**CHAPTER I**

**INTRODUCTION**

1. **Background Of The Study**

As we now in this global era learning English is very important. Because, many foreign come to our country for study, vacation, research etc. then we should know and learning English. One of the basic of learning English is Reading Comprehension. “Reading Comprehension is a complex process which comprises the successful or unsucsessful us of many abilities. When we read, we should be able to recall information after word” [[1]](#footnote-1) but not many people like English lessons because according to them English lessons are difficult to learn English is complicated especially with students who are in a rural school environment where insight into the knowledge of the importance of learning English is important. They just follow what is in learning procedure at school alone without trying to dig deeper as do by the students who are at Second Grade of MTs Al-Khairiyah Pontang Serang province Banten. They take courses, tutoring and so forth.

As well as in the School that I take as a place for my research that is Second Grade of MTs Al-Khairiyah Pontang Serang-Banten distric precisely enter in rural look if the interest of students less in English lessons either because they already think hard or with the method of learning that teachers give. So from that I think this school is right to be made my research because I want them to want more learning English lessons in the reading.

A teacher should be able to raise the sprint of students who feel bored when learning, therefore in a important lesson the existence of new strategies or methods in applied see the condition of students who are less interested in learning English especially in reading comprehension less then I will be try to implement the strategy Listen-Read-Discuss which in its hope will help the students Second Grade of MTs Al-Khairiyah Pontang Serang-Banten in reading comprehension so that they can understand a text by listening to the explain teacher then they try to understand by the way they read them selves and understand it by way of discussing with his friends. I feel this strategy is suitable for reading learning in this school.

In teaching learning process we see that most of the teachers just use conventional teaching in the class, so I think if the teachers use a technique to the students in the teaching reading materials it can increase their reading comprehension because with technique the students can be easy to comprehend than without technique. The technique of teaching reading are very important to influence the students in success reading. A technique can help students in reading so in teaching English a teacher must use technique or methods where can help students to comprehends easy what the teacher teach to them.

The problem I found in the school that I choose is on the students where they always find it difficult to learn English especially when they are instructed to read English text. There is still fear in pronunciation so do not to read them. In addition, the lack of new methods or strategies to enable the process of learning English teaching in the classroom by subject teachers. So fromhere I try to give a strategy for their understanding in reading comprehension an English text.

A strategy that is Listen-Read-Discuss (LRD) method is one of strategy can be used by the teacher in teaching. A technique can help students because learning strategy for students more effective than without a technique. Because teching by a technique the students more effective in learning. it is suitrable with that Manzo said that the listen-read-discuss method is one teaching strategy for the teacher and learning strategy for the students more active in comprehending material.

LRD is a powerful tool for engaging struggling readers in classroom discussions. Since the content is initially covered orally, students unable to read the entire text on their own are able to gain at least a surface level of understanding about the reading. Those students lacking prior knowledge about the content gain it during the listening stage, allowing them to more easily comprehend the text during the reading stage.[[2]](#footnote-2)

1. **Idenfication Of The Problem**

There are a problems related to learners. These problems must be solved so that the students reading skill at VIII of second grade MTs Al-Khairiyah Pontang Serang-Banten. Could be improve. There some factors which caused these problem. Those factor did not come only from the students, may be in the teaching learning process and also from other things.

Based on the descriptions above, there are some the problems can be identified as follows:

1. Unattractive teaching makes student bored in learning
2. The student need interest method teaching.
3. The students are difficult in reading pronunciation.
4. The students less interest in reading actifity.
5. English teacher still uses conventional teaching method.
6. **Limitation of the problem**

Based on the identification of problems, the writer limits them as follows:

1. The writer will focus on using team discuss in teaching reading.
2. The object of research is students of the second grade MTs Al-Khairiyah Pontang Serang-Banten.
3. The research methodology will be used in this research is experimental research.
4. **The Statements of the Problem**

Based on background of the research above, the writer can identify the problems follows:

1. How is the students’ reading comprehension at the second grade of MTs Al-Khairyah Pontang Serang-Banten?
2. How is the effectiveness of listen-read-discuss strategy in teaching students’ reading comprehension at the second grade of MTs Al-Khairiyah Pontang Serang-Banten?
3. **The Objectives of The Research**

Based on the statements of problem, the objectives of research are to know:

