

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Reading is a fundamental skill that students must acquire. This is because students can improve their vocabulary, intonation, pronunciation, and understanding of meaning or information. Reading is a process that necessitates using the perceptual and cognitive processes necessary for comprehending the material being read. In this case, students should be able to comprehend and retain the information in the reading text. If students are struggling with comprehending the text, it will be difficult for them to gain information, messages, or knowledge from it. To understand the material and learn the crucial information it conveys, students must read with comprehension. So, when students can find general information, specific information, textual meaning and textual references, they will be able to understand and grasp the meaning of the text.

Reading is a constantly developing skill (Johnson, 2008). The development of reading skills is a continuous process that requires consistent practice. Reading practice is crucial for enhancing and maintaining reading skills. Therefore, if we do not practice reading, we cannot do well, and our skills will decline. On the other hand, reading is an optimistic path to growth. For instance, reading a text can help us improve our vocabulary, intonation, and understanding of new terms that we were previously unfamiliar with. Reading instruction aims to elevate students' knowledge from a lower level to a higher level. Reading provides various chances to acquire extensive knowledge and information. This implies that increased

reading practice may improve our intonation, help us learn new challenging words, and read texts fluently.

Reading is an educational process that enables students to acquire information (Woolley, 2011). Reading aims to comprehend the information presented in the reading materials. In the reading activity, when students read a text, they not only read the sentences, but they should understand the information they get from it. After finishing the reading, students must articulate a comprehensive understanding of the text and accurately convey the acquired information. During the teacher's explanation or presentation of a text, students are expected to listen and carefully respond to questions related to the text. Furthermore, students do not only need to read aloud when reading a text. However, students must read a text with excellent and correct intonation and pronunciation because it helps them understand and express their reading content.

Making meaning from text is the process of reading comprehension (Woolley, 2011). Understanding what the text describes is the aim of reading comprehension rather than deriving meaning from isolated words and sentences. It is not just about understanding word by word or sentence in a text but about grasping the entire content of the text. This understanding empowers students to improve their interpretation of the reading text and enhances their critical thinking skills. Reading comprehension enables students to construct meaning and understand what they are reading, making them capable of deriving meaning from the entire text rather than isolated words and sentences.

Most of the students are interested in reading, but there are still many students who are less interested in reading. It is a crucial problem resulting from various

factors, such as background information, pronunciation, lack of vocabulary, sentence structure, and lack of interest in students. Reading is only possible with understanding. Reading comprehension requires students to understand the text. When students need help understanding the reading text, this indicates that they have difficulties finding information in the text. However, the problem that students most often face in reading is understanding texts and determining general information, specific information, textual meaning, and textual references. Thus, the teacher is vital in facilitating the teaching and learning process. by helping students enhance their reading comprehension skills.

Unfortunately, the prevalent problem among eighth-grade students in SMPN 1 Kuta Utara was a deficiency in reading comprehension. Students find it challenging to find general information, specific information, textual meaning, and textual references. The low reading comprehension among eighth-grade students at SMPN 1 Kuta Utara is caused by several factors. One of the main issues is the lack of effective reading strategies, making it difficult for students to identify general and specific information, textual meaning, and references. Additionally, the teaching method, which focuses solely on oral reading without in-depth explanations, prevents students from fully understanding the text. The absence of discussions after reading further hinders their ability to answer questions correctly. Consequently, students struggled to comprehend the reading material.

The teacher's strategy made students face problems in reading comprehension. Inappropriate teacher strategies cause students to face problems in reading comprehension, especially in comprehending the content of the text. This made class activities passive, or there was no interaction because students were

reading and answering questions about the text they read. Furthermore, students often find it difficult and confusing to answer questions because they do not comprehend the text. Because of that, students were unable to comprehend the material. Thus, teachers should implement appropriate strategies to increase students' comprehension.

In this case, the researcher applied appropriate strategies for teaching reading comprehension. Moreover, teachers should know their students' abilities before selecting an effective teaching and learning strategy. The Listen-Read-Discusso strategy was suitable for enhancing reading comprehension and encouraging group collaboration. The L-R-D comprehension approach supported the students in increasing their prior knowledge before reading a text (Manzo & Casale et al., 2008). Using this instructional strategy, students could study a topic based on the content in small groups. This indicates that the L-R-D was one of the best strategies for teaching reading since it encourages students to actively learn by holding discussions to gain knowledge about the text. Thus, students could develop a common comprehension of the text's material by discussing the text's content and their answers together, making this a helpful strategy for students.

