

CHAPTER I

INTRODUCTION

A. Background of the Research

Reading is the most crucial skill that should be developed by the students. In reading, most of the students can get much information based on what they read such as health, technology, art, politic, culture, sport, etc Reading is the process to get idea from text (Nunan 2003). Reading enables people to get information from varieties of text, such as written or printed information from newspapers, magazines, and brochures. Besides that, reading as one of the language skills has an important role for facilitating students to learn a foreign language, in which through reading the students are expected to be able to find information from text, to identify the main idea, to identify the explicit or implicit meaning from the text and to understand the purpose of the text. In reading, not only reading the text, but also the students must comprehend and understand the meaning of the text. So, from this point view, it can be said that the reading comprehension is very important for the students if they do not understand what they read they cannot catch the meaning of a text.

According to Kalayo and Ansysari (2007) reading is one of the skills that should be considered in learning language. It is strongly relate to develop other language skills, such as writing, listening, and speaking. Reading is an activity with a purpose. A person may read in order to gain information to verify existing

knowledge, criticize a writer's ideas of writing style. A person may also read for enjoyment, enhancement of knowledge of the language being read

Reading cannot be separated from comprehension. That is why there appear a lot of problems dealing with reading comprehension. Many English learners find it difficult to understand an English text. Very often, they obtained stuck because of some problems, such as unfamiliar words, their inability in understanding the context, being reluctant, and so forth.

The technique of finding the meaning of an unknown word through its use in sentences and then guess how it is pronounced is known as contextual guessing or context identification, or the use of context clues. Contextual clues have several uses in reading. The procedures for developing abilities in contextual guessing can be incorporated in class reading presentations or special exercises. Before the researcher goes further analyzing contextual guessing, the readers must consider a few preliminary questions concerning this skill. These questions pertain to the usefulness and to the trainability of the guessing skill

Students can be a good reader if they can reach the goal of reading itself. Reading comprehension refers to the ability to understand information presented in written form, this understanding comes from readers' interaction between the text and how they use their knowledge outside the text. In order to pass the examination, the students are expected to be good in reading. It means in the process of reading readers get information through deep thinking process of the

text being read. Therefore, in teaching a language, teacher should encourage students to comprehend the given materials

In reality, most students are interested in reading, but there are some of students do not like reading, they cannot understand what they read and do not comprehend the material they read. This is the reason the researcher would like to apply a strategy in teaching reading called Listen – Read – Discuss (LRD) strategy. It is strategy could be activating the students, it focuses on knowledge of students to get good comprehension in reading and the researcher would like to choose the research to improve the students' reading comprehension.

In this case, the researcher tries to use L-R-D (Listen, Read, Discuss) strategy in classroom. By the implementing, this strategy the researcher hopes that the students read and increase their reading comprehension well. Furthermore, to increase student's reading comprehension, the teacher should apply an effective strategy in teaching reading. Based on the phenomenon above, the researcher intends to conduct pre-experimental reserch entitled: "Improving Students' Reading Comprehension through Listen-Read-Discuss Strategy at SMA Negeri 6 Ternate".

B. Scope of the Research

Based on the background of the research above, this research focuses on students' reading comprehension through listen-read-discuss strategies at SMA Negeri 6 Ternate.

C. Statement of the Problem

Does the students' reading comprehension significantly improve through listen read discuss strategy at SMA Negeri 6 Ternate?

D. Objective of the Research

To find out the implementation of Listen-Read-Discuss (L-R-D) strategy can improve students' reading comprehension at SMA Negeri 6 Ternate.

E. Hypotesis

(HO) : The implementation of Listen-Read-Discuss (L-R-D) strategy cannot significantly improve students' reading comprehension at SMA Negeri 6 Ternate.

(HI) :the implementation of Listen-Read-Discuss (L-R-D) strategy can significantly improve students' reading comprehension at SMA Negeri 6 Ternate.

F. Significant of the Research

Basically, there are two kinds of research significance as follows: (1) the theoretical significance and (2) the practical significance. The significance is as follows:

1. Theoretical Significance

The results of this research are expected to enrich the existing theories and can give contribution especially the effectiveness of students' strategies through listen-read-discuss (LRD) in learning reading comprehension.

2. Practical Significance

a. To students

The results of this research can help students to understand the reading subject and increase the students' reading comprehension.

b. To teachers

The results of this research can be a guidance to teach reading subject and teachers can help students to learn reading subject.

c. For prospective researchers

It is expected to give meaningful information and to give motivation the next researchers to create another research about strategy.