

CHAPTER I

INTRODUCTION

1.1 Background of the Research

Reading comprehension plays an important role in foreign language learning. Reading comprehension can help students to gain new information, expand their vocabulary, and improve their overall language skills. By reading, students not only recognize written symbols but also understand the ideas behind them, such as the main idea, supporting information, and implied meaning. Reading to help students to engage in various fields of knowledge such as science, education, social life and culture. It also helps them to develop other language skills such as listening, speaking and writing.

However, despite the importance of reading, many students still face obstacles in understanding the content of English texts. Problems include lack of vocabulary, difficulty in identifying the main idea, and lack of motivation or participation in reading activities. These problems lead to poor comprehension and low reading scores, as students are not used to connecting text comprehension with their prior knowledge. According to Terasne 2018 reading is not just about the ability to read aloud or silently, but also the process of composing meaning and written language, thus requiring cognitive and comprehension skills. If readers have difficulty understanding the meaning of a word, it indicates a gap in their knowledge (Jaya et al., 2022) In reading comprehension vocabulary is an important

factor in understanding a paragraph or (Nurhaeni, 2022) you can understand the text is difficult, but readers' ability to predict meaning is often rooted in their vocabulary awareness. Having a large vocabulary improves readers' comprehension (Fikriah, 2021).

In the reading comprehension, if one does not understand the text well it will be difficult to understand the meaning and understand the main idea of the text (Nengah et al., 2023) as we know, reading has four aspects, namely: general information, specific information, text reference, and text comprehension. Students need help with reading and have difficulty processing information. Students with reading difficulties often show stress-free habits, such as frowning, slurring, rhyming, raising their voices, and biting their lips. According (Istiqomah et al., 2023), there are four groups of reading difficulties, one of which is the word recognition error.

Based on the results of early observations at SMA Muhammadiyah 02 Wuluhan Jember, some of the XI A classes still have difficulty understanding reading, especially learning narrative text. This is evidenced by their low reading test scores and their lack of active participation during learning, especially reading. The students tend to rely heavily on literal comprehension and have difficulty in understanding implied information. In addition, they are also often passive during the learning process and do not have strategies that can help them to interact with the text more effectively.

Overcoming this problem requires implementing a learning process strategy that can actively involve students in the reading learning process. One such strategy is Listen-Read-Discus (LRD), a strategy that encourages students to develop basic knowledge through listening, reading to strengthen and expand that knowledge, then discussing their understanding collaboratively. According to Manzo&Casale (Doni Sudibyo, Agus Setiawan, 2020), LRD is effective in helping students' prior knowledge, improving comprehension and developing critical thinking processes. By listening to explanations before reading, students are directed to focus on important information. For discussion, actions reinforce students' understanding and encourage them to share different perceptions with their peers. LRD is a strategy that allows students to gain knowledge before reading long learning materials listening stage and makes it easy to understand the text while listening scene Based on the explanation above, LRD is an effective strategy, meet the needs for teaching and learning written comprehension, and can be presented in the form of a powerful tool for students to improve their reading comprehension.

Some research findings have shown good result of applying LRD strategy to teaching reading comprehension on reading using the Listen, Read, Discuss (LRD) strategy has been conducted by many researchers. One study by (Mariani, 2020) examined the application of the LRD strategy to improve reading skills and student achievement in discussing text material in school Banjarmasin. The results showed an increase in teacher and student activities when the LRD strategy was applied, including increased student achievement, reading skills, and student participation during the learning process. Another study was conducted by (Nugroho, 2021) which aimed to examine the implementation of the LRD strategy in learning to read recount text and understand the obstacles faced by teachers and students when learning to read recount text using the LRD strategy, the research use of descriptive qualitative methodology in this study shows that the application of the Listen, Read, Discuss (LRD) strategy when teaching textual narratives is successful and effective. In addition to these two studies, (Khairunnisa, 2018) conducted a study using reflective movement techniques in the classroom. The data analysis technique used in this study was a combination of quantitative and qualitative data.

Based on the above problems and supported by previous research, this study aims to find out how the Listen-Read-Discuss (LRD) strategy can be applied to improve students' reading comprehension, especially to understand narrative text. This research focused on class XI A at SMA

Muhammadiyah 02 Wuluhan Jember in the 2024/2025 academic year. The research aims to improve students' ability to understand texts more effectively to increase the participation of more effective student involvement in reading activities.