In teaching reading, many strategies could be applied; one of them was the L-R-D strategy. The L-R-D strategy was a specialized lesson designed for readers facing reading difficulties. The three stages represent all kinds of reading lessons: before, during, and after (McKenna, 2002). Using this strategy, students could comprehend the text better, increasing their understanding of the information given. Students could also share ideas through discussions. Teaching and learning were enhanced by utilizing L-R-D, which offered some advantages. The students found

it easier to comprehend what they read using this strategy. Based on its advantages, this strategy was essential for implementing with junior high school students to help them comprehend reading texts more quickly and encourage them to participate actively in discussions, significantly enhancing their ability to understand the text. Therefore, the L-R-D strategy was suitable for enhancing prior knowledge and students' reading comprehension

Depending on the previous explanation, Implementing the L-R-D strategy could effectively improve students' reading comprehension. The Researcher conducted research using the L-R-D strategy in the teaching process of reading comprehension to help students find general information, specific information, textual meaning, and textual references. In this strategy, students worked together; they actively searched for answers with their group members, making it easier to understand the text. Apart from that, by implementing this strategy, the researcher hoped that students would become proficient readers and improve their reading comprehension. Several studies have effectively used the L-R-D strategy to increase students' reading comprehension. As a result of this, the researcher was genuinely interested in conducting this research entitled "Improving Reading Comprehension of the Eighth-Grade Students of SMPN 1 Kuta Utara in the Academic Year 2024/2025 Through Listen-Read-Discuss Strategy".

## **1.2 Research Problem**

According to the previous explanation, students frequently had problems with general reading, especially when finding specific information, textual meaning, and textual references from the reading text. The researcher used interesting and appropriate strategies to teach reading comprehension more effectively to

overcome this situation. The L-R-D strategy, which consists of simple stages in learning to read, was used by the researcher in this study. Then, the research problem can be formulated as follows: Can the Reading Comprehension of the Eighth-Grade Students of SMPN 1 Kuta Utara in the Academic Year 2024/2025 be improved through the Listen-Read-Discuss strategy?

### **1.3 Objective of the Study**

This research addressed the research problems that had been determined and formed based on what has been previously discussed. However, to answer research problems, each research needed to have clear objectives. In this case, several of the objectives must align with the difficulties and research background described previously. Moreover, the study aims to determine whether or not the reading comprehension of the eighth-grade students of SMPN 1 Kuta Utara in the academic year 2024/2025 can be improved through the Listen-Read-Discuss strategy.

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

Since reading involved many things that needed to be observed with many applications, the researcher needed to limit the area of this study. It became essential to focus on reading comprehension. Thus, this research required limitations because each variable was substantial. Research limitations were significant in restricting and making the research problem specific. The researcher limited the investigation to improving the reading comprehension of the eighth-grade students of SMPN 1 Kuta Utara through the L-R-D strategy. Focusing on the L-R-D strategy enables the research to investigate the strategies that improve reading comprehension deeply. Limiting the scope made a more comprehensive

review of the strategy's effectiveness possible, specifically inside this educational context.

Based on the Alur Tujuan Pembelajaran for eighth-grade students at SMPN 1 Kuta Utara aims was to develop students' ability to effectively recognize general information, specific information, textual meaning, and textual reference. This lesson's major objective was to use the L-R-D Strategy to identify the previously listed components of reading comprehension. The researcher analyzed the impact of the L-R-D strategy on enhancing students' reading comprehension of a text. The researcher used recount text about personal recount as the instructional material based on the school's curriculum and SMPN 1 Kuta Utara syllabus. Where personal recount text is a type of text that aims to tell about the writer's past personal experiences. The assessment used to evaluate the extent of reading comprehension was a short answer task originating from Brown (2004). A short answer task was an assessment that consists of questions or incomplete phrases, which were often evaluated as either correct or incorrect according to one or more criteria for the answers.

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

The goal of this research is to find out whether the L-R-D strategy can solve the problems that students face. Moreover, this research aims to improve the reading comprehension of eighth-grade students at SMPN 1 Kuta Utara in the academic year 2024/2025 through the L-R-D strategy. The researcher expects the research results can provide new information about improving students' reading comprehension using the L-R-D strategy, especially reading recount text. Apart from that, it is hoped that this research will be helpful for English teachers at SMPN

1 Kuta Utara and other researchers undertaking similar investigations, offering both theoretical and practical advantages.

Theoretically, the results will be helpful as references or guidance studies for classroom action research, particularly in the context of reading comprehension as facilitated by the L-R-D strategy. By structuring the research process or implementing procedures, they can be utilized to improve the guidance and outcomes of reading comprehension teaching research. Based on the difficulties faced by the students, this investigation will furnish advantageous theoretical evidence. Furthermore, this research has the potential to enhance the application of the L-R-D strategy for improving student's reading comprehension. Therefore, the results of this study can aid in improving the reading comprehension of the eighth-grade student through the use of the L-R-D strategy.

Practically, the present study's findings are expected to offer educational feedback for students, teachers, and other researchers. This research will be carried out for teachers during teaching and learning activities in class. This strategy will help teachers make the class atmosphere more exciting and active in learning, allowing for interaction between students discussing with each other. For students, this research's findings hope they can provide meaningful opportunities for their reading comprehension. It is also anticipated that they will become more motivated to learn and develop their reading comprehension abilities, helping them comprehend texts and the teacher's provided material. This research aims to serve as a reference and empirical review for other researchers, specifically in the context of L-R-D strategies for enhancing students' reading comprehension. This study is anticipated to contribute to developing more effective research in this field.

