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CHAPTER I INTRODUCTION

I.1 Background of the Study

English is one of the most essential subjects in every school around the world, which the subject matter in school covers to the basic of language skills. There are four basic language skills that should be mastered by the students, they are; reading, speaking, writing and listening. Trelease (2010 : 75) states reading is the key of the world and key of the succes. In addition he claims “The more we read, the better we get at it, the better we get at it, the more we like it, and the more we like it, the more we do it”. The reading skill becomes very important in educational field. Therefore, the students not only need to be exercised and trained in order to have a propere reading skill, but also the students can increase their knowledge and know many things.

Patel (2010 : 113) states that “Reading is an active process which consists of recognition and comprehension skill”. Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Therefore, it is very necessary to widen the mind and gain understanding and expanding knowledge of a language. So, it can be said that reading is an interactive processing that goes on the reader and the text, resulting in comprehension. in addition, according to Kustaryo (1988) reading

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comprehension means understand what has been read, and it is an active thinking process that depends not only on comprehension skill but also the students experience and prior knowledge comprehension involves understanding the vocabulary, seeing the relationship among words and concepts, organizing ideas, recognizing author's making judgments, and evaluating. So, from this point of view, it can be said that reading comprehension is very important for students, if the students do not understand what they have read, they cannot catch the meaning of the text.

Besides, students should use their prior knowledge in reading process, it is also supported by Carrel and Cannon (1991) they stated that prior knowledge is an important aspect to successful reading, reading comprehension can be significantly enhanced if prior knowledge can be activated. Students' prior knowledge of grammar and vocabulary have great effect on reading comprehension. It is based on the statement from Nation in his journal, he stated that vocabulary and grammar knowledge are important elements in reading, measuring vocabulary and grammar become a necessary procedure to predict reading comprehension. (Nation & Coody : 1988)

However, it is obvious that prior knowledge of grammar and vocabulary might help students to comprehend and learn the text, through connecting what they have known about vocabulary and grammar with the text, that they can understand what the text mean easily.

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In reality, most of the students are interested in reading, although there are some of the students do not like reading. Daarun Nahdhah in majority, they cannot understand what they read and do not comprehend the material they read. Based on preliminary research done in November 2014, the researcher found the problems; Some of students are not able to identify main idea, they can not identify reference of word and conclude the topic and the last is they difficult to find the important point of the text.

Teaching reading in senior high school is conducted based on the instructional objectives in English curriculum. It is stated that in reading competence, the students are expected to understand the meaning of interpersonal and transactional written texts in the form of recount, narrative, procedure, descriptive, report, analytical exposition, hortatory exposition, and spoof, so that students can access their knowledge. In other words, students are not only expected to understand the texts but also the students can access the knowledge.

In MA. Daarun Nahdhah Bangkinang, the teachers have implemented some teaching strategies, which have been applied in teaching reading such as question and answer relationship (QAR) strategy and magnet summary strategy. Every meeting the teacher has applied question and answer strategy during teaching process and in the end of teaching the teacher applied summarizing strategy. According to Taffy Rapahel (1986) stated that question and answer strategy used to improve students' reading comprehension and encourage to be active in

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learning. While according to Beuhl (1993) magnet summary is a strategy that helps students rise above the details and construct meaningful summaries in their own words, magnet summaries entail the identification of key words or concepts from the section of reading. It means that QAR and Magnet summary strategy are good strategies to improve students' reading comprehension.

Based on the above explanation, the students can comprehend the text well, however, in reality from preliminary research, the researcher still found the problems. Therefore, it can be assumed that there is something inappropriate with the teaching and learning process in this school especially in teaching reading. Actually, to make teaching and learning process becomes effective process, the teacher has to apply the appropriate strategy in teaching. According to Jeremy Harmer (2001 : 9) stated that the teacher could work with an appropriate methods that best reflect the student's need. It is clear that teaching method of the teacher should be appropriate. So, there is an appropriate strategy that can help the students to improve their reading comprehension, called Listen - read - discuss (LRD) strategy.

