in improving students' reading comprehension and solved the problem through Listen-Read-Discuss Strategy. The student could learn to cooperate more effectively and could improve their social interaction with their friends. However, one of the researchers is not giving a specific time allotment to do the test. When the researcher did not give a specific time allotment to the students while doing the test, it made students spend their time in learning process to cheat with their friends and not tried to find the correct answer. Therefore, it was hard to differentiate which students really understand the text and which students have a high ability and low ability in reading process. In this present study, the researcher given the specific time allotment to the students, so that the students can do the test on time and do not cheat while doing the test.