### 1.6 Definition of Key Terms

In order to avoid any confusion or uncertainty among readers regarding the significant words commonly used in the context of this study, it is crucial to provide clear explanations of the primary key terms. This study encompasses various essential concepts that are directly relevant to the investigation. The key terms are defined as follows:

#### 1. Reading Comprehension

Reading Comprehension in the present study is operationally defined as the ability of the eighth-grade students of SMP N 1 Kuta Utara in the academic year 2024/2025 to understand and fully grasp the significance of the information conveyed in a written text. The text that will be given to students to support reading comprehension is a recount text about a personal recount. In reading comprehension, students focus on understanding four components: general information, specific information, textual meaning, and textual references contained in a reading text.

#### 2. Listen-Read-Discuss

The L-R-D strategy enhances the student's understanding of the text while studying. Teachers introduce three steps in this strategy: listen, read, and discuss. The first step is to listen attentively when the teacher conveys information from the reading material using the lecture method. Then, facilitate students' reading of the material by assigning them specific objectives and discussing the established objectives.

## **CHAPTER II**

### **THEORETICAL AND EMPIRICAL REVIEW**

#### **2.1 Theoretical Review**

A theoretical review is a critical examination of research conducted on a specific topic, whether from publications such as journals, books, or other sources. The theoretical review comprises essential theoretical analyses from many different interconnected sources to provide complete support for this research. Moreover, the researcher employed appropriate theories to support the evidence in the present study. After that, the researcher presents a range of definitions and explanations provided by experts to substantiate the research and demonstrate the applicability of various theories and concepts. Thus, this chapter defines and explores several topics, including reading comprehension, L-R-D, recount text, reading comprehension assessment, and task. The following sub-discussion discusses these matters.

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

Reading is a cognitive process that requires the reader's perception and thought processes to comprehend and grasp the meaning of the text being read. In addition, reading serves as a means to acquire information and enhance one's understanding, as it involves active engagement with the text and the ability to extract relevant information. Like all languages, reading is helpful for language acquisition (Harmer, 2007). Reading builds an interactive connection between the written text and the reader, drawing from the reader's background knowledge, personal experiences, attitudes, and membership in a culturally and socially

defined linguistic community. The process of reading involves ongoing practice, development, and improvement. Reading is the cognitive activity of comprehending and making meaning from written text. It requires fluency in reading, word recognition skills, and text comprehension.

Reading comprehension refers to the cognitive process of deriving a text's intended meaning (Sadoski, 2004). In this case, readers engage in an active process of deciphering the meaning of texts. If the texts are not interpreted, they will remain lacking in meaning. In other words, comprehension does not occur suddenly or immediately. Readers must consciously try to construct meaning from the reading text. Readers with extensive knowledge and strong vocabulary can comprehend reading text effortlessly and immediately, grasping its intended significance. This is advantageous for readers since it enables them to comprehend the intended message quickly. Furthermore, individuals with limited comprehension abilities and vocabulary will encounter challenges in understanding the material. Apart from that, reading comprehension is crucial for students to grasp the purpose or meaning of a reading text effectively.

Reading comprehension is determined by the reader's prior knowledge about the world (Duffy, 2009). Moreover, understanding the material while reading requires the reader to possess an extensive vocabulary. Expanding a student's vocabulary is crucial since it enhances the reader's comprehension of the text and facilitates information retrieval. Then, when the reader acquires more vocabulary, they will discover that comprehending the material becomes easier, ultimately fostering fluency in the reading process. Duffy (2009) states that vocabulary plays a vital role in reading as it facilitates the reader's comprehension of the material.

Moreover, Wilhelm (2012) states that reading comprehension refers to comprehending and interpreting the intended meanings conveyed through written text. Reading comprehension requires the participation of a minimum of two individuals: the reader and the writer. The comprehension process involves interpreting the author's words in their written work. Then, readers utilize previous knowledge to form a general idea of the message the author wants to convey. The knowledge includes personal experience, previous reading, and cultural context. Therefore, by knowing of earlier readings or personal experiences, readers can understand the meaning conveyed by the author.

Reading comprehension requires understanding the information in a text and correctly interpreting its meaning (Grabe & Stoller, 2002). Reading comprehension also involves grasping the meaning of sentences in text. This process includes the skills to link new information with existing or existing knowledge. Therefore, readers can accurately interpret the author's message through a reading. Reading comprehension entails more than simply reading words; it involves comprehending their contextual meaning. This is important to get a complete picture of the text read. This emphasizes that reading comprehension is diverse and crucial in reading activities.

