

CHAPTER I

INTRODUCTION

A. Background of the Research

English is one of the Indonesia of subjects that apply in school, because English is an international language. Most of the people in the world use it, for communication, business, education etc. English language has four skills that have to be learned by the students. They are listening, speaking, reading and writing. From there four skills, reading is the one of skill has difficult to understand by students. Reading is one of skills which are very essential for each student. And reading is likewise a skill that teachers simply expect learners to acquire (Brown, 2004:185). With reading, students can get the information by understanding about the text or what have they read, and improve their knowledge and vocabularies.

Besides, reading is the first thing that God asked human to do as shown in the first surah (Al-'Alaq) verse 1-5 :

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ
أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ
خَلَقَ الْإِنْسَنَ مِنْ عَلَقٍ

عَلِمَ بِالْقَلْمَنِ
عَلِمَ الْإِنْسَنَ مَا لَمْ يَعْلَمْ

The surah's begin with word that mean “*Proclaim! (or read!)*”, the third verse was repeated “*Proclaim! (or read!)*” again, it is mean that Allah command us as the human, he ask to read. From the fourth and fifth verses

said, to study all of knowledge that we do not know. Study is the important we must to do and with reading is one of way to improve our knowledge.

Reading is some activity that will students do at English lesson. Many students still difficult and got problems in understanding the text, so it will affect their comprehending of the text. The difficulties factors may be caused by lacked of vocabularies, structure and the process of understanding the ideas of the text.

The purpose of teaching reading is to make students are expected to read efficiently and effectively. It means that they really understand about the content. Students do not only have to know about the structure of the texts, but also comprehend the meaning what they have read. In teaching learning process we see that most of the teachers just use conventional teaching in the class, so the researcher think if the teachers use a strategy to the students in the teaching reading materials it can increase their reading comprehension because with strategy the students can be easy to comprehend.

According to (Harmer, 2001 : 9) stated that the teacher could work with an appropriate methods that best reflect the student's need. It is clear that teaching method of the teacher should be appropriate. So, there is an appropriate strategy that can help the students to improve their reading comprehension, called Listen - read – discuss (LRD) strategy.

According to (Richardson, 1999: 10) LRD is a comprehension strategy that builds 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. With this strategy, the researcher wants to apply in a school that have problem to understand through reading comprehension.

In this research, the researcher conducted the research in MA. An-najah Puteri Cindai Alus Martapura, which located in Jalan Cindai Alus Rt. 07, Rw. 04 Martapura Kota, Kab. Banjar, South Kalimantan. Because based on the researcher's pre-observation, many of students get difficult to comprehend the reading text. Therefore, the researcher interested in conducting a research entitle "**The Effectiveness of LRD (Listen Read Discuss) Strategy in Teaching Reading Comprehension of Eleventh Grade Students at MA. An-Najah Puteri Cindai Alus Martapura**".

B. The Statement of the problem

Based on the explanation about, the researcher would like to formulate the main problems in research as follows:

1. How is the students' reading comprehension before using Listen-Read-Discuss (L-R-D) strategy?
2. How is the students' reading comprehension after using Listen-Read-Discuss (L-R-D) strategy?
3. How is the effectiveness of Listen-Read-Discuss (L-R-D) strategy on students' reading comprehension in recount text?

C. The Objective of Study

Based on the problem's statement, this study intended to:

1. To find out the students' reading comprehension before using Listen-Read-Discuss (L-R-D) strategy.

2. To find out the students' reading comprehension after using Listen-Read-Discuss (L-R-D) strategy.
3. To identify the effectiveness of Listen-Read-Discuss (L-R-D) strategy on students' reading comprehension in recount text.

D. Significance of Study

1. Provide information about The Effectiveness of LRD (Listen Read Discuss) Strategy on the Reading Comprehension of Eleventh Grade Students at MA. An-Najah Puteri Cindai Alus Martapura.
2. Give a significant output in students' reading comprehension through effect of LRD (Listen Read Discuss) strategy on the reading comprehension in recount text.
3. Through this thesis, the researcher can learn more about The Effectiveness of LRD (Listen Read Discuss) strategy on the reading comprehension in recount text.
4. Enlarge and enrich the researcher's knowledge of English Education as a candidate of English teacher.
5. Enlarge the information for anyone who wants to do a research about problem which is closely related to the object of this research.

E. Definition of Key Terms

To avoid misunderstanding towards the title of this research, the researcher will describe the key terms as follows:

1. Listen-read-discuss (LRD) strategy is a strategy that assists students in comprehending the text before reading. In this strategy, students listen

to brief lecture by the teacher paired with a graphic organizer to facilitate comprehension. Then the teacher grants students the opportunity to read and discuss what they read in detail with the whole class. Next, students discuss with small group or with the whole class.

2. Reading comprehension in Recount text

Reading is an ability in which reader gets meaning from the printed material that involved thinking process.

3. Recount text

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience.

F. Hypothesis

There are two hypotheses in this research:

1. Null Hypotheses (Ho)

There is no significant difference in students' reading comprehension on analytical exposition text by using LRD (Listen Read Discuss) strategy on the reading comprehension of second grade students at MA. An-Najah Puteri Cindai Alus Martapura.

2. Alternative Hypotheses (Ha)

There is any significant difference in students' reading comprehension on analytical exposition text by using LRD (Listen Read Discuss) strategy on the reading comprehension of second grade students at MA. An-Najah Puteri Cindai Alus Martapura