1. To find out ability the students’ reading comprehension at the second grade of MTs Al-Khairiyah Pontang Serang-Banten
2. To find out the effectiveness of listen-read-discuss (LRD) strategy in teaching reading at the second grade of MTs Al-Khairiyah Pontang Serang-Banten.
3. **Previous Study**
4. Talitha Rahma (NPM:11.1.01.08.0194) THE IMPACT OF LRD (LISTEN READ DISCUSS) STRATEGY ON THE READING COMPREHENSION Reading is learning ways for students to enrich their ability and knowledge because reading is the process of deriving meaning from text. With reading the reader can get information and knowledge. Reading cannot be separated from comprehension. The findings of this research are first the score is in creasing after students are taught using listen read discuss. Second listen read discuss has significant impact on the second grade students’ reading skills of SMP N 2 Gurah academic year 2014/2015. It is proven by t-score test that is 2,244 is greater than t-table in level significant 5% (2,042). From that findings can be concluded that listen read discuss is recommended in teaching reading to junior high school level. So, listen read discuss is suggested to use by the teacher to increase students’ reading comprehension because listen read discuss gives significant impact in teaching reading.[[3]](#footnote-3)
5. Ria Reski :IMPROVING STUDENTS’ READING COMPREHENSION THROUGH LISTEN-READ AND DISCUSS (LRD) STRATEGY AT THE NINTH YEAR STUDENTS OF SMPN 2 Ngapa This study was intend to describe the improvement of the students’ comprehension in reading skill through Listen-Read-and Discuss (LRD) strategy of the ninth year students of SMPN 2 Ngapa in the academic year of 2016/2017. This study was intended to answer the research question as follows “How is the improvement of students’ reading comprehension through Listen-Read-and Discuss (LRD) strategy at the ninth year students of SMPN 2 Ngapa in each cycle?” The subjects of the research were 23 students of class IX-B.

Meanwhile, the result of analysis observation sheet at the cycle two showed that. Average score in meeting one was 7.17 (good), meeting two was 7.42 (good) and meeting three was 7.56 (good). So it can be concluded that Listen-Read-and Discuss (LRD) strategy can improve the students’ reading comprehension at the ninth year students of SMPN 2 Ngapa.

This research may be similar those two research but it also has a different thtia, in the previous study both the impact of listen read discuss (LRD) strategy on the reading comprehension while in the second previous study both improving students’ reading comprehension through listen-read and discuss (LRD) strategy. The distinction between the writers study and the previous studies is the use of research methods in which both previous studies using case study research and the authors use experimental research.[[4]](#footnote-4)

1. **Assumptions and Hypotesis**
2. **Assumption**

The writer assumes that *listen-read-discuss* (LRD) strategy will be successful to use in teaching reading comprehension especially for second Grade of Junior High School Al-Khairiyah Pontang Serang-Banten where the student find the method to write what they get after reading and also they can give the opinion about that topic in the listen-read-discuss (LRD).

1. **Hypothesis**

The writer assumes that listen-read-discuss strategy will be successful to use in teaching reading comprehension. But before that she wants to explain by testing hypothesis.

Based on the title above the writer make the hypothesis are:

H0: method listen-read-discuss strategy is not effective to use in teaching reading comprehension in second grade of MTs Al-khairiyah Pontang Serang-Banten.

Ha: method listen-read-discuss strategy is effective to use in teaching reading comprehension in second grade of MTs Al-khairiyah Pontang Serang-Banten.

1. **Organization of the Writing**

In the writing of this paper consists of five chapters, namely :

Chapter I: Introduction consists of Background of Study, Identification of The Problem, The Statement of The Problem, The Objective of Study, The previous of Study, assumption and hypothesis and Organization of The Writing.

Chapter II: Theoretical Framework consists of Definition of Reading, the Purpose of Reading, Types of Reading, Step Reading Process, Comprehension, Definition of Reading Comprehension, Assesing of Reading Comprehension, Defination of Listen-Read-Discuss, Listen-Read-Discuss Procedure, Advantages and Disadvantages Listen-Read-Discuss Strategy.

Chapter III: Methodology of Research consists of Research Method, Location and Time of Research, Population and Sample, Data collection Technique (Pre-test, Post-test, Observation, Documentation) Techniques of Analysis Data.

Chapter IV: Result and discussion: the Result of study and discussion.

Chapter V: Closing, it is Consisting of Conclusions and Suggestions that Relevance to the Existing Problem.

1. Gordon Wainwright. *How to Read Faster and Recall More,* 3 new and revised edition (United Kingdom: How to Content, 2007), 44. [↑](#footnote-ref-1)
2. Manzo Antony V,.&CasaleUla P *Listen-read-discuss*: A content Reading Heuristic 1985 Jourbal of Reading 28. P. 372-374 [↑](#footnote-ref-2)
3. Talitha Rahma *The Impact Of Lrd (Listen Read Discuss) Strategy* On The Reading Comprehensionhttps://comprehensionstrategies-mikkimodjeski.weebly.com/listen-read-discuss.html [↑](#footnote-ref-3)
4. RiaReski : Improving Students’ Reading Comprehension Through Listen-Read And Discuss (Lrd) Strategy At The Ninth Year Students Of Smpn 2 Journal By: Karman (26 November 2017) [↑](#footnote-ref-4)