

CHAPTER I

INTRODUCTION

This chapter present and discuss background of the research, the statement of the research, objective of the research, significance of the research and limitation of the research.

1.1 Background of the Research

English language is an international language which is learned by many people to development of the world, in education, science, and technology. Therefore, it is very important to master in order to be able to perform smooth communication with other people from other countries. Realizing the importance of English, the government of Indonesia has declared English as the first foreign language which is taught in Indonesia, start from elementary school until university levels (Septiyana, 2019). In learning English, there are four basic skills that must be mastered by the students and one of them is reading (Lestari, 2018). Reading is a complex cognitive process of decode symbols in order to build or to derive meaning from text. Term in reading means of language acquisition, of communication, and of sharing information and ideas (Kaganang, 2019). Reading is one of the language skills in English which gives a huge input to the learners (Nima, 2018). Reading is an interactive process in which readers activity with texts, building their own understanding of the author's message. In reading, learners need to develop some skills, such as learning to read in various ways, understanding the relationship between sentences, inferring meaning, guessing meaning, and so on. The learners need to be able to interpret a text in order to be able to understand the message communicated. Reading is very important for our language capability. According to Smith *et al* (2021) reading is useful for language acquisition. That is so important to our language. English language is one of subject in the school that apply in school, because English an international language. Most of the student or people in the world use it such as for communication, business, education and the others but also English language as transferring knowledge. One of skill in English about reading moreover, basically interpretation and understanding language which they are as non native is quiet difficult. Provided that students more or less understand what is they read, more they read, the better they get at it. It means that

reading as an activity that can improve the students' language ability when students read, they must understand what they read. When they read and do not get something, their activity is useless. If the students' reading ability is good, their ability in speaking, listening, and writing will be good too. Brown (2003) states that reading ability will best be developed in association with writing, listening, and speaking activities. It means that reading has very close relationship with writing, listening, and speaking. If students want to improve their ability on those skills, they have to improve their reading skill too.

Since English language in Indonesia is a foreign language, there are possibilities that the English language students may get difficulties in understanding reading text, it is caused by wrong word identification and recognition. Realizing that understanding text is very important to be achieved by the students in reading skill, these difficulties in understanding reading text should be known and solved both by the students and the teacher because the difficulties will give negative impact on the students' ability and motivation to achieve the reading target. Difficulty with reading can have an increasingly negative effect on the students' schoolwork and tertiary education, as reading requirements become greater and more extensive (Nanda, 2020). The students should master those aspects so they can comprehend the text and answer the questions which are served well. The efficient interpretation of the text involves a combination of word recognition skill, linking of new information to prior knowledge, and application of appropriate strategies such as locating the main idea, making connections, questioning, inferring and predicting. Therefore, comprehending the English reading text is not an easy thing, so that is why there are many students find difficulties in comprehending the English text. Some researchers have done the research related with the students' difficulties in reading text Vikasari (2019) and Chung (2012). The findings of their researches convey that the students' difficulties in reading comprehension are vocabulary, grammar knowledge, and reading interest. Further, Irena Shehu (2015) also conducted the related research for the three different high schools in Albania, she found main problems on students' reading comprehension about vocabulary. They need to open the dictionary and do not understand the new word. They need to hold the information in working memory, absence of extensive

reading. The students read a little or nothing. The type of text can be problem by the students in reading comprehension. Therefore, the researcher believes that there are other difficulties that have not been found in previous studies such as student's motivation and reading habit, material of reading, reading skills and reading strategy used, with the assumption that every student may have different difficulties in understanding the reading text.

Reading comprehension is essential both in Indonesian language and English language. Reading comprehension might be considered a challenging aspect of learning English for Indonesian secondary school students (Syahabuyddin, Yusny, & Zahara, 2019). Many of students' Islamic senior high school become frustrated when they have difficulties in reading comprehension of English language. Most of the Indonesian student might not understand what they read in various English text even though they have been learning English Dahlia (2016). In contrast to the condition above, the newest Indonesian curriculum, the 2013 curriculum under the Regulation of the Ministry of Education and Culture 2013 of the Basic Competence of Senior High School and Junior High School mandates that Indonesian secondary students must comprehend various English texts such as recount, report, narrative and descriptive texts effectively (Ministry of Education and Culture, 2013). To increase students' interest in reading, it is necessary to do various ways. The use of learning strategies influences students' comprehension in reading quickly to students or using appropriate learning strategies that able to increase student interest. The importance to make learning strategies, so the learning that is explained by the teacher will be understood more quickly by students, besides that, there is a need for encouragement to students to practice reading skills which will later create good habits for students. The ability to read comprehensively is one of the competencies that must be possessed by high school students. However, there are still many students' Islamic senior high school who have difficulty in their ability to read comprehensively. Reading comprehension is one of the most important ways for learning English and it has a close relationship with an effective writing style (Nurteteng, 2020). Teacher strategies often expect students to develop their reading skill by *osmosis* (absorption) and without help. In the osmosis approach, it is believed that if a

teacher teaching reading comprehension to the target language all day, they will improve their reading comprehension. Moreover, according to Brown (2003) the aim of teaching reading is to make students become effective and efficient readers. In order to get the target, the teacher needs to use strategy of reading comprehension. In teaching reading, students are expected to be able to master both of the processes. It is the key of success in teaching English for reading.

