

CHAPTER I

INTRODUCTION

A. Background Of The Study

Reading is an essential factor that influences one's activity in communication. In this era, people consider reading as an important activity, so that people usually say that reading is the way to open the world. Reading is an interesting activity because by reading people can get some information widely. One of the main activities in the process of learning and teaching in schools is reading. Through reading activities students can gain knowledge and various views from an author through written text. Therefore, students need good reading skills to be able to follow all developments, both technology, and information.

Reading always presents in every learning theme. Every learning requires good reading comprehension to be able to capture the contents of the reading. Comprehension is an active process and constructive of acquiring meaning in the text by involving the knowledge and experience of the reader which is related to the contents of the reading. It can be concluded that

reading comprehension is done by linking the initial knowledge that the reader has and new knowledge gained when reading so that the understanding process is built to the maximum. The importance of reading is a necessity carried out by the person who calls himself an intellectual. Humans who are cultured and educated make reading a need for communication. It means that a very important activity that can be used to gain more understanding is reading skills. Because through this activity people can get conclusions of an idea in written text.

In the 2013 curriculum of teaching English requires students to be more active in understanding existing texts, so it can open up students' insights related to environmental, social, cultural, historical and folklore that are fictional or nonfiction through text. The students of Junior High School are given material about genres in reading the text. One type of genre that is taught in Junior High School is narrative text. A Narrative is generally imaginative, although there are also factual. A Narrative can be folklore, fairytales, mysteries, science fiction, romance, and also horror stories. According to Anderson in

Herlina, he explained that the narrative text is the logical and chronological events that happened in the past then told in words. The events are sequential, not random. The story always involves an arrangement in time, place, condition, characters, theme, events and how they related. A straightforward movement from the first event to the last constitutes the simplest chronology. It means narrative as a story, so it should have the element that can make the story more interesting to the reader such as conflict and conclusion of the story.

Based on the writer's experience in teaching English at the Eight grade of SMPN 20, Kota Bengkulu, the writer found that students' capability in mastering English, especially about their reading comprehension were still low. Many students complained when they had difficulties in comprehending English reading text. Actually, the teacher did not use various teaching strategies so the students felt bored or unmotivated. and the author has also conducted a mean score on semester 1 report shows that eighth grade E gets in a score below the average of 75 lowest of the other classes.

Based on these problems, the researchers want to conduct experiments in the form of quasi-experiment because there many researcher had implemented a listen-read-discuss as a teaching strategy to improve students' reading comprehension of reading text especially in English text, because this strategy could make students understand correctly what they read, could attract students' attention and made it easier for students to understand the reading text. Therefore the writer used the Listen, Read, Discuss (LRD) strategy. Richardson in Robby stated that LRD is the strategy that builds students' background knowledge in comprehending the text. Teacher can use this strategy before, during and after reading text within a small group. The students have to listen to the teacher's short lecture, reading a text, and discuss in a small group. This strategy can help the students analyze the author's thought in their own word, thus influence their comprehension so as to enable learning and remembering what they read.

In additional, there is previous research that adds to knowledge, as well as the desire of research to ensure that

research is good for research. For example, The previous study is “The Effect of Using Listen, Read, Discuss (LRD) Strategy Towards Reading Comprehension of The Second Year Students at Senior High School 9 Tampung Kampar Riau academic year 2013/2014 from State Islamic University of Sultan Syarif Kasim Riau. The differences between her research and this research are her research used quasi experimental research design and this study used preexperimental research design. Then the text selection of the text that used in treatment process. Her research don’t used specific text in treatment and in this study used narrative text.

Then, there is previous study that related with reading narrative text. The title is “Improving the Students’ Reading Comprehension of Narrative Text through Story Mapping (A classroom Actin Research of the Second Grade of MTs Tarbiyatul Falah) by Muhammad Ramli from State Islamic University of ‘Syarif Hidayatulloh Jakarta. The differentces with this research is his research used CAR and this research used pre-experimental research design. And his research used Story

Mapping as the media, and this study used Listen, Read, Discuss Strategy I teaching reading narrative text.

From the explanation above, the researcher was interested to conduct a research by using Listen Read Discuss (LRD) strategy to see its effectiveness on students' reading comprehension. The focus of this research at Eight Grade of SMPN 20, Kota Bengkulu. So, this research entitled The Effectiveness of Listen, Read, Discuss (LRD) Strategy towards Students' Reading Comprehension at Eight Grade at SMPN 20 Kota Bengkulu Academic Year 2022/2023 on Narrative Text.

1. Definition of Key Term

There are some key term in this study to clarify the meaning briefly to avoid misunderstanding as listed below:

1. Reading Comprehension

Reading comprehension is the process of understanding and constructing meaning from the text. (Hammer: 2008)

2. Listen, Read, Discuss

Strategy LRD is a comprehension strategy that builds the students prior knowledge before they read a text, during reading and after reading by listening the teacher's short

lecture, reading a text selection, and discussing, (Liss, 2019: 10).

B. Identification of Problem

Based on the background of the problem above, it is very clear that most of the students at SMP 20 Kota Bengkulu still get some problems in their reading comprehension. To make it clearer, the writer identifies the problems as follows:

1. Students' capability in mastering English were still low
2. Students had difficulties in comprehending English reading text.
3. Also, students have difficulty making conclusions from the text
4. Students had were bored to study English because the teacher did nnot use an interesting technique.

1. Research Questions

Concerning the background of the study, the writer formulates the problem of the study, as followed:

1. Is there a significant effectiveness lesson LRD Starategy in class VIII SMPN 20 Bengkulu City in Academic Year 2022/2023?

2. Significance of the Study

Concerning with the researcher's focus on the use of LRD strategy towards students' reading ability, the results of the study are expected to give contributions to:

Theoretically, this research want to give some information to enlarge the English language teaching about LRD strategy implemented as one of the way in teaching reading. And practically, this study expected to give contribution to the teacher about LRD strategy in teaching reading, and it is hoped that it can make the student's easy to understand the lesson and memorable. So, it can improve their reading ability.

C. Research Objectives

The objective of this research is to find out the effectiveness of Listen, Read, Discuss (LRD) strategy towards Students' Reading Comprehension at Eight Grade at SMPN 20 Kota Bengkulu Academic Year 2022/2023 on Narrative Text.

1. Limitation of the Study

The researcher limited the research to find out how effective students' reading was through the Listen, Read, Discuss strategy which was applied to class VIII students of SMP 20 Bengkulu City, Academic Year 2022/2023. And the focus of this research is narrative text.