

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background**

Reading is one of important skills in English to be taught and learned by students besides other skill like writing, speaking and listening. According to Pradani (2021) reading is one of the important aspects that need to be mastered because reading is the foundation of learning cross-disciplinary subject. Putri et al.(2022) states building reading is one of the four important skills which is needed by the students from elementary school up to university. Because by reading the students are able to get a lot information based on what they require in reading. And reading is a way to get information from something written. Information gleaned from reading can include entertainment, especially when reading fiction or humor (Pradani, 2021). According to Maslina et al. (2020) and Afriani et al. (2024) Reading can be used to further develop the ability to read not only textbooks but other reading materials as well, for the examples are comic online (webtoon) and novel or magazine. The conclusion students can gain knowledge from read a book or just for enjoyment as a hobby to refresh the brain with the new one.

Therefore, students should be encouraged to develop interest and reading skills as quickly as possible so that they can understand the role/function of reading. According to Sangia (2014) reading as good communication tool and as a learning tool to develop knowledge and skills expand horizons. It can be said that the

students who have literacy levels higher will be easier to acquire science and technology contained in the print media or the media write.

Activities in reading is to analyze a meaning to obtain the message, so the reader must have a critical reading skill. According to Kadir et al. (2014) Critical reading skills that will help the students to be able to analyze, synthesize, and evaluate what is read. They question, interpret, synthesize, and digest what they read. They question, not only what was said, but also what was implied and suggested. What is meant here, students need to have fully understood a text where they would analyze, synthesize, and evaluate it, then only they would think critically about the text – choose or reject the ideas put forward, agree or disagree with the issues, and most important of all they know the reason(s) why they do it (Tasnimi, 2017).

From the explanation above, the researcher can accumulate that critical reading is very important in teaching-learning and it is already known that the suitable technique and strategies can help both teacher and learners in teaching process. We know that most students can read a text or whatever but our main concern is whether they can read a text critically such as “reading between the lines” or “reading for deeper meaning” we should be able to help them develop critical reading skills, they would definitely have good reading comprehension skills. Critical reading is fast and necessary and serves a foundation of lifetime of reading for personal and occupational purposes and critical reading is one of requirements to develop productive skills (Obidova, 2022).

Based on the researcher pre-observation there are several texts that must be learned during high school, such as narrative texts, descriptive texts, recount texts, report texts, analytical exposition text and others. The researcher chose analytical exposition text because it follows the existing syllabus, and critical reading skill students at SMAN 5 Banda Aceh are still far from perfect especially in analytical exposition text. It can be seen through most of the students still get some problems in critical reading skill. Analytical exposition text demands analysis, evaluation and interpretation skills to understand the main idea, arguments and evidence presented. However, students have difficulty in identifying the main idea of the analytical exposition text. Then students also lacking in analyze inferent meaning based on the text. Students are also less able to analyze arguments or in other words to find relationships between facts and opinions in the text. Additionally, students lack in vocabulary mastery so that it is difficult to support students' critical reading skills.

According to Pariska (2016) some of students are not able to identify main idea, they cannot identify reference of word and conclude the topic and the last is they difficult to find the important point of the text. According to Jayanti and Ariani (2024) Many students are still unable to comprehend the overall content of the text, including identifying its topic and determining the main ideas.

Higher-order critical reading skills needed include enhancing vocabulary and language understanding, identifying main ideas and supporting details, formulating topics and providing evidence, making inferences and identifying implied main ideas, recognizing types of support and employing reasoning, evaluating arguments and examining statements, and conducting contextual

analysis and detecting underlying assumption, which are considered as higher order thinking skills (Arifin, 2020; Choon et al., 2014; Edward et al., 2021; Facione, 1990; Haromi, 2014; Sari et al., 2019; Teoh et al., 2015). Shamida et al. (2021) who found students lacking in determining the author's message, distinguishing fact from opinion, identifying and implying the main ideas, guessing the meaning from context, or making inferences.

Among all the issues encountered in critical reading skills, the researcher focuses only on four specific problems: students struggle with identifying the main ideas, distinguishing facts from opinions, analyzing inferential meanings, and their limited vocabulary mastery.

