

CHAPTER I

INTRODUCTION

1.1. The Background of the Study

English is an international language used to communicate between people around the world. English is widely spoken and has often been referred to as a world language, the lingua franca of the modern era, and while it is not official language in most countries, it is currently the most used language taught as a foreign language. In Indonesia, English is a foreign language. Therefore, English is a difficult subject for students to learn in Indonesia.

Reading is the activity of looking at the reading text and the process of understanding the contents of the text aloud or silently reading is also an expression of the imagination of a reader who is liked by the general public. Reading is a type of language skill through receptive writing because by reading a person will gain information, knowledge and new experiences that have never been known before. Reading is a process carried out and used by readers to obtain messages conveyed by the researcher through the medium of words or written language.

After making observations during the Introduction to The School Field (PLP) many students had problems and found it difficult to understand some reading texts because the contents of the reading were initially covered orally, especially the lack of vocabulary, structure and process of understanding the ideas in the text so students were unable to read the entire text thoroughly and after conducting

observations and interviews with English teachers, researcher have obtained a minimum completeness criterion (KKM) of 75% in reading comprehension ability. Thus, this research conducted for this reason problems that can also caused by several factors such as background knowledge, interests, attitudes and teachers. It is known that suitable techniques and strategies can help teachers and students in the teaching process. Therefore, in this case the researcher uses the LRD (Listen Read Discuss) strategy to teach reading comprehension to solve the problem.

LRD is as mean an appropriate strategy to improve students' comprehension in reading. Besides that, LRD (Listen-Read-Discuss) strategy is a powerful strategy for engaging struggling readers in classroom discussion. Moreover, there are three stages in reading process: before reading, while reading and after reading. The first stage is before reading (listen). It means the students listen to short explanation delivered by the teacher. The second stage is while reading (read). It means the students read the whole text after listening to the brief explanation from the teacher and comprehend the text. The last stage is after reading (discuss). It means the teacher asks the students to discuss the text they have heard and read in a small or large group discussion. Nevertheless, they can gain at least a basic level of understanding about reading.

There are several types of text in English such as narrative, recount, descriptive text, procedures and reports. The type of text that will be taught is descriptive text. Descriptive text is a text in English which has a function to explain, describe, or describe something can be in any form, you know, like objects, locations, animals, other people, food. A descriptive paragraph describes

a thing, a person, or a place. Detailed information allows the reader to form an image in his or her imagination. The sense of sight is the one that most writers consider first, but try to work on that one last. Based on the generic structure, descriptive is divided into three parts. The first part is identification or participation which begins to identify the phenomenon to be described. The next part is the descriptions of particular person, place or things. It is also focused on specific participants including parts, qualities and characteristics of person or something that is described.

Based on the background above the researcher decides to carry out a research entitle **"Improving Students' Reading Comprehension Using Listen - Read - Discuss (LRD) Strategy In Descriptive Text At The Grade X of SMK MUHAMMADIYAH 04 MEDAN"**

1.2. The Problem of the Study

According to the background of the study above, the problem of the study can be formulated as follow “How does Listen – Read – Discuss (LRD) strategy improve students’ reading comprehension in Descriptive Text at The X Grade students of SMK Muhammadiyah 04 Medan? “

1.3. The Objective of the Study

Referring to the problem statement above, the researcher has considered that the main purpose of this research is to find out whether LRD strategy can improve the students’ reading comprehension especially the students’ grade X at SMK Muhammadiyah 04 Medan.

1.4. The Scope of the Study

The researcher focused this study on improving students' reading comprehension in descriptive text by using LRD strategy. The researcher chooses Descriptive text because Descriptive text describes about people, namely Korean actor Lee Min Ho, Choi Siwon, Jeong Jaehyun, BTS, Exo, Song Joong Ki, D.O Exo.

1.5. The Significances of the Study

Hopefully, the result of this research can be useful for :

1. Students

Students can improve their reading comprehension in descriptive text by using LRD strategies.

2. Teachers

Teachers can apply this strategy in the frame work of improving teaching ability and increasing students' reading comprehension. The output of this study will be useful to give contribution of developing English teaching especially reading comprehension.

3. Other researchers

Researchers can develop their knowledge and experience in teaching reading comprehension by using LRD strategy, and also as a source of references for those who wants to compile a thesis or related study.