

CHAPTER I

INTRODUCTION

This chapter presents and discusses the background of the study, problem identification, problem statement, research objective, significances of the research, and hypothesis of study.

1.1 Background of The Study

English is an international language and English is used for all over in the world. Nowadays, English has become the primary language of communications for other peoples. It is spoken by millions people in the world who do not share the first or second language in our communications. It means that English is considered as a universal language which is spoken by all of the people in the world either as the first or maybe second language. English has become dominant language in many field of activity such as education, economic, industry, military, business, transportation, sport, tourism, international relation, etc. In Indonesia, English is adopted as foreign language. It involves into education curriculum that school runs and they must follow the learning. It become a local content in Elementary School, a compulsory subject in Junior and Senior High School and a complementary subject of the higher in education institutions. English as a necessity that cannot be ignored for us. It happens, because of the situations we are facing now ; globalization era, the technology is developing so fast, moreover in learning and teaching process and which is very competitive.

In learning English language, there are four component of language skill and learners must have all of the skills. Those are listening, speaking, reading and writing, there is one of language skill that plays an important role in foreign language, it is reading skill. Reading is a basic activities to learn English before try to speak correctly. Reading makes students rich about knowledges that can be

useful for other people. Reading activities makes all of the people's especially the students are able to get some informations about something based on the what is they have already read. Not only this with reading its will be entertain the readers too.

The most important reason in learning reading is to add new knowledge, to know the informations in another countries, and to get wisdom or course in the text that we already read, etc. In some study, reading skills help learners to become more industrious and active. To develop their skill and ability, teaching reading leads them to understand how best improve their reading skill

In relation to the importance of learning reading, there are some rules of reading. According to Harmer (1998:68), reading text also provides opportunity to study languages; vocabulary, grammar, punctuation, and the way to construct sentences paragraph and text. The role of reading activities have given the student benefit in learning English as much as possible, for example the students could be improve their vocabulary, knowledge, and also comprehending more of English text.

In learning English, especially reading some text absolutely students often got some problems. Firstly, they get some difficulties in inferring significant informations, especially to infer the implicit meaning and conclusion of the text. Secondly, the students are not interesting how the teachers' teaching English text in the classroom, especially teaching narrative text. According to Herliana (2012:149), narrative text is a text which related a stories of logically and chronologically related event that are caused or experiences by factors. Gerot & Wignell (1994:204), narrative text is to amuse, entertain and to deal with actual or various experience in different ways; narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution. From of both statements, narrative text is also useful for the students to refresh the stories in the

past to be knowledge which is a positive effect on learning English. Thirdly, so many readers especially the students feel bored and feel so sleepy when their reading English text too much.

Based on the problem above, the teacher must get and use the appropriate way and strategy to solve the students' problems in teaching learning process in reading class. By applying strategy in teaching learning processes, the students' will get new motivation to learn more active and it will make easy in learning reading especially narrative text in order to the students could improve their reading comprehension. The strategy to solve the problem is Listen Read Discuss strategy. Listen Read Discuss strategy is designed to improve student's ability through the use of their brain.

According to McKenna (2002:94), listen read discuss is a strategy especially designed for struggling readers. They are three stages represents before, during, and after stages of all reading lesson format. It means that, there are three stages in this strategy. The other statement is from Anderson (1997:8) he state that narrative text is a piece of text tells a story and, in doing so, entertainment of inform the reader listener.

Now, in this era (21th century) technology is developing so fast, moreover in learning and teaching process. Those make teachers had better to make some ways, especially in a method at class. In the case, the writer wants to solve the problem which is faced by students in learning reading comprehension by using modern strategy Listen Read Discuss (LRD). Hence, the writer conduct a research for examining the effectiveness of using Listen Read Discuss Strategy in Teaching Reading Comprehension of Narrative Text.

Finally, based on the explanation and the problem above, the researcher is interested in conducting a research entitled, "*The Effectiveness of Using Listen Read Discuss (LRD) Strategy to Teach Students' Reading Comprehension of Narrative Text of Eleventh*

Grade Student” (An Quasi Experimental Study of Eleventh Grade Students’ of MA. Al-Ma’arif Jepara in the Academic Year Of 2018/2019) it can help student to become more active, innovative and productive in making a project that will eventually produce a paper that can be performed to public by spoken or written.

1.2 Problem Identification

Based on the background of study explained above, the problem was identified as follow:

- a. Many students claim reading English is a bad or boring activity.
- b. Students do not have enough vocabulary when they reading a text, especially read English text.
- c. Learning based on conventional teaching strategy makes the students less active and become teacher-centered learning.

1.3 Problem Statement

Based on the background present above, this research is conducted for answering the following question:

“How effective is the use of Listen Read Discuss (LRD) Strategy to teach students’ reading comprehension of narrative text for the eleventh grade students of MA Al-Ma’arif Jepara?”

1.4 Research Objective

Related to the statement of the problem, the objective of this research is

“To examine the effectiveness of using Listen Read Discuss (LRD) Strategy to teach students’ reading comprehension of narrative text for eleventh grade students of MA Al-Ma’arif Jepara.”

1.5 Significances of the Research

The result of this research is expected to be useful for the researcher herself, hence, it will enrich her knowledge in the teaching reading or the other skills in English course. Also, for English teacher hope it can be a new learning strategy for teaching reading that is listen read discuss strategy which can be implemented in the classroom moreover in the curriculum has run in 2013 for engaging students become active learners. Besides it, for students it will be very useful because this research will help them to increase/develop their knowledge especially in reading skill and also it will encourage them to read with pleasure. Then, for the other researchers it will be a reference in the future when they conduct the similar research.

1.6 Hypothesis of Study

Hypothesis is a temporary answer to the formulation of research problem (Mubarok, 2015:29). In this study, there are two hypotheses used; null hypothesis (H_0) and alternative hypothesis (H_a) that will describe as follows:

a. The Null Hypothesis (H_0)

The researcher formulates the null hypothesis (H_0) as follow:

“The use of Listen Read Discuss (LRD) Strategy is not effective to teach students’ reading comprehension of narrative text at the eleventh grade students of MA Al-Ma’arif Jepara.”

b. The Alternative Hypothesis (H_a)

The researcher uses the alternative hypothesis as follow:
 “The use of Listen Read Discuss (LRD) Strategy is effective to teach students’ reading comprehension of narrative text at the eleventh grade students of MA Al-Ma’arif Jepara.”

1.7 Thesis Organization

This research consists of five chapters which can conclude and described as follow:

Chapter I includes about introduction of the research that contains these following point: background of the study, problem identification, problem statement, research objective, significances of the research, and hypothesis of study.

Chapter II talks about the review of related literature which contains of three main subjects. There are previous study, theoretical review, and research framework.

Chapter III deals with research method that consists of research design, object of the research, technique of data collection, technique of data analysis, and statistical hypothesis.

Chapter IV describes about the result and discussion of th research.

Chapter V presents the conclusion and suggestion of the research finding.