Reading comprehension is using written language to extract and construct meaning simultaneously (Snow, 2002). This means readers interact with the text by deciphering the words while understanding the overall message. The process requires understanding literal words and interpreting the ideas and concepts behind the words in the reading text. Readers utilize their prior knowledge and personal experiences when engaging in the material, enhancing their comprehension on a

deeper level. Effective reading comprehension involves the utilization of cognitive skills and the application of critical thinking. This enables readers to establish connections between new material and their existing knowledge. Therefore, understanding the reading text is crucial for gaining knowledge and making decisions with knowledge.

The ultimate goal in learning to read is to comprehend a text and get the meaning by enjoying the process (Klingner et al., 2007). Reading without understanding cannot be separated from learning to read. Although basic skills such as fluency are an important foundation in reading. However, comprehending and deriving significance from written words will ultimately only be valuable if students can effectively interpret and understand the material.; then, it will be in vain. Students must have a purpose in reading, and knowing how to read each word correctly will motivate them to read the text well. Therefore, when students read daily, they will become fluent in reading and know the phonetics of each word in the text, so they will have good pronunciation and can understand the text by enjoying the process.

Understanding is the cognitive process of deriving meaning through the relationship of a text, which involves knowledge of words and thinking or reasoning through an active process (Pang et al., 2003). In reading, the focus is on how readers use information obtained by using knowledge and reasoning to understand a text. Good readers will know how well they comprehend while reading and will take appropriate steps to address any difficulties they might encounter. The main objective of reading is comprehension (Richards &

Renandya, 2002). Comprehension refers to the process when a reader constructs the meaning of words, sentences, or the material they are reading.

In this study, the researcher utilized reading comprehension derived from Sadoski (2004), which defines reading comprehension as the process of thinking about and gaining meaning from written texts. Readers engage in an active process wherein they try to interpret the meaning of texts. Students need to comprehend the text to have a chance to understand the meaning and get the main idea during the reading process. Reading comprehension is the act of creating comprehension from written material. Students will attempt to understand the significance and ascertain the essential concept from the text. Students will be good when they can find four important aspects of reading. Reading has four aspects: general information, specific information, textual meaning, and textual reference.

### **2.1.2 L-R-D**

Cooperative learning is a teaching technique that allows collaborative group work among students. Cooperative learning involves students working in small group discussions to motivate one another and enhance their knowledge in the group situation (Jolliffe, 2007). Cooperative learning is more complex because there are variations. Cooperative learning can allow students to solve their problems in groups. This learning promotes information acquisition among students with varying abilities through peer interaction, fostering an inclusive learning environment. This happens because students can exchange ideas with their peers, enhancing the learning process and facilitating a deeper comprehension and understanding of the material.

A cooperative learning model is an approach to learning that emphasizes student cooperation or using small group discussions for learning activities. Students engage in cooperative learning by working in small groups to accomplish the same goals. Students participating in cooperative learning can better work through problems as a group. Awarding individual grades for cooperative learning based on group projects is legitimate (Kagan & Kagan, 2009). Because cooperative learning helps students comprehend the subject, it benefits the learning process. The strong preference for active, student-centred learning methods such as discussion and problem-solving highlights the need for instructional strategies that prioritize engagement, critical thinking, and interaction (Pramerta, 2024). The L-R-D strategy is among the finest for cooperative learning. Since getting students involved in reading is essential, implementing the L-R-D is an effective teaching strategy to enhance students' understanding. Furthermore, students who lack prior knowledge can benefit from the teacher's quick explanation of a subject to help them develop their background knowledge in reading comprehension.

Manzo and Casale (2008) developed the L-R-D strategy as a "starter" method to transition traditional instruction to a purely interactive strategy. Conventional reading-based education usually starts with students reading the assignment, followed by a short overview by the teacher, and then a discussion of their responses to questions. The L-R-D is a comprehension strategy that enhances students' prior knowledge before, during, and after reading. This can be achieved by attentively listening to the teacher's explanation, thoroughly reading a text, and actively engaging in a discussion. The L-R-D strategy is a hands-on activity that

encourages self-discovery about effective teaching among teachers and their surroundings.

When teaching students to read, the teacher should select a suitable strategy. The researcher will use the L-R-D strategy in this study. The L-R-D strategy facilitates collaborative collaboration among students. L-R-D, or "Listen-Read-Discuss," is a comprehension strategy that enhances students' prior knowledge by reading the text and facilitates the learning process (Manzo & Casela, 2008). This strategy allows students to collaborate in groups and collectively solve problems. Furthermore, the L-R-D strategy facilitates collaborative problem investigation and finding solutions among students. It encourages students to pursue their curiosity instead of only concentrating on mastering the topic.

