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CHAPTER 1 INTRODUCTION

1.1 Background of the Study

As a foreign language, English has become important subject. English is taught from Elementary school until university. Every school and teacher tries to improve their students' ability in English in order to make students fluent in English. In teaching English, there are four skills which should be mastered by students. These skills are listening, speaking, writing, and reading. Among these skills, reading is a complex skill to be learned by the students. It is supported by Westwood (2001: 25) who states that Reading is a very complex skill and for this reason it is not surprising to find that some children encounter difficulties in learning to read.

Reading is one of skills that should be mastered by students. It is very important to get information through many kinds of books or passages. In addition, reading is an ability that is needed by a reader to catch information, to get more knowledge, for pleasure, or for interest. Nunan (2005: 69) states that reading is a set of skills that involves making sense and deriving meaning from the printed word. In the same view, Marianne (2001: 154) claims that reading is an interactive, socio cognitive process, involving a text, a reader and a social context with in which the activity of reading takes place. Reading skill becomes very important in educational field. Therefore, students need to be exercised and trained in order to have a good reading skill not only that but

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also with reading students can increase their knowledge and know many things. Furthermore, Patel and Praven (2008:15) state that reading is an important activity in life with which one can update his/her knowledge not only that but also reading skill is an important tool for academic success.

Reading with comprehension means understanding what has been read. It is an active thinking process that depends not only on comprehension skill but also on the students' experiences and prior knowledge. Tankersley (2003: 90) indicates that comprehension is the center of reading. Making connection is a key of comprehension. So that, the reader needs to comprehend the text in order to get the information from the text.

In teaching and learning English, reading is an essential skill that should be mastered by the students to get information and knowledge from written language. Judi (2007:10) states that reading is making meaning from print and from visual information. But reading is not simple. Reading is an active process that requires a great deal of practice and skill. Therefore, students need more efforts and practice in mastering reading skill.

In order to support the students' need of reading, School Based Curriculum (KTSP) provides reading as one of the English standard competences that must be taught and learned at SMPN 1 Teluk Pinang that one of Junior High Schools in Indragiri Hilir Regency. As a formal education, English is also taught at SMPN 1 Teluk Pinang. At this school, reading has been taught since the first year of English teaching program and the goal of the learning process is to develop the skills of communication. It means that

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not only develop students' skill in reading but also in speaking, writing, and listening. Concerning with the standard competency of reading ability, the students should be able to understand and express the meaning in the written functional text and short simple mologue in the form of descriptive and recount to interact with environment (KTSP, 2016: 110). They should be able to reach the standard of minimal score that is 73.

Based on the preliminary observation done on February 12th, 2016 at SMPN 1 Teluk Pinang, the Basic Competency of reading in English teaching syllabus of grade VIII (2016: 4) was based on the capability of the students in understanding, responding and expressing the meaning in short simple written text accurately, fluently, and acceptable to interact with environment.

According to an English teacher of SMPN 1 Teluk Pinang, she said that most of the students still got problems and difficulties in English, especially in reading comprehension on descriptive text. These cases could be seen from the students' difficulties such as the students could not able to determine the factual information of the text, and they could not determine the main idea, reference, inference, Generic structures of the reading text and lack of vocabularies.

In improving reading comprehension particularly reading genre texts, there must be appropriate strategies that have to be applied to the students in the classroom. In this research, two strategies will be compared to see the effect on students' reading comprehension and to determine which strategies are more effective in teaching reading comprehension for the second year

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students of Junior High School 1 Teluk Pinang. Either the Save Last Word for Me Strategy or Listen-Read-Discuss (LRD) strategy.

Crawford (2005: 99) states that Save the Last Word for Me strategy is a strategy which provides a framework for class discussion of a text, either narrative or expository (fiction or nonfiction). This strategy is particularly helpful in getting the quieter and more reluctant students to participate in class discussions. In The Save Last Word for Me strategy teaches students to identify issues of interest to them in a text they read and to take responsibility for a whole-class discussion. The purpose of this strategy is to enhance text understanding, to foster group interaction and problem-solving, to provide a “scaffold” for text material, and to encourage purposeful note-taking.

On the other side, According to Julie and Emanuel (2002: 14) the listen-read-discuss (LRD) strategy is a literacy strategy which helps students comprehend text. Before reading, students listen to a short lecture delivered by the teacher. The students then read a text selection about the topic. After reading, there is a large group discussion or students engage in small group discussions about the topic. During the discussion, students compare and contrast the information from the lecture with the information they read. LRD is also flexible strategy can be used across all curriculum areas with almost any text.