1.2 Problem of the Research

How to improve reading comprehension through LRD method for grade XI A at SMA MUHAMMADIYAH 2 WULUHAN?

1.3 Objectives of the Research

The purpose of this study is to improve students' reading comprehension and increase vocabulary in English learning for grade XI A at SMA Muhammadiyah 02 Wuluhan.

1.4 Operational Definition of the Terms

1.4.1 Listen Read Discuss (LRD) strategy

This LRD strategy has three main components: listening, reading, and discussing. (LRD) is a reading comprehension learning approach for students, the LRD technique is appropriate for teaching reading comprehension because this technique includes creative elements that help students to better understand the purpose of reading comprehension. that help students to better understand the purpose of reading comprehension. The following is the teaching procedure using the LRD strategy:

1. students listen to the explanation of the material presented by the teacher.
if students do not understand the explanation of the material presented by the teacher, students can ask questions about the material.
2. then students read individually or make small groups so that the material presented by the teacher is easier to understand then students identify the main points and summarize the reading material.

3. after reading students discuss to facilitate and understand the reading material. In this discussion, students can make groups, during the discussion students share their understanding and ask questions.

1.4.2 Reading Comprehension

Students' reading comprehension is the ability to understand, analyze, and respond to the information contained in the text. This process involves connecting previous knowledge in the reading experience with the information presented in the reading so that it allows the reader to build meaning from what is read to assess reading comprehension in English language learning, various assessment methods can be used.

1. Multiple Choice Test: This test measures comprehension by asking students to choose the correct answer from a list of options that relate to the main idea, details, or understanding of the text. It is easy to understand but does not fully capture the student's interpretation.
2. Observation sheet: Observations were used to observe students' attitudes, interactions, and engagement during the implementation of the LRD strategy. This observation focused on interaction, communication and cooperation during the learning process activities.

1.5 Significance of the Research

Theoretical Significance. This research will enhance the theoretical understanding of LRD as a reading comprehension strategy based on constructivist comprehension-based, by applying Vygotsky's zone of Proximal development. In addition, this study aims to analyze the effectiveness of LRD with traditional reading approaches

Practical Significance. This research will present a more structured model of LRD implementation to English teachers equipped with learning modules, observation rubrics and assessment instruments - to increase student engagement, vocabulary proficiency, and collaborative learning in reading activities.

1.5.1 Theoretical Significance

The development of this theory plays an important role in improving students' reading comprehension through the application of the LRD strategy. This research aims to evaluate the effectiveness of the LRD method in teaching and learning, as well as compare it with other reading strategies. The research introduces an efficient learning model that is aligned with the LRD approach and follows the principles of constructivist education, which emphasizes the importance of students' reading comprehension process. As a result, the project proved to be effective and relevant, allowing us to confidently evaluate the understanding of this theory in the context of teaching reading comprehension. This theory is essential for teachers to understand how to implement the LRD framework during instruction effectively.

1.5.2 Practical Significance

This research can provide practical solutions for teachers who want to help students comprehend subject material. The LRD strategy not only offers an alternative for more active, interactive, and focused teaching, but also develops many skills in students, such as communication, teamwork, and

critical thinking. The research findings can be useful for teachers in developing more interesting and engaged learning activities, as well as for curriculum researchers in developing learning materials that support more active and engaged learning activities. The results are used as a guide for teachers in directing more varied and interesting learning activities and for curriculum developers in creating educational materials that encourage more active and engaged learning among students.

1.6 Scope of the Research

This research will be conducted at SMA Muhammadiyah 02 Wuluhan, a senior high school located in the Wuluhan area. The research is focused on grade XI A students who are chosen based on their education module and academic preparation. The purpose of this study is to help students develop their reading comprehension skills, which include the ability to retain writing, prepare data, and evaluate reading materials. To survey the LRD strategy, important differences in students' reading comprehension were found in recent times and after its application. and how the LRD technique influences students' inspiration and engagement in reading exercises. This consideration appears to utilize pre- and post-test surveys to survey the development of reading comprehension.