

CHAPTER I

INTRODUCTION

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

1.1 Background of Study

English is one of important subjects because it is an International Language (Mehrnoush, 2015:443). Most of the people in the world use it, not only as the communication but also as transferring knowledge. In learning English, there are four skills that have to be learned by the students. They are listening, speaking, reading and writing. Reading is one of skills which are very essential for each student. By reading, the readers can increase their understanding about the text or what they have read and also enrich their vocabularies and knowledge. Besides that, it can make the people easy to connect their ideas on reading towards what they have already known. The language is used by people to communicate each other for expressing their feeling and purposes.

One of languages that used in this world is English. English is the International Language. It means that English is almost used by most people in the world. The language is also not only about communicating to each other's, but it also considerate to four basic skills. They are listening, speaking, reading, and writing. Four basics English above are implemented in daily life. Based on Park (2017:133), since the reading text for the comprehension test different from the one used in the reading rate test. The differences of reading comprehension and reading test is, reading comprehension is about deep understanding about the purpose of the reading text. Reading test is just reading the test and do not too deep understand about the purpose and the meaning the text.

According to Kim (2015:287), English in the curriculum 2013 incompetency have some characters that we need to understand. The characteristics are English behaviour that reflects the attitude of the faithful, noble character, learned, confident, honest and responsible in interacting effectively with the social and natural environment within the reach of the association and existence. Factual knowledge, conceptual, procedural, and about social functions, the structure of meaning (the order of meaning within the text or that we are familiar with the term structure of the text), and the linguistic elements of various texts with the insight of humanity, nationality and the associated phenomenon of civilization and of the events that appear to the eyes. The skill captures the meaning and composing texts spoken and critical writing through speaking, listening, reading, and writing about learned at school and other similar sources.

Reading is an important language skills (Mistar, Zuhairi, & Yanti, 2016:50). By reading, the students can reach out to a wide range of information. Students need a capital a good read to be able to follow all developments, good or information technology. According to Park (2017:131), Reading skills are always there in every theme learning. Each learning requires the skills of a good read to be able to capture the content of the readings. This proves the importance of mastering reading skill.

Based on Javed (2015:141), in the contexts of reading comprehension presenting five skill categories of reading comprehension such as literal, reorganization, inferential, evaluation, and appreciation. The objective reading literal comprehension refers to the information explicitly stated in the text. It is a branch to the comprehension of particular text (Yang, 12:114). It takes a student so long to reach the meanings and connotations of each phrases that he often cannot understand or appreciate the meaning and the significant of the text.

The notion of general reading comprehension has been intentionally saved for last in this discussion for two reasons Willam & Fredikka (2013:8), First, the most basic for reading underlying and supporting most other purposes for reading.

Second, general reading comprehension is actually more complex than commonly assumed. Based on Mc Namara (2009:34), in the reading comprehension domain, there is abundant evidence that reading strategies is improved reading comprehension. Indeed, strategy instruction is particularly needed, it is effective for those students who are struggling most, namely those with less domain knowledge or lower reading skills.

According to Mc Namara (2009:34), reading problems stem from several sources. The student may not be able to read the words themselves. Indeed, word decoding development and deficits are the concern of many researchers and educators, particularly for younger children and children with learning deficits. The basic literacy skill that one must possess is reading skills because the concepts of literacy primarily refer to the capabilities to absorb information and knowledge through reading activities (Suryanto, 2017:200). Reading skills is acceptable. The reading skill are closely associated with the people's prosperities, the better the reading skills the communities possess, the better the economic lives they have and the better reading abilities also enable people becoming successful in their academic.

When the students learn to make connection from their experience to the text, they are currently reading (Putri, 2013:16). As a good readers, they think about what they are reading and considering how it fits what they already know. The students in learning English use listen-read-discuss strategy, they got many experience and easy to deep understand of the text meaning and the strategy has been found to be a powerful means of improving reading comprehension and content learning in both weak and proficient readers.