There are many strategies that teachers can use when they are teaching reading comprehension. In teaching reading, a teacher may use many different strategies. In order to use any instructional, technique, effectively, anyone who teaches must understand the principles and assumptions upon which each specific technique is based. There is certainly no shortage of descriptions or labels for activities that may be classified as pertaining to instruction. Rasidah *et al.* (2020) said that a strategy is an action that the teacher takes to attain one or more of her teaching-learning goals. The strategy can also be defined as a general direction set for the teaching process. Therefore, the strategy of Listen-Read-Discuss (LRD) is a learning method that integrates listening, reading, and discussion activities to improve students' language understanding and competence. This method emphasizes the importance of listening and speaking in language learning, and encourages students to be active in the learning process. The background of using this strategy is to improve students' foreign language skills by integrating different activities so that students can learn in a more effective and enjoyable way. It also provides an opportunity for students to practice speaking and discussing in the language they are learning, thus increasing their confidence and communication skills. In effective teaching of reading comprehension, teachers lead students in the classroom to become proficient and successful readers. Creative teachers do not use only one specific method and technique, but implement many strategies and skills to accommodate the needs and learning styles of each student in the classroom. Reading comprehension is the interaction between the readers and the text in order to form a meaning from the text which is involved a complex process, word knowledge, and world knowledge Luh *et al.* (2015). Comprehensive reading is a comprehensive reading competence. That means when reading, students are able to or have the competence to understand the overall indicators and detailed

information in reading in order to be used in the reading process. In the learning process, students are certainly equipped with strategies to understand it.

Indonesia is ranked 60th out of 61 countries with low literacy levels Central Connecticut State University (2016). Meanwhile, statistical data from The United Nations Educational, Scientific, and Cultural Organization (UNESCO) states that the reading interest of the Indonesian people is very concerning, namely only 0.001%. This means that there is only one Indonesian who reads diligently out of 1,000 people in this country. Furthermore, from research data held by the United Nations Development Program (UNDP), the human development index (IPM) at the education level in Indonesia is still relatively low, namely 14.6%. Much lower than Malaysia which has a percentage of up to 28%. Based on the results of the National Assessment (AN) (2021). It shows that Indonesia is experiencing a literacy emergency. Because, 1 in 2 students have not reached the minimum literacy competency. The AN (2021) results are consistent with the PISA results for the last 20 years, which show that students' reading literacy scores in Indonesia are still low and have not changed significantly below the average of students in OECD countries. Seeing the magnitude of the roots of the literacy problem in Indonesia (Kemdikbud, 2019).

Reading comprehension is very important in reading activity, without reading comprehension the reader cannot get the information and to understand from the reading material. Reading comprehension is essential both in Indonesian language and English language. Students may not find any difficulty to comprehend text as reading material in Indonesian language and students feel bored and lazy when the study English. Because, the students feel a lack of confidence in themselves this case is affected by their limited vocabulary and they are difficulty in decoding and recognizing word this means that students need a process to interpret a message or a text. Many of students become frustrated when they have difficulties in reading comprehension of English language. It happened to the students at SMA I Nurul Ulum Gayam. Based on preliminary research, the researcher found some students have low score in reading. The students' score can be seen in Table 1.

Table 1. 1

**The Students' Reading Score at the Eleventh Grade of SMA I Nurul
Ulum Gayam 2022/2023 Academic Years.**

No	Class	Student's Score		Number of Students
		<72	≥72	
1	XI A	11	4	15
2	XI B	10	5	15
Total		21	9	30
Percentage		70%	30%	100%

Source: The score data from English teacher of SMA I Nurul Ulum Gayam

Based on the data in Table 1 there are 9 students of the 30 students who passed the test based on criteria of minimum mastery (KKM) and 21 students failed. In this case, the students score of KKM in SMA I Nurul Ulum Gayam was 9 and there are 21 students who got the score under the KKM. It means that students who got difficulty in reading comprehension 70%. Based on the researcher preliminary research at the eleventh grade of SMA I Nurul Ulum Gayam on 1 August 2023, the researcher interviewed the teacher as the English teacher about students' capability in mastering English, especially about their reading comprehension. In teaching reading the teacher did not use specific strategy that focuses on reading comprehension. She only asked the students read the text and answer the comprehension questions provided in the book. Besides interviewing the English teacher, the researcher interviewed some students of the eleventh grade of SMA I Nurul Ulum Gayam. Based on the result of the interview, it was found most of them confused with strategy a given as well as bored the read just only. Then the students had difficulties in comprehending the text because of their lack of vocabulary. So, it made a student confused and lazy in read the text.