Based on the explanation and problems mentioned above, it is necessary to conduct a research entitled “A COMPARISON BETWEEN SAVE THE LAST WORD FOR ME AND LISTEN-READ-DISCUSS

(LRD) STRATEGIES ON STUDENTS' READING COMPREHENSION AT SMPN 1 TELUK PINANG”.

1.2 Statement of the Problem

Regarding to the background of the problems above. The problems deal with students reading comprehension in teaching-learning process, especially reading comprehension of descriptive text. The problems might come from students and teachers. The problems of students are the students were having difficulties to determine the factual information of descriptive text, and they also could not determine the main idea, reference, inference, Generic structures in descriptive and lack of vocabularies.

The other problem comes from the teachers themselves. It is difficult for the teachers to find and choice an interesting strategy for teaching reading comprehension. The teachers still use inappropriate strategy in teaching reading. Further, the teacher does not pay attention to her appropriate strategy in teaching and learning process of reading and the teacher also still implements teacher center instruction.

Since the phenomena affect students at the SMPN 1 Teluk Pinang, some questions need to be addressed. How is students' reading comprehension in reading descriptive text? Why are the students not able to determine the factual information on the reading text? Why are the students not able to determine the main idea on the reading text? Why are the students not able to determine the reference on the reading text? Why are the students

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not able to determine the inference on reading text? Why are the students not able to determine the generic structures of the text? How is the students' vocabularies mastering on the reading text? How is the difference of reading comprehension on students' reading comprehension by using Save the Last Word for Me and Listen-Read-Discuss (LRD) strategy? Are the teaching strategies appropriate in improving the students' reading comprehension? Which strategies give better result either Save the Last Word for Me or Listen-Read-Discuss (LRD) strategy on students' reading comprehension?

Vaughan and Estes, (1986) Devised by Burke and Harste, Save the Last Word both prompts students to actively interact with the text and provides a cooperative group format for the subsequent class discussion. This strategy helps the learner "see" the passage meaning from others' points of view and allows them to respond to others about a piece of the reading that was important to them.

Another strategy that could be used to help students in understanding the text in reading comprehension is Listen-read-discuss (LRD) strategy. Alverman, (1987) states that LRD strategy is an appropriate strategy to teach and learn about reading, because it requires students to be active in reading.

1.3 Limitation of the Problem

Based on the statement of the problems above, it could be known that many problems are found. Therefore, they should be limited. The problem of this study is limited as the following: this study aims to find out the difference

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between students' reading comprehension in using Save the Last Word for Me and Listen-Read-Discuss (LRD) strategy and reading comprehension will focus on descriptive text. This study will conduct on the second year students at SMPN 1 Teluk Pinang.

1.4 Purpose and Objective of the Study

The purpose of this research is to find out whether there is any significant difference between students' reading comprehension using Save the Last Word for Me strategy and students' reading comprehension using Listen-Read-Discuss (LRD) strategy through assessment of their reading comprehension. Based on the research questions, the objectives of the research are as follows:

1. To investigate a significant difference on students' reading comprehension before giving a treatment between an experimental group 1 by using Save the Last Word for Me strategy and an experimental group 2 by using Listen-Read-Discuss (LRD) Strategy.
2. To investigate a significant difference between before and after giving a treatment on students' reading comprehension on experimental group 1 by using Save the Last Word for Me Strategy.
3. To investigate a significant difference between before and after giving a treatment on students' reading comprehension on experimental group 2 by using Listen-Read-Discuss (LRD) strategy.

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4. To investigate a significant difference on students' reading comprehension after giving a treatment between an experimental group 1 by using Save the Last Word for Me strategy and an experimental group 2 by using Listen-Read-Discuss (LRD) Strategy.

1.5 Research Question

Based on limitation of problem above the formulation of research questions are:

1. Is there any significant difference on students' reading comprehension before giving a treatment between an experimental group 1 by using Save the Last Word for Me strategy and an experimental group 2 by using Listen-Read-Discuss (LRD) Strategy?
2. Is there any significant difference between before and after giving a treatment on students' reading comprehension on experimental group 1 by using Save the Last Word for Me Strategy?
3. Is there any significant difference between before and after giving a treatment on students' reading comprehension on experimental group 2 by using Listen-Read-Discuss (LRD) strategy?
4. Is there any significant difference on students' reading comprehension after giving a treatment between an experimental group 1 by using Save the Last Word for Me strategy and an experimental group 2 by using Listen-Read-Discuss (LRD) Strategy?

