

# CHAPTER I

## INTRODUCTION

### A. BACKGROUND OF THE RESEARCH

Reading is a technique used to extract ideas from text. This gives readers access to a variety of content, including both written and printed materials such as brochures, newspaper, and magazines. In addition, reading ability plays an important role in foreign language learning. Through reading, students can locate information in a text, identify main ideas, recognize explicit or implicit meanings in a text, and understand the purpose of text.<sup>1</sup>

Reading is a beneficial aspect of life since it is an important component in individual development and the most important activity in the school. Reading, as one of the four skills, is essential for improving students' English skills. Reading is crucial since it broadens one's perspectives and increases one's knowledge. Furthermore, developing literacy abilities and reading habits in children at a young age is crucial, as these skills will be used throughout students' academic careers and beyond.<sup>2</sup>

Reading materials available in the class can be a big help for struggling learners. These motivate them to improve their skills especially in comprehension. As such, these materials should be simplified and so

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<sup>1</sup> Akyol, H., & Sural, U. C. (2021). *Developing Reading, Reading Comprehension and Motivation: an action Research Study*, Egitimwe Billim <https://doi.org/10.15390/EB.2020.8977>

<sup>2</sup> Yusuf, K. M. (2019). Value and Self Concept: A study on Reading Habits among Primary School Students in Sarawak. *International Journal of Asian Social Science*, 9(12), 709–721.

that there is really the connection between the reader and the texts.<sup>3</sup> Reading comprehension is the most important set of skills students' need to succeed. It means that reading is very important for everyone in daily activity, without reading comprehension the reader cannot get the information and to understand from the reading material. In reading comprehension there are several important points or indicator of reading such as, main ideas, topic sentences, reference, and inference.

In the English 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 senior high school are given material about. The students of junior high school are given material about genres in reading text. One type of genre that is taught in Junior High School is Narrative text.

Arigusman states that a narrative text is a text, which relates a sequence of logically and chronologically related events that are lead or experienced by several factor.<sup>4</sup> The theme, characters, storyline, events, and how they relate are the keys to mastering a narrative. It is possible to conclude that narrative text might be defined as a text that tells a tale. A narrative text is a nonfiction story, such as fairy tales, folk tales, myths, animal stories, and so on. The aims of narrative text is to entertain the reader or listener with a story made in such a way that it is interesting. Narrative text is to amuse,entertain and to deal with actual or various experience in different ways,narrative deal with problematic events

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<sup>3</sup> Azhari,A., & Ramadhan,Z.H. (2022). The intensity of Visiting the School Library as an indicator of students Reading Interest in Elementary Schools. *International Journal of Elementary Education*,6(2)

<sup>4</sup> Arigusman, A. (2018). An Analysis of Student's Narrative Text Writing: An SFL Approach. *International Journal of Languages, Literature and Linguistic*, 4(2), 93–100

which lead to a crisis or turning point of some kind, which in turn find a resolution, narrative text is also useful for the students to refresh the stories in the past to be knowledge which is positive effect on learning English.

Based of observation of english teacher of SMPN 5 Mandalawangi. There are some problems of student reading text is the first the students do not know about the meaning of the words. It is caused by the vocabulary mastery of the students', in still less they just read the text but they do not know what the text is actually about. This happens because they seldom use foreign language especially English. Second the students do not able to summarize and re-told the text. Because they do not understand the sentence structure. They have lack of grammar or structure of that language. The last the students cannot answer the question from the text. Because they are difficult to understand the main idea of the text. They do not understand the main idea of the text. They do not understand the meaning of the text, they just see the text that is similar with the question, then they choose it as the answer. It may be caused by the teacher's strategy in teaching learning process.

Based on the problem, there are many kinds of reading strategy that can be applaid by teacher, one of the strategy is Listen – Read – Discus (LRD Strategy). Listen – read – discuss strategy is a strategy helps students understand text. The teacher gives a short teach to the students. Then the students read the text that the teacher spoke about. After reading, the students discuss the information they read and the lecture of the teacher give. This strategy also helps the students use their prior knowledge. 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 to increase their science inquiry strategies, comprehension rather than reading alone.<sup>5</sup>

This strategy has also been proven by several researcher . It has been applied Dewi Sri Murni conducted on the result of the research, 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.<sup>6</sup> 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 idea.<sup>7</sup> This strategy is assumed can develop student's reading comprehension. Not only their comprehension but also help the student's to find the new knowledge. This strategy has never been used in SMPN 5 Mandalawangi, therefore researchers are interested in trying to apply this strategy in SMPN 5 Mandalawangi to develop their reading comprehension. Based on those explanation, the researcher will propose of Listen – Read – Discuss strategy as alternative strategy that can be used for teaching english and for teaching reading comprehension. Finally, the researcher entitled his research "the effectiveness of using

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<sup>5</sup> Manzo & Rasinki, T.V . (2008). Listen – Read – Discuss: A content reading heuristic. *Journal of Reading*, 28,732-734.

<sup>6</sup> Dewi Sari Murni, Meningkatkan Pemahaman Membaca Siswa melalui Strategi Listen Read-Discuss (LRD), *Jurnal Bahasa Indonesia*, p. 4.

<sup>7</sup> Dewi Sri Murni, Improving Students' Reading Comprehension Through Listen-Read Discuss (LRD) Strategy, *English Journal*, SMA Negeri 1 Musuk Boyolali In 2014/2015.

listen – read – discuss (lrd) strategy in improving students reading comprehension on narrative text at the eight grade of SMPN 5 Mandalawangi".

## **B. Identification of the problem**

This following are some issues regarding to the background of this study:

1. The students have low achievement in reading comprehension
2. The students were not able to comprehend the text well
3. The students were lack of vocabulary and grammar
4. The students feel bored in reading
5. The teacher still apply the conventional strategy in reading comprehension.

## **C. Focus of study**

Based on background of the problem, the focus on the use of LRD in improving students reading comprehension on narrative text at eight grade of SMPN 5 Mandalawangi.

## **D. Statement of the problem**

Based on the background of study above, the researcher formulates the following goals of the research:

1. How is students reading comprehension on narative text after giving treatment?
2. How is the effectiveness of using LRD in improving reading comprehension on narrative text?.

### **E. Objectives of the problem**

1. To observe students reading comprehension on narrative text after giving treatment.
2. To measure the effectiveness of using LRD in improving reading comprehension on narrative text.

### **F. Significance of the research**

The result of this research are expected to give the theoretical and practical contribution :

1. For theoretical contribution, the result of this research are expected to give information to the readers, especially the teacher and the students in learning reading comprehension particularly on narrative text..
2. For practical contribution, the results of this researcher are expected to give motivation for the students in learning English especially in reading comprehension on narrative text.

### **G. The Organization of writing**

**Chapter I** is Introduction. In this chapter, the researcher put some points including Background of study, Identification of Problem, Focus of Study, Statement of the Problem, Objective of the Problem, Significance of the Research, Previous Study and The Organization of Writing.

**Chapter II** is Theoretical Framework. This part consists of some theories from some experts who have conducted the research related to this research.

**Chapter III** is Research Methodology. This chapter consists of Research Method, Research place, Participants, Techniques of Data Collection and Data Analysis.

**Chapter IV** Research Finding and Discussion

**Chapter V** Conclusion and Suggestion