There are some difficulties in comprehending a text for the first grade student of senior high school, especially in reading comprehension. Student are lack of vocabularies and difficult to understand the meaning of the text. It makes student cannot translate and interpret the content of the text. Because the student are tough

through conventional method strategy without media and strategy in learning and teaching process.

In additional, student cannot get the meaning and main idea of the text. Considering that facts, it is needed to find an applicable technique in teaching reading comprehension, where students are guided in getting proper ideas and information from the text. In this case, listen-read-discuss strategy can help students increase in their competence in reading comprehension.

Listen-read-discuss strategy has three elements the ability is important, Listen, Read, Discuss (Menzo & Casale, 1985:11), listen read discuss is a strategy that is designed for learning reading comprehension. Students get provision from step Listen before reading. So that, while reading students become easier to get ideas and facts are true about the readings. Students are also invited to compare his finding with other students in a discussion forum. Strategy listen-read-discuss has a variety of advantages, namely providing basic information before reading and trigger important questions to suit the purpose of reading comprehension.

According to Putri (2013:14), there are three stages in the reading process as listen-read-discuss strategy: before reading, while reading, and after reading. The following reading strategies using listen-read-discuss are used by the learners in the reading process: finding a focus for understanding, establishing a relationship between initial learning and text meaning, thinking about the meaning of text, making conclusion about the text, using prior knowledge for comprehension, controlling reading speed, making predictions about the meanings of unfamiliar words, and making predictions about the meanings of unknown groups of words or sentences in the text.

Based on the statement above, the writer interested in conducting a research to teach reading comprehension. Because strategy listen-read-discuss is very useful for teaching and learning process. Based on the basic of curriculum 2013 in Indonesia, the student must be active than the teacher, the teacher is just for facilitator for the student when teaching and learning process. Hopefully, by this

strategy the students will be able to be easy to understand the text meaning and they can memorize easier. Finally, the writer conducted to this title “Improving the Students’ Reading Comprehension through Listen-Read-Discuss Strategy (An Experimental Research on the Tenth Grade Students of MA Darul Hikmah Menganti in academic year of 2018/2019).”

1.2 Statement of Problem

In this research, the related of the problems statement which become main discussion is:

“How effective is the use of Listen-read-discuss Strategy to improve students’ reading comprehension for the tenth grade student of MA Darul Hikmah Menganti in academic year of 2018/2019?”

1.3 Objective of the Research

Based on the problems stated above, the purposes of this study:

To examine the effectiveness of listen-read-discuss strategy to improve the students’ reading comprehension skills at the tenth grade student of MA Darul Hikmah Menganti academic year 2018/2019.

1.4 Significant of Study

This research is expected to give some advantages for student, teacher and researcher.

1. For the Teachers

For the teacher, listen-read-discuss can be the reference for the English teachers to teach and stimulate their students to read and comprehend reading materials by using listen-read-discuss because of this strategy is very useful in learning and teaching process. As a result, this research will help English teachers to develop student’s reading skill.

2. For the Student

The use of listen-read-discuss strategy can develop students' to read. It will help students to learn reading mastery easily and effectively, and also give students motivation in learning. It can be a new experience for the students in learning English. So that, they can be motivated to read more.

3. For the Researcher

This research can help the researcher to know the effectiveness of listen-read-discuss and will enrich the researcher's knowledge in teaching reading.

1.5 Hypothesis

1.5.1. The Null Hypothesis (Ho)

The writer formulates the null hypothesis (Ho) as follow:

“The use of listen-read-discuss strategy is not effective to improve students' reading comprehension in the tenth grade students MA Darul Hikmah Menganti.”

1.5.2. The Alternative Hypothesis (Ha)

The writer formulates the alternative hypothesis (Ha) as follow:

“The use of listen-read-discuss strategy is effective to improve students' reading comprehension in the tenth grade students MA Darul Hikmah Menganti.”