

## ABSTRACT

Kriswanto. 2018. *The Effectiveness of Listen-Read-Discuss (LRD) Strategy to Teach Reading Comprehension (An Experimental Study at the Eighth Grade of SMP Ta'mirul Islam Surakarta*. Thesis. English Education Department, Islamic Education and Teacher Training Faculty.

Advisor : Dr. Yusti Arini, M.Pd

Key Words : Reading Comprehension, Listen-Read-Discuss Strategy, Narrative text

The objective of this research is whether Listen-Read-Discuss (LRD) effective as strategy in teaching reading at the eighth grade students of SMP Ta'mirul Islam Surakarta in academic year 2017/2018. Manzo (2005:390), states that Listen-Read-Discuss Strategy is a strategy especially designed for struggling readers. There are three stages in this strategy represent before, during, and after stages of all reading lesson format. First, the students listen the explanation about the material from the teachers. Second, the teacher asks the students to read the text to get their comprehension. Finally, the teacher guides the students to discuss to know the students comprehension about the text. In this strategy, the teacher efforts in order that the students comprehend about the text by giving explanation in earlier section. It stimulates students' mind in section discussion.

This research was carried out from November-April at SMP Ta'mirul Islam Surakarta at the second semester of the academic year 2017/2018. The research used experimental research, the design of the research was quasi experimental with pre-test post-test design. The population of this research was eighth grade of SMP Ta'mirul Islam Surakarta in academic year 2017/2018. The population of the students in the eighth grade of SMP Ta'mirul Islam Surakarta are 115 students, which consist of 5 classes that are VIII A-E classes. The researcher use class VIII A as experimental class was taught by using LRD Strategy and VIII B as control class was taught by using QAR Strategy in 6 meeting, pre-test, 4 meeting and post-test. The sample was taken by using cluster random sampling because it classes has homogeneous. The technique of collecting data is reading test (multiple choice). The reading test consisted of 40 items. Before the test was given, the test has been tried out in VIII C to see the validity and realibility. The data was analyzed using t-test.

The research finding shows that Listen-Read-Discuss Strategy is effective to teach reading comprehension for the eighth grade students of SMP Ta'mirul Islam Surakarta. It can be proved from the calculation of t-test. The result of the t-test in post-test shows that t-observed is higher than t table ( $3.007 > 2.021$ ) for level significance of 0.05 (5%). It means there is differences in post test score between experimental class and control class, the average score of post-test in experimental class is 77.16 and control class is 70.65. It can be concluded that the students in experimental class has higher achievement than the students in control class. Therefore, the application of Listen-Read-Discuss Strategy in experimental class is effective than Question and Answer Relationship in control class.

## ABSTRAK

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Tujuan dari penelitian ini adalah apakah Listen-Read-Discuss (LRD) efektif sebagai strategi dalam mengajar membaca pada siswa kelas VIII SMP Ta'mirul Islam Surakarta pada tahun akademik 2017/2018. Manzo (2005: 390), menyatakan bahwa Strategi Listen-Read-Discuss adalah strategi yang dirancang khusus untuk pembaca yang kesulitan. Ada tiga tahap dalam strategi ini yang mewakili sebelum, selama, dan setelah tahap-tahap dari semua format pelajaran membaca. Pertama, para siswa mendengarkan penjelasan tentang materi dari para guru. Kedua, guru meminta siswa membaca teks untuk mendapatkan pemahaman mereka. Akhirnya, guru memandu siswa untuk berdiskusi untuk mengetahui pemahaman siswa tentang teks. Dalam strategi ini, upaya guru agar siswa memahami tentang teks dengan memberikan penjelasan di bagian sebelumnya. Ini merangsang pikiran siswa dalam diskusi bagian.

Penelitian ini dilaksanakan mulai bulan November-April di SMP Ta'mirul Islam Surakarta pada semester kedua tahun akademik 2017/2018. Penelitian ini menggunakan penelitian eksperimental, desain penelitian adalah quasi eksperimental dengan desain pre-test post-test. Populasi dalam penelitian ini adalah siswa kelas delapan SMP Ta'mirul Islam Surakarta pada tahun akademik 2017/2018. Populasi siswa di kelas delapan SMP Ta'mirul Islam Surakarta adalah 115 siswa, yang terdiri dari 5 kelas yaitu kelas VIII A-E. Peneliti menggunakan kelas VIII A sebagai kelas eksperimen diajarkan dengan menggunakan Strategi LRD dan VIII B sebagai kelas kontrol diajarkan dengan menggunakan Strategi QAR dalam 6 pertemuan, pre-test, 4 pertemuan dan post-test. Sampel diambil dengan menggunakan cluster random sampling karena kelasnya bersifat homogen. Teknik pengumpulan data adalah tes membaca (pilihan ganda). Tes membaca terdiri dari 40 item. Sebelum tes diberikan, tes telah dicoba di VIII C untuk melihat validitas dan realibilitas. Data dianalisis menggunakan t-test.