Listen-read-discuss (LRD) strategy is an appropriate strategy to teach reading, here the students will get the explanation about text from the teacher before they read and the students could enhance their comprehension about the text by doing discussion. As Manzo stated that LRD strategy helps students comprehend text, before reading, students

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listen to a short lecture delivered by the teacher, it helps students to use their prior knowledge (Manzo & Casale : 11). So, it is clear that in this step the students need to use activate their prior knowledge, they connect their knowledge and the text. According to Anderson, et.al in Paula guisinger (1985) stated that a good readers are active in constructing meaning through the process of interacting their prior knowledge of vocabulary and grammar with what they read. And this is also supported by Goldman, et.al (2003) they stated that successful reading comprehension depends primarily on the integration of readers' prior knowledge of vocabulary and grammar in the text. So, from the experts' statements above we can conclude that students' prior knowledge of grammar and vocabulary is needed in reading process, if the students have good prior knowledge of vocabulary and grammar, the students will be easy to understand the text.

From the above explanation, we may say that listen – read – discuss (LRD) strategy and activating students' prior knowledge are important for students to get good comprehension in reading. Therefore, it is necessary to carry out the research entitled: “The effect of using Listen- Read- Discuss (LRD) strategy and students' prior knowledge toward reading comprehension of the second year students at MA. Daarun Nahdhah Thawalib Bangkinang.

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I.2 Statement of the Problem

The importance of reading is that reading should be given the greatest attention is any level of education, especially at senior high school, similarly, Moats in Westwood (2008) remarks that: reading is the fundamental skill upon which all formal education depends. It means that students who do not learn the basics reading, they will not easily master other skills and knowledge. The ability to read and write is fundamental to all areas of learning in the school curriculum.

Based on the background of the problem above, students at MA. Daarun Nahdhah Thawalib Bangkinang are not able to comprehend the text well, especially in comprehending report text, some of students are not able to identify main idea and reference of word, they can not conclude the topic and remembering what they have read, and the last . Besides, the teacher does not have any various strategies in teaching reading comprehension. While the theory developed by Jeremy Harmer stated that the teacher could work with a various methods that best reflect the student's need.

Due to those phenomena employed by the learners at senior high schoolin MA. Daarun Nahdhah Tb Bangkinang, some questions are needed to be addressed. How the learners solve some problems, in order to achieve the ultimate goal of reading, how the teachers may apply language learning strategies to their students in teaching reading, whether prior knowledge of vocabulary and grammar will strengthen students'

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reading comprehension, whether LRD strategy will affect the students' reading comprehension, and how the teachers implement LRD strategy in teaching and learning process.

The problems identified in this study to verify if there is a significant effect on students' reading comprehension in after using LRD (Listen-Read-Discuss) strategy, and does prior knowledge of vocabulary and grammar strengthen students reading comprehension.

I.3 Limitation of the problem

In line to the problems of this study, it is necessary to limit the scope of study to the following:

- a. This study aims to find out the effect of using LRD strategy and students' prior knowledge toward students' reading comprehension
- b. Reading comprehension is focused on report text which is taught at the second year students in MA. Daarun Nahdhah Bangkinang.
- c. Data on the students' reading comprehension is gathered using a written test. In this study the researcher limits the type of test into an objective test, which consists of 25 multiple choice items that must be answered based on the text given, and 30 multiple choice items for testing students' prior knowledge.

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I.4 Purposes and objectives of the Study

The researcher would like to conduct the research to find out the effect of listen-read-discuss (LRD) strategy and students' prior knowledge toward students' reading comprehension of report text at the second year students at MA. Daarun Nahdhah-Tb Bangkinang.

1. To find out significant difference of students' reading comprehension who are taught by using LRD strategy (experimental class) and the students' reading comprehension who are taught without using LRD strategy (control class)
2. To find out significant difference between students' reading comprehension who have higher prior knowledge in experimental group and control group
3. To find out significant difference between students' reading comprehension who have lower prior knowledge in experimental group and control group.

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I.5 Research Questions.

The problems of this research can be formulated in these following questions:

1. Is there any significant difference of students' reading comprehension who are taught by using LRD strategy (experimental class) and the students' reading comprehension who are taught without using LRD strategy (control class) ?
2. Is there any significant difference between students' reading comprehension who have higher prior knowledge in experimental group and control group?
3. Is there any significant difference between students' reading comprehension who have lower prior knowledge in experimental group and control group?

I.6 Significance of the Study.

This study is apparently one of the attempts to investigate the effect of using listen-read-discuss (LRD) strategy and students' prior knowledge toward students' reading comprehension. Therefore, this study could give some input for students of the effect of using listen-read-discuss (LRD) and students' prior knowledge to improve their reading comprehension. This study try to provide some feedback concerning the effect of the using of listening-reading-discuss (LRD) strategy and students' prior knowledge and some factors that involved in the implementation. Furthermore, it will

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give meaningful learning experience to the students because the teacher tries to activate students' prior knowledge through listening to the teacher's explanation, so that the students will connect their prior knowledge of vocabulary and grammar with the text given. Hopefully by this strategy the students can be more understand and interested in learning English especially in reading.