L-R-D is a reading lesson design created especially for readers who are facing difficulties (McKenna, 2002). Implementing the L-R-D strategy can effectively enhance students' reading comprehension skills and optimize their engagement in project-based activities. It will also allow students to collaborate as a group and collectively solve problems. This strategy enhances students' confidence and encourages interaction among peers with different degrees of achievement. By collaboratively studying the text with their peers, students can make informed opinions about its meaning. This strategy benefits students during the reading process by enhancing their ability to comprehend the content. It facilitates comprehension of general information, specific information, textual references, and textual meaning.

LRD is a comprehension strategy that enhances students' background knowledge before, during, and after reading a text. This is achieved through the

teacher's concise lectures, reading of selected texts, and subsequent discussions (Richardson, 1999). In the pre-reading phase, the teacher delivers a concise lecture to provide important ideas and vocabulary, establishing the foundation for enhanced understanding. When students participate in reading, they are prompted to establish connections between the text and their personal encounters, intensifying their involvement and memory retention. After reading, students engaging in conversation enables students to elucidate any misconceptions, exchange profound observations, and strengthen their comprehension through cooperative dialogue. This comprehensive strategy guarantees that students not only comprehend the subject matter but also cultivate their skills in critical thinking and analysis.

L-R-D is a strategy that provides a simple and practical way to improve students' reading comprehension of the content or meaning of a text. The three stages encompass all kinds of reading lessons before, during, and after stages. Additionally, there are three stages of LRD, derived from McKenna's (2002), presented as follows:

1. Listen: Conveying the information from the reading selection using a lecture technique;
2. Read: Engaging the students in reading by assigning them particular objectives; and
3. Discuss: Facilitate a discussion based on the given purpose-setting activity.

The L-R-D strategy engages students in active and interactive learning. The L-R-D strategy can be effectively implemented when the teacher and students convene to provide mutual explanations regarding reading comprehension (U. C.

Manzo et al., 2009). This strategy can assist students in assimilating the author's ideas by expressing them in their own words, consequently impacting their comprehension and facilitating their understanding and retention of the material they read. In addition, implementing this strategy can enhance students' confidence in comprehending the significance of reading materials, leading to a comprehensive knowledge of argumentation. L-R-D strategy also promotes collaboration and peer learning by fostering discussions and sharing interpretations among students. Participating in these discussions allows students to enhance their reading comprehension and cultivate superior communication and social skills, which are crucial for their academic and personal advancement.

Various strategies can be used to teach reading, but teachers need to utilize suitable strategies to ensure smooth learning progress in the classroom. The L-R-D strategy is suitable and helpful for enhancing student reading comprehension. This strategy helps students who do not have prior knowledge of a material to acquire it during the listen stage. They acquire it during the listening stage, which the teacher will deliver to build their prior understanding of a material, making it easier to understand the text at the reading stage. The L-R-D strategy also aids students in improving their comprehension of what they read by providing opportunities to talk or engage with other students in their group to figure out an answer. Therefore, this strategy encouraged students to gain information and the meaning of the material being discussed.

In this study, the researcher used the theory of McKenna (2002), which defines the L-R-D strategy as a learning design specifically for readers who have difficulty by providing a simple way to implement it. Three stages cover all types

of lessons, namely before, during and after the stages of the thinking process and obtaining meaning from written texts. Therefore, implementing the L-R-D strategy can help the reading process by improving their understanding of the content. This makes understanding the main idea, specific information, textual references, and textual meaning easier. In addition, the LRD strategy encourages a sense of connectedness in the classroom as students develop interdependence and appreciate each other's contributions. In essence, the LRD strategy improves reading comprehension and fosters important life skills such as collaboration, critical thinking, and proficient communication.

### **2.1.3 Recount Text**

Recount text is a specific type of text that students should engage with during their secondary school education. Recount text resonates with students because it is relevant to their personal experiences. A recount text is a literary form used to convey personal experiences derived from a sequence of interconnected events (Knapp & Watkins, 2005) . It serves the purpose of narrating past events. Recount texts encompass several forms, such as stories, letters, conversations, and speeches. All of the texts are related to previous events or actions. Recount texts aim to develop students' ability to articulate their thoughts and reflections on prior events, whether pleasant or unpleasant.

Recount texts are the most basic kind in this genre. They are technically sequential texts that only narrate an event sequence. Every story requires an introduction, no matter how straightforward. This indicates that a recount is a type of writing that examines exciting details of past experiences. Recount texts are intended to report on understanding a sequence of related occurrences (Saragih et

al., 2014). Recounts are written to educate or amuse people about an incident. Recount text is an expression used to describe a historical event. In addition to recounting past experiences or events, the recall amuses readers and keeps them interested in reading the story.

A recount text is a text that presents a chronological account of past occurrences. According to Hyland (2004), recount text is a genre that serves the purpose of informing or entertaining the audience by retelling events. The past tense is commonly employed in recount texts to convey past occurrences accurately. The main societal goal of a recount is to rebuild past events by narrating them in their original sequential order. The purpose of these texts is to offer a comprehensive narrative of events, offering valuable perspectives or delight by describing these experiences in great detail. Recount texts allow readers to acquire a more profound comprehension of certain events and their importance. This genre seeks to protect historical records and conserve personal and social collections. Recount texts enhance the audience's comprehension and engagement by organizing events logically and cohesively.