Based on those problems, teacher should use strategy of teaching that can develop there are reading comprehension of the students. There are many kinds of reading strategy that can be applied by teacher, one of the strategies is Listen-Read-Discuss (LRD). It is one of the teaching strategies that can be used in teaching

reading to develop the students' reading skill. Listen-Read-Discuss is a comprehension strategy that builds students' prior knowledge before they read a text. Listen-Read-Discuss (LRD) strategy group to solve the problems and to share the information they get when comprehending the reading materials. There are three stages in the reading process: before reading, while reading, and after reading. In general, the following reading strategies are used by the learners in the reading process: finding a focus for understanding, establishing a relationship between initial learning and text meaning, thinking about the meaning of text, making conclusion about the test, using prior knowledge for comprehension, controlling reading speed, making predictions about the meanings of unfamiliar words, and making predictions about the meanings of unknown groups of words or sentences in the text. The Listen-Read-Discuss strategy has been found to be a powerful means of improving reading comprehension and content learning in both weak and proficient readers. Moreover, Syamsir, Astri and Noer (2021) state Listen-Read-Discuss (LRD) is a viable instructional strategy when students have too limited a vocabulary to comprehend informational text. Based on the explanation above, Listen-Read-Discuss is one strategy which has effectiveness, meets the needs in teaching and learning reading comprehension and can be a powerful means to the student for improving their reading comprehension.

Listen-Read-Discuss is effective to be implemented in teaching learning reading comprehension. It has been applied by Adelis at SMK Negeri 6 Palu, on her research the use of Listen-Read-Discuss (LRD) strategy to improve student's reading comprehension showed that in teaching reading strategy. The class condition when LRD strategy implemented was enjoyable and interesting. LRD strategy gives good effect to the students' reading comprehension. The students were more confident when shared their idea with their friends and comprehend the text easily. This strategy can build the students' prior knowledge before they read a text. It helps the students to comprehend the material presented orally and improve student's reading comprehension, then the students have critical thinking and creative in learning and understanding the text because they have been given opinion and response about what they read, they can integrate their ideas.

It shows that the teacher has an important role in teaching students. Based on the explanation above, the researcher aims to investigate and to know effect of Listen-Read-Discuss (LRD) strategy to the students' comprehensive reading ability of students of Islamic senior high school. Furthermore, this research also aims to determine the most effective reading strategies in improving the comprehensive reading ability of senior high school eleven grade in SMA I Nurul Ulum Gayam. By knowing the of effect strategy and the comprehensive reading ability of Senior High School students, it is expected to provide input for the government, schools, and teachers in improving the quality of comprehensive reading learning in Islamic senior high school.

1.2 Identification of the Problem

Based on the information presented above, the researcher identifies the problem in this research is that there are still many students in SMA I Nurul Ulum Gayam who experience difficulties in their ability to read comprehensively. The phenomenon that occurs is that students have difficulty understanding the meaning of the text they read, are unable to connect information from the text with the knowledge they possess, and are unable to evaluate information from the text they read.

1.3 Research Question

Based on what the researcher found in the field. The researcher taken several research questions as follows:

1. How is the implementation of Listen-Read-Discuss (LRD) strategy in the class?
2. How is the effect of Listen-Read-Discuss (LRD) strategy to the students' reading comprehension?

1.4 Objective of The Research

1. To find out how to implementation of Listen-Read-Discuss (LRD) strategy in reading comprehension.
2. To find out the effect of Listen-Read-Discuss (LRD) strategy to the students' reading comprehension.

1.5 Limitation of the Research

In the research, the research focused on Islamic Senior High School eleven grade for a sample and the practice method the teacher teach reading. And maybe there is a possibility that there are other factors that influence reading comprehension, such as cognitive abilities, motivation, or prior knowledge, which are not controlled in the research.

The research tries to limit the problem into more specific aspect. The focus of this research is to know effect of Listen-Read-Discuss (LRD) to students' reading comprehension in a report text. The research was only conducted over a short period of time in three meetings, which can limit the conclusions that can be drawn from the findings.

1.6 Significance of the Research

In this study aims to contribute to the field of language education by to know of effect LRD strategy to the students' reading comprehension. The results of this study will provide valuable information for language teachers and educational policy-makers to improve language learning outcomes. The results of this research are expected to give the theoretical and practical contribution.

1. For theoretical contribution, the result of this research is expected to give information to the English teacher of Islamic senior high school about the influence of using Listen-Read-Discuss towards students' ability in reading comprehension on report text.
2. For practical contribution, the results of this research are expected to give motivation for the students in learning English especially in reading comprehension on report text.

1.7 Definition of Key Terms

In order to lead the reader to get the better understanding, the writer includes the definition of main terms, those are:

1. Listen-Read-Discuss (LRD) is a learning method that integrates listening, reading, and discussion activities to improve students' language understanding and competence.

2. Reading Comprehension is someone's ability in understanding the information of text. Reading comprehension is the ability to read text, process it and understand its meaning.
3. Teaching strategy is generalized plan for a lesson or a lesson which includes structure, desire learner behavior, in terms of the goals of instruction, and an outline of tactics necessary to implement the strategy.





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