

CHAPTER I

INTRODUCTION

A. The Background of study

English has become one of the most important aspect in learn to enrich our knowledge at international level. Language is a fundamental human faculty used for creative expression, face-to-face communication, scientific inquiry and many other purposes.¹ By language, people can enlarge their words, their ideas to express, increase knowledge and communicate with one another. The important characteristic of language is recursion; this means that sentence maybe produced with other sentence side them.

Reading skills is very important for students and pupils in junior Islamic high school on the reading student must understand the meaning of the word, beside of students of SMPIT Bismillah Padarincang be able to retell what the student have read and do not understand the sentence on English such as article, books, magazine, newspaper, novels, and other. Reading enables student to understand and to comprehend language through written from text or passage. But some student thought that reading is difficult language skill to learn.

Reading is most crucial in getting certain information or knowledge in the text, without reading correctly and comprehend the texts the reader cannot take any information.

¹Elly Van Gelderen, *A History of the English Language*, (Amsterdam: John Benyamins Publishing Company, 2006) p.1

Most students at SMPIT Bismillah Padarincang has another problems such as difficulty to understand the texts, low mastery of vocabularies, low speed of reading, low habit of reading, less and attention these problems could result for many factor. It was proven when I did the interview to teachers and students. For help this problems, a teacher must deliver a good approach when he or she teaching reading. Because reading has become an essential tool for people of all walk of life in today's global community.

Meanwhile Frank state that reading is similarly much more difficult for children who have been taught that they should get the words right rather than try to make sense of what is being read.² It means that reading is a process of interpreting information when reading activity occurs, students does not only receive what is written on the texts passively, but there is a process of matching information and then interprets what students read based on their knowledge and experience.

Generally, students who study English feel bored and frustrated when they study it, especially reading the text, because of it complicated stricter and meaning of the context, most of the students need long time to read something and hard to follow along with everything going on and the students have not controlling in reading process. However the students who study reading text must comprehension it.

Good comprehend have learned that they have control of the reading process. That is mind the students should be focus in reading which it make them

²Frank Smith, *Understanding Reading* (London : Lawrence Erlbaum Associates Publisher, 2004) p.40

understand the purpose of the text. In this regard, they need to be able for successfully train students to use good strategy.

The writers decide to conduct her research at SMPIT Bismillah Padarincang with the consideration that it is important for her to know students' ability in English. The students have to prepare to face the international globalization. Based on descriptive above, the writer most interested to explain into the research with the **“The Effectiveness of using Listen-Read-Discuss (LRD) Strategy on students' reading comprehension”** as the alternative strategy to students' reading.

B. The Statement of Problem

The writer of this paper formulate following statement of problem. Some problem, they are:

1. How is students' reading comprehension at SMPIT Bismillah Padarincang?
2. How the effectiveness of using Listen-Read-Discuss (LRD) Strategy on students' comprehension?

C. The Aims of Research

Based on the statement of problem, the aims which will be reached in this observation are:

1. To know how the students' understanding on reading

2. To know the Using L-R-D method can be able to effective students' reading comprehension

D. Hypothesis

Hypothesis not only formulated to explain relationship between two or more variable, but also to compare a variable of two samples on title as below: The Effectiveness Students' Reading Comprehension through Listen-Read-Discuss (L-R-D) Strategy.

So, in this study writer submit hypothesis by seeing how big the average score of experiment class (MX) toward control class (MY) as follow:

Ho : there is no significant between the effectiveness students' reading comprehension through Listen-Read-Discuss (L-R-D) strategy. It means that the effectiveness students reading comprehension through Listen-Read-Discuss (L-R-D) strategy does not get more significant effect in average score than the effectiveness on students' comprehension using any other strategy.

Ha : there is significant between the effectiveness students' reading comprehension through Listen-Read-Discuss (L-R-D) strategy. It means that the effectiveness students' reading comprehension through Listen-Read-Discuss (L-R-D) strategy get more significant effect in average score than the effectiveness on students' comprehension using any other strategy.

E. Significance of the Study

The result from this material research are :

1. For the writer:

Giving more experiences in the effectiveness of using Listen-Read-Discuss (L-R-D) strategy on students' reading comprehension through and how students effectiveness when they using Listen-Read-Discuss (LRD) strategy in learning reading comprehension.

2. For the teacher:

This method can help the teacher to effective students' comprehension and can help teacher to effective the strategy in order can be success in learning process.

3. For the student:

From research hope students' have ability and effective on their comprehension using Listen-Read-Discuss strategy.

F. The Previous Study

The Effectiveness of Using Listen-Read-Discuss(LRD) Strategy on Students' Reading Comprehension.

There are some researchers that conduct the title which close to the title above but the researcher only take three researcher else as comparison in doing the research.

The first is Sri Erma Purwanti, (076310665). He has done the research with the title "The use LRD (Listen-Read-Discuss) strategy to improve student's

reading comprehension” (An Experiment Research at the second grade of SMPN Tembilahan Kota). He found :

1. In the general, the ability of the second grade of SMPN Tembilahan Kota in doing Listen-Read-Discuss (LRD) test lies on the degree of low level. Mean test 44,15, standard deviation 12,7.
2. The ability of the second grade of SMPN Tembilahan Kota in doing Listen-Read-Discuss (LRD) lies on the degree of high level. Mean 63,95, standard deviation 10,32. The high value test, because the students can guess the answer.

The second is AnisWardatulHilmi (04432662) she has done the research with the title “Using Cooperative Learning in Teaching Reading Comprehension (An Experimental Research at the seconds of MTs At-TaqwaTangerang). And she conclude:

1. Teaching reading comprehension through using cooperative learning method is effective than traditional method. It can be seen from the result of computation, it indicates that the average score from the result of computation, it indicates that the average score of experimental group (M) mean is 82,0 it is higher than the control group (M) mean which is 66,6 the experimental has standard deviation (sd), which is 360 and the standard deviation of control group is 165. The data above show that there is significant difference between the experimental and the control group.

2. The effect of using cooperative learning in teaching reading comprehension has given impact to students. The students are more motivated. It can be concluded that using cooperative learning increase the students' achievement on reading comprehension.

The third is SuciSetianingsih (102300965)) she have done the research with the title "The Effectiveness of Using Cloze Technique on Students' Comprehension in Simple Past Tense. She found:

1. There isn't increase of students ability average score achievement in simple past tense before being taught through cloze technique. The result data analysis the highest score of pre-test at experimental class is 68 and the highest score of post-test at experimental class is 84.
2. There some technique in teaching simple past tense, one of them using cloze technique in classroom. Look like more effectives the students know what they are must to do in present the method. There is increase of student ability average score in simple past tense after being taught through cloze technique.

Teaching simple past tense through cloze technique increase students motivation and advance their knowledge about simple past tense because cloze technique forces students focus and relax on phrases and also memory training.

G. The Organization of Writing

This paper is divided into five chapters, as follow:

The first chapter explains the introduction which consists of background of study, statement of problem, the aims of research and organization of writing.

The second chapter talks about theoretical framework which consists of definition of reading, types of reading, reading comprehension, the criteria of reading comprehension, levels of comprehension, the purpose of reading.

The third chapter discusses research methodology which consists of the, the method of research, the population and sample, place and time of research, the technique of collecting data and technique of data analyzing.

The fourth chapter deals with the result of the research, which consists of description of the data and interpretation of the data.

Conclusion and suggestion will be provided with in the last chapter.