Recount text is a more approachable type of nonfiction that concentrates on narrating what transpired (Corbett & Strong, 2011). This becomes easier when the author's tale is incorporated into the text because it relates to the author's story. According to Wardiman (2005:115), recount texts are also employed to describe historical occurrences like vacation experiences, mishaps, and activity reports. Although recount texts are similar to anecdotes, anecdotes are meant to communicate humorous and engaging stories. Because recount texts describe previous events, they are typically written in the past tense. Furthermore,

recollections or personal comments about an incident are frequently included in recount texts. They can also use direct conversation or quotes to add interest to the story. Recount texts are primarily meant to educate and occasionally amuse readers by sharing personal anecdotes. This genre is frequently employed in academic and personal writing to present in-depth reports about specific events.

The researcher will use recount texts as a medium in this study to implement the L-R-D strategy. Furthermore, as Anderson & Anderson (1997) state, a recount text is a specific sort that typically recounts past events chronologically. A recount text is a written composition that describes and narrates an individual's past events, actions, or activities. The purpose of recount text is to convey the author's experience in written form. Next, the recount text details the author's meetings or observations. This strategy allows readers to follow the series of events accurately and understand the context clearly. The purpose of utilizing recount text is to enhance students' comprehension of acquiring knowledge. Implementing the L-R-D strategy by providing recount text material offers students a systematic and engaging approach to improving their reading comprehension.

A recount text typically has three main components: orientation, events, and reorientation. Recount text possesses a generic structure, precisely an orientation that contains information about the characters, the place of the incident, and when the incident took place. The second structure is events, which are story content about events or experiences that the authors want to convey to the reader. Besides that, there is reorientation, which contains conclusions and a summary of the information in the orientation. Derewianka (1990) included a textual element in the

textual recount, typically commencing with the reader's understanding of the characters, events, the setting, and the events' time.

The content of recount text is classified into five primary types: personal recount, factual recount, imaginative recount, procedural recount, and biographical recount (Derewianka, 1990). A personal recount is a form of prose that narrates an event or action in which the writer has direct personal involvement. Personal recounts can be found in forms such as diaries or letters. Furthermore, a factual recount is typically employed to provide details regarding previous incidents, such as those found in newspapers, reports, and historical records. An imaginative recount involves attracting the reader by narrating fictional events, such as those in fiction. A procedural recount follows a series of sequential stages to accomplish a desired outcome. It serves a specific function in carrying out a task or operation. For instance, a book that elucidates the process of processing. Lastly, a biographical recount is a narrative that informs readers by narrating a person's life story, focusing on their prior accomplishments.

Derewianka (1990) states that recount texts typically employ many specific language characteristics. First, these texts involve specific story participants, often referred to using specific nouns. This is important to explain who is involved in the story. Second, recount text uses descriptive words to provide details about people, places, times, settings, and storylines. These descriptions help readers imagine situations and events more clearly. Furthermore, the prevalence of the simple past tense is highly pronounced in recount texts due to their focus on telling past events. Using a simple past tense, writers can convey completed actions more precisely. Finally, recount texts frequently employ words that signal the chronological order

of occurrences, such as "first," "After that," "next," and others. These words help organize the flow of the story and ensure that readers can follow the development of events easily.

To summarize, recount text is a type of text that describes or tells past experiences or events. This text uses past tense, action verbs, specific participants, temporal order, and descriptive language. Moreover, there are five types of recount texts: factual recount, personal recount, procedural recount, imaginative recount, and biographical recount. The general structure of a recount text includes orientation (an opening that provides information about who, when, and where the event occurred), event (a chronological series of events), and reorientation (an ending that concludes the story). In conclusion, recount texts serve as a structured way to tell past experiences or events, utilizing specific language features and an organized sequence to enhance clarity and reader comprehension.

#### **2.1.4 Assessing Reading Comprehension**

Reading assessment is employed to determine acquired skills and identify areas for improvement. The assessment of the activities depends upon certain types of reading. Assessing reading comprehension is an essential part of the educational process within the classroom. According to Klingner et al., (2007), assessment comprehension poses a significant challenge due to the difficulty of accurately assessing an understanding of students' knowledge and their actual thought processes. Furthermore, teachers can conduct a test to measure students' reading comprehension proficiency and evaluate their ability to understand the content.

According to Caldwell (2008), the primary objective of any assessment is to collect information that helps determine whether students have understood and

acquired knowledge of the material they have been taught. The teacher can evaluate and track the student's academic advancement through the implementation of a comprehension assessment. When the teacher administers an assessment to students, the exam must align with the subject that has been taught. Additionally, it might serve as an individual exercise for students. It significantly improved their reading comprehension. Thus, assessments offer a clearer picture of the level of complexity that students encounter in comprehending the topic. Teachers can devise more efficient and focused teaching strategies with this information. Assessments also significantly foster student confidence since they allow students to observe the advancements they have achieved over time.