Temuan penelitian menunjukkan bahwa Strategi Listen-Read-Discuss efektif untuk mengajarkan pemahaman bacaan untuk siswa kelas delapan SMP Ta'mirul Islam Surakarta. Itu bisa dibuktikan dari perhitungan t-test. Hasil t-test dalam post-test menunjukkan bahwa t-observed lebih tinggi dari t tabel ( $3,007 > 2,021$ ) untuk level signifikansi 0,05 (5%). Artinya ada perbedaan nilai posttest antara kelas eksperimen dan kelas kontrol, rata-rata nilai post-test di kelas eksperimen adalah 77,16 dan kelas kontrol adalah 70,65. Dapat disimpulkan bahwa siswa di kelas eksperimen memiliki prestasi lebih tinggi daripada siswa di kelas kontrol. Oleh karena itu, penerapan Strategi Mendengarkan-Baca-Diskusi di kelas eksperimen efektif daripada Pertanyaan dan Jawaban Hubungan di kelas kontrol.

**THE EFFECTIVENESS OF LISTEN-READ-DISCUSS (LRD) STRATEGY  
TO TEACH READING COMPREHENSION**

**(An Experimental Study at the Eighth Grade of  
SMP Ta'mirul Islam Surakarta)**

**THESIS**

Submitted as a Partial Requirement

For Undergraduate Degree in English Education Department



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Thank you for the attention.

*Wassalamu'alaikum Wr. Wb.*

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**RATIFICATION**

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## **DEDICATION**

*This thesis is dedicated to:*

- 1. My beloved parents*
- 2. My beloved brother*
- 3. My beloved friends*
- 4. My Beloved almamater*

*IAIN Surakarta.*

**MOTTO**

*God will not change the fate of a people*

*unless the people should try to change their destiny*

*(QS. AR RA'D II)*

***-THERE IS WILL THERE IS WAY-***

## PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “**The Effectiveness of Listen-Read-Discuss (LRD) Strategy to Teach Reading Comprehension (An Experimental Study at the Eighth Grade of SMP Ta’mirul Islam Surakarta)** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, July , 2018

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## ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God almighty, for all blessing and mercies so the researcher was able to finish this thesis entitled “The Effectiveness of Listen-Read-Discuss (LRD) Strategy to Teach Reading Comprehension (An Experimental Study at the Eighth Grade of SMP Ta’mirul Islam Surakarta”. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express him deepest thanks to all of those who had helped, supported, and suggested him during the process of writing this thesis. This goes to:

1. Dr. H. Mudhofir, M.Ag as the Rector of the State Islamic Institute of Surakarta.
2. Dr. H. Giyoto, M.Hum as the Dean of Islamic Education and Teacher Training Faculty.
3. Dr. Imroatus Solikhah, M.Pd as the Head of English Education Department.
4. Dr. Yusti Arini, M.Pd as the advisor for her guidance, precious advices, correction, time, motivation and helping revise the mistake during the entire process of writing this thesis. Thank you so much.

5. For all lecturers in English Education Department of The State Islamic Institute of Surakarta who had delivered useful and meaningful knowledge and education during she studied in this university.
6. For researcher's parents ibu Samiah and Alm. Bapak Sumardi. Additionally, thanks to his brothers and sisters who always motivates the researcher to finish this thesis as soon as possible.
7. *D* Class especially for Riyan Budhi Wijaya, Giswara, Faradilla, Eisha Jamila Qomariah I, Manda Radina A., Viana Putri R, Uci Nur Hidayati, Junita, KTS 48, thanks for giving inspiration in friendship.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the reader in general.

Surakarta, July ,2018

The researcher,

Kriswanto

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## CHAPTER I

### INTRODUCTION

#### A. Background of study

Reading is learning ways for students to enrich their ability and knowledge because reading is the process of deriving meaning from text (King and Johnston 2006:32). With reading the reader can get information and knowledge because reading has a deriving process that make the reader easy to get the writers' idea. Then, Grabe (2009:7) also states that reading in academic setting is divided into six major purposes, there are reading to search for information (scanning and skimming), reading for quick understanding (skimming), reading to learn, reading to integrate information, reading to evaluate, critique, and use information, and reading for general comprehension (in many cases, reading for interest or reading to entertain).

Reading cannot be separated from comprehension. It is a very complex process that teachers found difficult to teach. In Harvey "Comprehension is a process that involves thinking, teaching, past experiences, and knowledge (Prado & Plourde, 2005). They also stated that comprehension is the "interaction among word identification, prior knowledge, comprehension strategies, and engagement" (Prado & Plourde, 2005:33). In the process of comprehending a text the students build their prior knowledge then they try to engage with the words that they have identified with comprehension strategy that they have.

From the result of the observation and interview with the English teacher at eight grade of SMP Ta'mirul Islam Surakarta, the researcher found that there were many students who faced difficulties in comprehending the text, especially they lack of vocabularies, structure and the process of understanding the ideas in the text. The difficulties might be caused by several factors such as background knowledge, interest, attitude and the teacher. The teacher had not been able to create an interesting and fun atmosphere in learning.

