

CHAPTER 1

INTRODUCTION

1.1 Background of Study

English is very important for all of us. As an International language, most of people in the world use English to communicate among people, to make relationship, and to get social culture, science, economy, and technology goals. It is to increase their knowledge and to face global competition.

Most of the people in the world use it, not only as the communication but also as transferring knowledge. In learning English, there are four skills that have to be learned by the students. They are listening, speaking, reading and writing. Reading is one of skills which are very essential for each student. By reading, the readers can increase their understanding about the text or what they have read, enrich their vocabularies and knowledge. Besides it can make the people easy to connect their ideas on reading towards what they have already known.

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension (Nunan, 2003: 68). Comprehension is an active process that involves all these strategies and behaviors (Crown, 2005: 2).

According to Hodgson in Tarigan (2008: 7), reading is a process that is carried and used by readers to get the message, which would be submitted by the author through the medium of words/written language. A process which requires that a group of words that unity will be seen in a glimpse and that the meaning of individual words would be known. If this is not complete, meaning from the

messages on text will not be received or understood, and the process of reading it is not good performing.

Comprehension is the reason for reading - a cognitive activity relying on excellent fluency, vocabulary, and prior knowledge. Reading is not a passive activity; active interactive processes are critically necessary to the development of reading comprehension; and even able readers benefit from explicit instruction in the use of reading strategies (Karin, 2007: 15).

The relationship between reading and language teaching “Although this involves neither listening to the language nor speaking it, reading is an important means of maintaining contact with a second language (Iskandarwassid&Sunendar, 2008: 246). Teaching reading usually has at least two aspects. First, it can refer to teaching learners who are learning to read for the very first time. A second aspect of teaching reading refers to teaching learners who already have reading skills in their first language. The learners only learn to read once. Once the students have learned how to read in one language, then do not learn how to read again in a second/foreign language, but rather the students learn how to transfer skills that they are have already learned to the new reading context in a new language (Nunan, 2003: 68).

Based on the researcher’s pre observation in MTsN Pilangkenceng Madiun regency, there is a problem that researcher found there. The problem is the students were not able to comprehend the text well. It can be proved when the students did an exercise, they could not get good score because they could not answer the question well. Example: What is the story about? What is the purpose

of the text?, etc. Then, when the teacher asks the students, not all of the students give response well, because they do not understand what they read. It may be caused by teacher's strategy in teaching learning process. In teaching reading, they just read the text without comprehending the text. The teacher just asked the students to do an assignment without paying attention whether the students understand or not about the text. So, the teacher does not know the difficulties of the students in reading comprehension. The students just can read aloud but they can't comprehend about what they read.

From the fact of the problem at the seventh grade of MTsN Pilangkenceng above, it is important to use an appropriate learning strategy in reading. According to O' Malley and Chamot in Iskandarwassid and Sunendar (2008: 3), strategy is a set of useful tools as well active, which involve individuals.

Many students still found difficulties and problems in comprehending the text, especially their lack of vocabularies, structure and the process of understanding the ideas in the text. The difficulties may be caused by several factors such as background knowledge, interest, attitude and the teacher. It is already known that the suitable technique and strategies can help both teacher and learners in teaching process. In this case, the writer tries to use L-R-D (Listen, Read, and Discuss) strategy in classroom especially in teaching descriptive text to the students. By implementing this strategy the writer hopes that it can help the students to read well and increase their reading ability smoothly. Furthermore, to increase students' reading comprehension, the teacher should apply an effective strategy in teaching reading.

Realizing to the reality above it is necessary to find and formulate a method that can embrace all the differences that are owned by the students. Learning method offered is The Listen-Read-Discuss (L-R-D) Strategy. Based on the phenomenon above, the researcher conduct a classroom action research (CAR), entitled: “Improving Students’ Reading Comprehension by using L-R-D (Listen,Read,Discuss) Strategy at seventh garade of MTsN Pilangkenceng in Academic Year of 2015/2016”.

1.2 Statements of Problem

Based on the background of the study and on the description above, the statements of problem in this research are:

- (1) Does LRD Strategy improve student’s reading comprehension at MTsN Pilangkenceng?
- (2) How can L-R-D (Listen, Read, and Discuss) Strategy improve students’ reading comprehension at seventh grade of MTsN Pilangkenceng in the Academic Years of 2015/2016?”

1.3 The Purpose of Study

According to the statements of the problem, the purposes of the study to find out:

- (1) to know whether the L-R-D (Listen, Read, Discuss) Strategy can Improve Reading Comprehension at the seventh grade of MTsN Pilangkenceng in Academic Year of 2015/2016.
- (2) How can L-R-D Improve Students’ Reading Comprehension at the Seventh Grade of MTsN Pilangkenceng in Academic Year of 2015/2016.

1.4 The Significance of Study

After completing all research activities, this study is expected to give significant contribution presented as follows:

1) Theoretical significances

a. Readers

The readers particularly the students of English Department of Muhammadiyah University of Ponorogo in enriching references related to techniques for English reading classroom.

b. Researcher

This research will be useful and can be implemented in English Learning.

c. School as institution

It becomes a source of consideration for the official institutional policy as effort to produce better outcomes especially in improving students' English reading ability.

2) Practical significances

a. English teachers

Teacher, particularly the English teacher of MTsN Pilangkenceng, can apply this strategy in the frame work of improving teaching ability and increasing the students' reading ability.

b. Students

Students, particularly the seventh grade of MTsN Pilangkenceng in Academic Year of 2015/2016, are expected to practice reading as good as possible by using L-R-D (Listen, Read, and Discuss) Strategy.

1.5 Scope and Limitation

To avoid misunderstanding of the problem in this study, it is very important for the researcher to limit the problem. L-R-D (Listen, Read, and Discuss) strategy is very simple, easy to be applied for Junior High School students, and also effective. In LRD Strategy, there is activity could be performed during reading individually, in small groups, or with the whole class. The teacher assists students in comprehending what they read as they explore the main ideas in a text as well as the organization of the text. The researcher focuses on the LRD Strategy to improve students' reading comprehension especially in descriptive text of the seventh grade of MTsN Pilangkenceng in Academic Year of 2015/2016.

1.6 Definition and key Terms

To avoid misunderstanding of concept in this research, some definitions are provided as follows:

Reading Comprehension is an active process that involves all the strategies and behaviors to monitoring own understanding making decisions about which strategies will help clarify understanding and learning (Crown, 2005: 2).

L-R-D (Listen, Read, Discuss) is a literacy that will help students comprehend text (Manzo, 2009: 17).