Bailey & Heritage (2008) state that assessment is crucial for identifying the strengths and weaknesses of students in reading. Teachers can use formative assessments to determine if their students genuinely focus on the appropriate group of students. In assessment, reading comprehension is a system that includes various ways to assess students to provide the evidence needed for educational decision-making. Good understanding is crucial as it directly correlates with students' ability to achieve high scores while answering questions. However, if students possess a low aptitude for reading comprehension, they will get a below-average score. Thus, assessment is a crucial tool for understanding the state of affairs in the classroom.

Assessing reading comprehension involves adapting to new expectations; the national educational standard movement has also embraced a broad sense of what is essential for good readers to be able to accomplish (Blachowicz & Ogle, 2008). It is crucial for students to possess the knowledge and skills necessary to comprehend and engage in the reading process. Reading comprehension

assessments let the teacher know what actions to take during the reading process to help students achieve good results. Besides, reading comprehension assessments enable teachers to identify deficiencies in education and immediately adapt their strategies to meet students' specific requirements. Through continuous monitoring, teachers can verify that every student is maximizing their learning experience and making progress according to the established standards.

According to (Lenski & Lewis, 2008), assessing reading is crucial for helping struggling readers develop proficient reading abilities and cultivate a genuine interest in reading. It is also essential for enhancing reading comprehension, and students will gain awareness of their reading weaknesses. Assessing reading comprehension can help students determine their areas of interest and learning goals in reading. It enhances students' ability to utilize their time effectively during the learning process. Besides that, students can concentrate on improving their shortcomings in reading comprehension. Assessing reading is a crucial tool for teachers to determine how to improve reading comprehension in their classrooms and assess their student's understanding during the learning process.

Tests are valuable instruments for measuring educational research (Ary et al., 2010). A test is a collection of stimuli presented to an individual to elicit answers that can be used to calculate a numerical score. It quantifies the degree to which the person possesses the measured attribute. When students take the test, the test should possess objectivity, validity, and reliability. The scoring rubric enables the measurement of student answers. It instills students' motivation to respond correctly to the given question. Tests can assist teachers in identifying areas that require improvement in the instructional and learning process. Through the implementation

of effective assessments, teachers can acquire precise information regarding student performance and adapt their instructional approaches as needed. Furthermore, assessments also offer valuable feedback to students regarding their comprehension of the taught material.

Assessment aims to gather information from the learning process and outcomes to monitor students' progress. According to (McNamara, 2007), developing and implementing programs that teach reading strategies depends on assessing reading comprehension. For instance, assessing the reading comprehension of students prior to an intervention enables the identification of potential weaknesses in an individual reader. Furthermore, the framework is immediately employed to evaluate three approaches for assessing reading comprehension: (a) short-answer task, (b) multiple-choice, and (c) the Reading Skills Assessment Tool. To consider this, the researcher employs a short answer task. (Brown, 2004) states that utilizing assignments that require short answers task is an additional way to assess general reading comprehension.

This study is centered on enhancing students' reading comprehension using the L-R-D strategy. The chosen assessment is a short answer task developed by Brown (2004) to assess students' understanding of reading text. A short answer task determines grammatical proficiency by presenting questions, partial sentences, or visual stimuli. The correctness of the responses is often determined based on one or more criteria. Moreover, employing this short answer task can improve the precision of research as it intends explicitly to reduce the possibility of students plagiarizing their peers' responses. The outcomes of this

assessment play a crucial part in the study as they provide the researcher with insights into the progress and effectiveness of the implemented strategy

### **2.1.5 Task**

A task is a work where students must use pragmatic language processing to produce an output from which it can be evaluated whether or not the propositional content has been conveyed correctly. A task often involves using authentic language and encourages meaningful communication rather than focusing solely on grammatical accuracy. Tasks are typically goal-oriented, requiring learners to use language in a real-world context to solve problems, exchange information, or complete a specific activity. The success of a task is measured by the appropriateness and effectiveness of the language used, not just by grammatical correctness. Tasks are often used in language teaching to simulate real-life situations, fostering linguistic and communicative competence. They provide a framework for learners to engage with the language purposefully, promoting active learning and critical thinking. By engaging in tasks, learners are encouraged to interact, negotiate meaning, and develop both fluency and accuracy in the target language.

Tasks play a vital role in language learning, with a focus on the importance of meaning rather than just form. Tasks are structured to reflect real-world language use, where the primary goal is effective communication rather than simply practicing grammar or vocabulary in isolation. Gate et al. (2001) suggest that tasks encourage learners to engage actively with the language, encouraging comprehension and production of language in meaningful and applicable ways.