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1.6 Significance of the Study

The study aim was to improve students' reading comprehension on descriptive text. It is expected that Save the Last Word for Me and Listen-Read-Discuss strategies would generate research future. Those strategies help the students to improve their reading comprehension on descriptive text.

For the teachers, this study is hoped to help the English teachers at SMPN 1 Teluk Pinang as the designer in teaching learning process so that the English teachers are able to develop their strategies in teaching or learning process and creativity in reading comprehension on descriptive text.

As the student's concerns, this study would be able to help them in comprehending the reading text, increasing their achievement in reading comprehension, and also encouraging them to increase their ability in comprehending reading text.

1.7 The Rationale of the Research

This research was be conducted to find out the difference between Save the Last Word for Me and Listen-Read-Discuss (LRD) strategies on students' reading comprehension at SMPN 1 Teluk Pinang. To master reading comprehension, the students need prior knowledge, skills, and strategies to determine what the meaning of the texts that they read. It is not only related to comprehend about what reading is but also to fulfill meaning of reading texts. Many teachers have problem in teaching reading, because

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their strategies in teaching and learning process are monotonous. Some options are needed by the teacher to teach reading.

Patel (2008: 15) state that” reading is an active process which consists of recognize and comprehension skill”. Reading as one of receptive language skills in teaching and learning process, reading is an important way to improve general language skills in English, and certainly by doing this activity English learners can enlarge their knowledge. It is the ability to understand and to find out the information presented in written form, even the information explicitly stated or not in a passage. It is the way to compare the information with the reader’s own knowledge and also the way to interpret the authors’ purposes.

The success in teaching and learning process depends on the teacher’s effort and motivation which is given by using Save the Last Word for Me and Listen-Read-Discuss (LRD) strategies so the learners can be easily to appreciate their capability in product of teaching activities. However it is a hard work and hopes that the strategies will be useful not only for teachers but also for students in the teaching and learning process. The significant product will use for one way for a teacher in the teaching process. Save the Last Word for Me and Listen-Read-Discuss (LRD) strategies will be able to give significant difference in order to improve the students’ reading comprehension.

Ana (2014: 273) states that Save the Last Word for Me strategy is a strategy which used to improve comprehension. It will support students’

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interaction with the text while promoting reading comprehension. It also allows students to clarify and deepen thinking about the content. In addition, Sethna and Coach (2010-2011: 24) state that in Save the Last Word for Me strategy the Students read a selection and as they read, find five statements that they think are important to discuss with the class. Besides that, Thomas (2013: 2) states that LRD is comprehension strategy builds students' prior knowledge before they read a text.

1.8 Definition of Key Terms

In order to avoid misunderstanding and misinterpreting in writing this research, it is necessary to explain the definition of terms as follows:

1. Comparison

Richard (1992: 229) indicates that comparison is describing the similarity or differences between two items. However, in this research, the term of comparison refers to compare two different things or population. They are between reading comprehension taught by using Save the Last Word for Me strategy (experimental group 1) and Listen-Read-Discuss (LRD) strategy (experimental group 2).

2. Effect

Richard (2002: 175) states that Effect means a measure of the strength of one variable's effect on another or the relationship between two or more variables

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3. Save the Last Word for Me strategy

Crawford (2005: 99) states that Save the Last Word for Me is a strategy which provides a framework for class discussion of a text, either narrative or expository. This strategy is particularly helpful in getting the quieter and more reluctant students to participate in class discussions. It means that the students read the text and discuss it and help each other in reading with understanding.

4. Listen-Read-Discuss (LRD) strategy.

According to Julie et, al., (14:2002) The listen-read-discuss (LRD) is a literacy strategy which helps students comprehend text. Before reading, students listen to a short lecture delivered by the teacher. The students then read a text selection about the topic. After reading, there is a large group discussion or students engage in small group discussions about the topic. During the discussion, students compare and contrast the information from the lecture with the information they read.

5. Reading Comprehension

Jack (2006: 328) reading comprehension is an interaction among the reader and the text and occurs in a situated model, but these are nonetheless relevant considerations when it comes to understand individual differences. The reading comprehension will focus on descriptive text. Mursyid (2016: 4) state that Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance:

our pets or a person we know well. It differs from Report which describes things, animals, persons, or others in general. The Social Function of Descriptive Text is to describe a particular person, place, or thing.

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