This study will provide the teacher some guidance for instructions about listen-read-discuss in teaching reading comprehension effectively. Besides, it will support the teacher to include students' prior knowledge. Therefore, this study supports teacher in understanding, assessing, and developing students' reading comprehension.

Finally by conducting the research, the researcher will reveal the effect of using listen-read-discuss (LRD) strategy and students' prior knowldege toward studnets' reading comprehension. then this strategy certain solution of the problem being faced and the researcher will get valuable experience of the research conducted.

I.7 Rationale of the Study

The research and educator sholud make a meaningful and fun learning process when students lack the skills necessary to comprehend what they are reading. Reading in the content areas involves the use of prior knowledge of vocabulary and grammar to understand about new information being presented. Reading and discussion are good ways to make the students comprehend about the text, because if the students do

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not understand about the text they have read, it means the students will get nothing. In other hand the students should understand what the topic talk about while reading or before reading.

MA. Daarun Nahdhah Thawalib Bangkinang is one of the schools that also uses School Based Curriculum (KTSP) as its guidance in teaching learning processes. School Based Curriculum 2009 (KTSP) for the second year students states that the standard competence of learning English, especially for reading refers to the capability of reading and comprehension of meaning of the text accurately, fluently, and contextually in the text forms; report narrative, spoof, and hortatory exposition. In the senior high school level, the students should comprehend all of the kinds of texts, but in the english handbook many text in report form, even if the students want to conclude the their reading they should make it in report form. So it is necessary for the students to understand about how to read and understand about report text. One of the important things in teaching reading is that the students have good prior knowledge of vocabulary and grammar and can activate it. It is allowing them to have a deeper understanding of what they will read. It is important for the students, especially for the student who have difficulty in understanding the topic.

Talking about listen-read-discuss (LRD) strategy, it is an appropriate strategy to teach reading comprehension. As stated on the background above, it helps students comprehend text, then the use of prior knowledge

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about vocabulary and grammar are also needed in reading process, here students listen to a lecture given by the teacher before reading, then after reading the students participate in a discussion about the topic. In other words, the moderating of prior knowledge and listen-read-discuss are effective ways to teach reading comprehension. Bransford in his journal (1999) stated that, in learning, the students use their prior knowledge of vocabulary and grammar to interpret new information. Hence, it is important to carry out this study as a solution towards students' reading skill by Listen- Read- Discuss strategy and activating prior knowledge.

I.8 Definitions of Terms

In an effort to diminish the potential for misinterpretations, the definition of terms are defined as follows:

a. Prior Knowledge

Prior knowledge is what a person already knows about the content (Marzano : 2004). According to Connor (1991) Prior knowledge is a reader's knowledge of the grammar and vocabulary. This knowledge is used to bring the written word to life and to make it more relevant in the reader's mind.

Knowledge of vocabulary is a set of words that is used to make communication among people that contain useful ideas, information, and meaning. While, knowledge of grammar according to Nunan, David (2005:3) described grammar as the ways in which units of

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language (principally, but not exclusively, words) combine together to form sentences.

So, we may simply conclude that prior knowledge of vocabulary and grammar should to be actived in reading. It is very important thing for the students in comrehending the text, because by mastering vocabulary and grammar the students can analyze what the text talk about or catch the important information from the text.

b. Listen-read-discuss (LRD).

Listen-read-discuss is a strategy that assists students in comprehending the text before reading or during reading with small group or with the whole class. In this strategy, students listen to brief lecture by the teacher paired with a graphic organizer to facilitate comprehension. Then the teacher grants students the opportunity to read and discuss what they read in detail with the whole class (Tarek Elabsy ; 116). In this research, the strategy will be used to the students in teaching reading. It will allows the students to hear the lecture from the teacher first before reading. In this step teacher tries to activate students' prior knowledge before reading the text.

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c. Reading comprehension in Report text

Reading is an ability in which readers get meaning from the printed materials that involve thinking process. Besides, according to Nunan (2003: 68) reading comprehension is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Report text is a text which presents information about something. It is a result of systematic observation and analysis (Julie Alemi ; 2008) a report text is used to serve to provide information about an event or situation, after the investigation and through the multi consideration. So, we can conclude that reading comprehension of report text is an activity that requires the reader to understand all the information either in the form of event or situation conveyed by the writer to the reader.