Targeting specific goals, learners are encouraged to use language creatively and efficiently, leading to deeper understanding and better retention. This method is in line with communicative language teaching, where the primary goal is to help learners use language fluently and appropriately in real-life contexts.

The task is a piece of classroom work that involves learners in comprehending, manipulating, producing, or interacting with the target language (Nunan, 2010). At the same time, their attention is focused on mobilizing their grammatical knowledge to express meaning, in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle, and an end. Although these definitions differ slightly, they all highlight that pedagogical tasks involve language use for communication, focusing on meaning rather than grammatical structure. This does not imply that grammar is unimportant. The definition points to the application of grammatical knowledge to convey meaning, emphasizing that meaning and form are closely intertwined and that grammar allows language users to express various communicative meanings.

Tasks are plans structured to provide opportunities to perfect knowledge and abilities in using a new language and communicating (Ellis, 2018). Based on the definition, a task can take the form of a short exercise and a more complex work plan that requires direct and spontaneous communication. The complexity of a task is determined by the variables that direct resources and the variables that divide attention. Resource-directing variables allow learners to focus on specific aspects of the language, while resource-dividing variables break their focus across different

activities or task elements: the more elements that direct or divide attention, the higher the task's complexity level. Assignments can also vary in complexity and duration, allowing instructors to adapt them to students' proficiency levels and learning goals.

Tasks are considered a crucial element that encourages the use of language in authentic and second language acquisition research (Saeedi, 2021). The importance of tasks lies in their capacity as effective teaching tools that motivate learners to utilize language in various ways and engage in cognitive activities that promote language acquisition. These tasks can be crafted to encourage learners to focus intentionally on the structural elements of the language input they encounter and aid them in recognizing and assimilating these components throughout their learning journey. Moreover, tasks offer learners the chance to practice language skills in scenarios that closely mimic real-world situations, enhancing their practical use of the language. Educators can create more meaningful and impactful language learning experiences by incorporating tasks into language teaching. Additionally, tasks can be customized to meet specific educational goals, facilitating targeted skill enhancement and better alignment with learners' needs.

Therefore, tasks are meant as rehearsals. That is, students in the class practice something they will do in the real world. Although not the same as the actual situation, in class, they can work with partners, get feedback from the teacher, and use various sources. Not all class tasks are directly connected to real situations. Some, such as role-plays, simulations, or problem-solving tasks, are more aimed at activating students' knowledge and skills. The task is designed not to allow learners to rehearse some out-of-class performances but to activate their emerging language

skills. In performing such tasks, learners begin to move from reproductive language use, in which they are reproducing and manipulating language models provided by the teacher, the textbook, or the tape, to creative language use, in which they are recombining familiar words, structures, and expressions in novel ways. So, when users begin to use language creatively, they are maximally engaged in language acquisition because they are required to draw on their emerging language skills and resources in an integrated way

## 2.2 Empirical Review

An empirical review objectively evaluates previous research findings relevant to the current study. The researcher utilized two prior studies as foundational references to conduct the current study. The purpose of the empirical review is to serve as a point of reference for other researchers interested in exploring the same subject. Based on the function, the researcher identified two comparable variables in the present study as part of the empirical review. Both theses employ the classroom action research design, focusing on reading comprehension and the L-R-D strategy. The empirical reviews will be provided in the format as follows:

The first research project conducted by Tawali (2021) was titled "Improving Students' Reading Comprehension Using the L-R-D Strategy at SMP N 2 Lingsar in the Academic Year 2020/2021." The study aims to determine the level of reading comprehension achievement among eighth-grade students of SMP N 2 Lingsar in the Academic Year 2020/2021 after an assessment using the L-R-D strategy. The study's findings demonstrated that implementing the L-R-D strategy effectively enhanced the students' reading comprehension.

The second study, conducted by Katharina (2020), aims to improve the reading comprehension skills of eighth-grade students at SMP N I Kuta Utara in the academic year 2019/2020. This is achieved by implementing the L-R-D strategy, which involves reading aloud. The study aims to determine the level of proficiency in reading comprehension among eighth-grade students of SMP N 1 Kuta Utara following the assessment utilizing the L-R-D Strategy. The study's findings indicated that implementing the Listen Read Discuss Strategy effectively enhanced the reading comprehension skills of eighth-grade students at SMP N 1 Kuta Utara. Furthermore, this approach allows students to collaborate in teams, improving their capacities to cooperate and develop stronger social bonds with their peers.

The researchers succeeded in enhancing students' reading comprehension and solving problems by implementing the L-R-D Strategy. Engaging in discussion activities can enhance students' ability to collaborate and improve their social connections with peers, fostering a deeper level of comprehension. Nevertheless, one of the researchers did not give a specific timeframe for doing the test. Insufficient time allocation during tests prompts students to engage in academic dishonesty by collaborating with their peers instead of finding accurate solutions. In this study, the researchers set a certain proficiency level for students to complete the test and paid attention to the steps in using the L-R-D strategy to improve students' comprehension.