As we know, analysing is one part of critical reading. According Niculescu & Dragomir (2023) Critical reading is the process of analysing and evaluating a text by carefully considering its content, structure, and context. Again, we need to stress that teaching critical reading skills should be given emphasis when teaching reading in schools especially when this will help students to be more analytical when they engage themselves in any reading activity (Kadir et al., 2014). The conclusion, the students must use critical reading skills to analyze the information contained in the texts they read.

In order, to make the teaching process smoothly and students are able to read texts with critical reading skills, teachers need special strategies to teach students. These strategies can help teachers to understand the diverse learning profiles of their students and create classroom environments that encourage all students to succeed (Brandon, 2006). Also, Salandanan (2008) stated that method

is a planning and the way of teaching process. Teacher should have an appropriate strategy in teaching students. Brandon (2006) states that strategy instruction can be successful only when students are willing and able to generate strategies and to value and take ownership of the strategies they are taught. Students need to understand how they learn and how specific strategies can help them to improve their accuracy and eventual efficiency.

The researcher offers one of the strategies to improve critical reading skill of students especially in analytical exposition text it was necessary for teachers to apply the interesting strategy to learn English; One of the strategies that could be applied was LRD (Listen-Read-Discuss) strategy. The LRD strategy is suitable for learning to read because it consists of innovative steps that help students better understand the purpose of reading. McKenna (2002) said that LRD strategy is one teaching strategy for the teacher and learning strategy for the students more active in comprehending material. This strategy can overcome the student's problem in comprehend a text because they do not need to read the text only but how to comprehend and interpret what the text talks about.

Furthermore, the LRD (Listen-Read-Discuss) strategy is an effective strategy for engaging struggling readers in class discussions (Antika et al., 2024). In addition, the reading process has three stages: before reading, while reading, and after reading. According to Syafira et al.(2023) the LRD strategy is applicable in teaching "actions" especially reading skill, and it allows learners for three steps; first, the students hear the teacher before they read the materials. Then, students read the material and discuss the material what they get from after reading. In this

way, they will gain a basic understanding of the text they read. Because teaching by a technique makes the students more effective in learning it is suitable with that Manzo said that the Listen-Read-Discuss method is one teaching strategy for the teacher and learning strategy for the students to be more active in comprehending material (Manzo, 2011)

On the other hand, in process improving reading skill use LRD (Listen-Read-Discuss) strategy the research found some types of reading. Like: Skimming, Scanning, Critical reading and others. From the types of reading the research will improve especially in critical reading skill.

Related to the implementation of Listen-Read-Discuss, several previous studies have been investigated. The first research was investigated by Mariani (2020) about " Implementation of LRD (Listen-Read-Discuss) Strategy Learning for Increasing Reading Skill and Student Achievement on Discussion Text Material in Class XII IIK 3 Madrasah Aliyah Negeri 1 Banjarmasin Academic Year 2019/2020" It aimed to increasing reading skill and student achievement on discussion text material through implementation of LRD strategy. The research subjects were XII IIK-3 class MAN 1 Banjarmasin totalled 37 people consisting of 18 women and 19 men, while the objects in this study were teacher activities, student activities, student learning outcomes. The result that with the application of LRD as a learning process, students find it easier to understand and better understand the English spoken. Students can answer the questions in students' reading skills tests and learning outcomes more efficiently, and also the learning process can be carried out with more fun and meaningful.

Second research investigated by Sudibyo et al. (2020) "The Influence of Using LRD strategy towards students' reading comprehension on the narrative text" conducted research on the subject in the eleventh grade of SMK Muhammadiyah Aimas, Sorong. It aimed to investigate the LRD method's effect in comprehending the narrative text. The research chose XI TKJ as experimental class and XI Multimedia as control class where each of the class consist of 11 students. The research used Multiple Choice Question (MCQ) for pre-test, then treatment and last post-test. The final result revealed improved students' reading comprehension through the LRD strategy in favor of the quasi-experimental design group, which used the LRD strategy.

Last research by Futri et al. (2021) "Improving Students' Reading Comprehension Through Listen-Read-Discuss (LRD) Strategy at Seventh Grade of SMP IT Darul Ikhlas Al Islami Academic Year 2021/2022" The problem is they are difficult in understanding the English test, lack of knowledge to understand the material, and lack of vocabulary. The purpose of this research was to improve students' reading comprehension in descriptive texts, especially the topic sentence, detail paragraph, vocabulary, reference and inference through LRD strategy. Procedure of the research are Planning, taking action, observing and evaluation, and reflecting. The research used Pre-test, Treatment, post-test I and Post-test II. The results of the learning research using the LRD strategy showed that students' reading comprehension in descriptive texts improve 70% from the results in Pre-test to Post-test II. It can be concluded that the students at the seventh grade of SMP

IT Darul Ikhlas Al Islami can improve their Reading comprehension by using LRD strategy.

Therefore, in connection with the facts found by researcher about the LRD strategy used to improve students' abilities in reading comprehension, the researcher was directed to investigate student abilities through application LRD strategy to improve critical reading. Because most previous researcher used LRD for reading comprehension, the researcher wanted to create a new research study which included LRD strategies for improving critical reading.

### **1.2 Research Question**

Based on the research background, the researcher formulated the question: Does the Listen-Read-Discuss (LRD) strategy improve students' critical reading skills in analytical exposition texts?

### **1.3 The Purpose of Study**

Based on the background and the formulated problem, the purpose of the study is to find out whether or not the use of Listen-Read-Discuss (LRD) can improve the students' critical reading skill in analytical exposition texts.

### **1.4 The Scope of Study**

This research focused use the strategy Listen-Read-Discuss (LRD) to the students at SMAN 5 Banda Aceh to improve critical reading skill in analytical exposition texts.

## **1.5 Research Significance**

The significance of this research expected to provide some advantages for the English teaching and learning process.

### **a. For the teachers**

The result of this research is expected to give information to the English teacher of SMAN 5 Banda Aceh about the influence of using Listen-Read-Discuss towards students' ability in critical reading and researcher advise teachers to use this strategy in teaching English skill especially reading skill.

### **b. For the students**

Research expected the result can give some contribution to the students in order to improve their reading skill and be motivation for the students in learning English especially in critical reading. Because LRD strategy can be actively involved in discussion and make the learning process more interactive.

### **c. For the researcher**

This research can be a basis for further research in the same field because this research can enrich our understanding of the learning process and problem-solving strategies in learning, especially reading skills.

## **1.6 Definition of Key Term**

This subchapter is about review of literature. It deals with the definition of Critical Reading and Listen-Read-Discuss (LRD), Analytical Exposition Text.

### **1.6.1 Critical Reading**

Critical reading is the ability to analyze and evaluate reading, information, or content and provide clear arguments based on the results of the analysis and

evaluation. In applying critical reading, we actually try to understand deeply, being able to describe and interpret the text accurately. We cannot read using the skimming technique, but you have to read slowly and carefully so as not to miss the information. Critical reading strategies not only helped the students understand how to read the text, but also enabled them to be more successful in comprehending it, as they were able to absorb the information presented.

### **1.6.2 Analytical Exposition Text**

Analytical exposition is a type of text to argue that something is the case. In writing analytical exposition text, it is needed the critical thinking from students about the phenomenon surrounding. They are expected to provide some evidence to support their opinion.

### **1.6.3 Listen-Read-Discuss (LRD)**

Listen-Read-Discuss, is a strategy that helps students comprehend text by building their prior knowledge of the topic in advance to reading the text. The Listen-Read-Discuss strategy has several steps; 1. Step L (listen) The teacher introduces the topic or title of one of the readings. In reading, the teacher and students ask and answer the important points or main ideas of the readings being studied. 2. Step R (read); Students read and note important things in the text. Students look for main ideas or ideas while reading. 3. Step D (discuss); Students are divided into five groups. Students discuss the main points or ideas before and after reading. After discussing, students draw conclusions based on the main points or ideas.