The success of reading can be determined by many factors. One of the factors is the choice of reading strategy. Reading strategy is one of the most effective means of helping students to overcome their reading problems. Appropriate reading strategy can make even the worst students become the good learner in reading, appropriate reading strategy will allow students to learn reading effectively. It also can prevent the student from getting bored, so the use of appropriate reading strategy will lead to success in reading. It is already known that the suitable technique and strategies can help the teacher and learners in teaching process. One of the effective strategies that can be used by the teacher to make the students comprehend the text is Listen Read Discuss (LRD) strategy. It is proved in international journal entitled "The Use Of Listen Read Discuss Strategy And Reading Motivation Toward The Students Reading Comprehension", a journal made by Robby Ibrahim in 2017. This journal proved that Listen Read Discuss Strategy gives a significant effect on students' reading comprehension of descriptive text compared to Small Group Discussion strategy as the conventional strategy.

Manzo (1985:56) said that the listen-read-discuss strategy is one teaching strategy for the teacher and learning strategy for the students more active in comprehending material. McKenna & Stahl (cited in Karin, 2007; 10) stated that LRD is a viable instructional strategy when students have limited vocabulary to comprehend informational text. Based on the explanation above, Listen-Read-Discuss is one strategy that can be applied in teaching and learning reading comprehension and a powerful means for the student to improve their reading comprehension.

Manzo (1985:63) said that LRD strategy would help the teachers understand what their students understand while reading activities or before reading activities. So, the teacher can lead the students to comprehend the text easily. Then, the students can comprehend the text easily too. The students will use their prior knowledge before reading then they can discuss the text, so their confidence to get the researcher's idea is reached. This strategy is applied with the students as the reader listen to a short story about the text from the researcher. The short story or information or knowledge about the text before the students start reading is as the prior knowledge for the students. By giving the prior knowledge to the students, it is hoped that students can understand the text easily when reading the material and they can comprehend the text.

Moreover, after the students listen to the short story about the text and read the text, LRD uses discussion after the reading activity, this activity is to enhance students' understanding about the text. The students may engage in a large or small group discussion about the topic. In this activity, the students

discuss the text that they have read. The students may be asked to complete an information sheet or a writing activity to further develop understanding. By this activity, the writer can help the students to understand the text. Based on the explanation above the researcher concludes that LRD as a strategy in learning reading comprehension ability is concerned in helping the students' to comprehend the text. Before-during-after is the concept used in this strategy. This strategy uses listening activity to give the students information before reading the text, and after the students read the text, it engages the students in a group to discuss the text together to develop their understanding.

Based on the theories above, some strategy can be used to teach reading, and also based on the need of the students of junior high school where the researcher did the research and since the strategy of reading applied by the student is important, the researcher conducted the research at the eighth grade in SMP Ta'mirul Islam Surakarta entitled "The Effectiveness of Listen-Read-Discuss (LRD) Strategy to Teach Reading Comprehension".

## **B. Identification of Problems**

Based on the background above, the reseacher identifies some problems as follow:

1. Students feel difficult in comprehending text in reading session.
2. Students feel bored during learning reading activities.
3. The strategy used by the teacher do not make the students interested in the teaching and learning process, especially in teaching reading.

4. The students are not interested in teaching reading comprehension.
5. Students have low motivation in learning English.
6. The monotonous ways in teaching cannot increase the students reading comprehension result.

### **C. Limitation of the Problem**

Based on the syllabus for teaching English at the eighth grade in the second semester, the materials especially the texts that the students learn are narrative text and recount text. The researcher chose narrative text. The experimental class was taught using Listen-Read-Discuss (LRD) Strategy by the researcher, meanwhile the control class was taught using Question and Answer Relation (QAR) Strategy. Raphael (1986:36) states that QAR shows students the relationship between questions and answers, how to categorise different types and levels of questions (Right There, Think and Search, the Author and You and On My Own questions), QAR helps students consider both information from the text and information from their own background knowledge. The material which was taught in this research was narrative text. The researcher wanted to know the effectiveness of Listen-Read-Discuss Strategy to teach reading comprehension for students at the eighth grade students of SMP Ta'mirul Islam Surakarta.

### **D. Problem Statement**

Based on the background of the study, the statement of the problem can be formulated as follow: Is Listen-Read-Discuss (LRD) Strategy Effective to

teach reading comprehension at the eighth grade of SMP Ta'mirul Islam Surakarta in academic year of 2017/2018?

#### **E. Objective of the Research**

The study is aimed at finding the answers to the question stated in the statement of the problem. Therefore, the objective of this study is to know whether Listen-Read-Discuss (LRD) Strategy is effective to teach reading comprehension at eighth grade of SMP Ta'mirul Islam Surakarta in academic year 2017/2018.

#### **F. Benefits of the Research**

##### 1. Theoretical Benefits

The reseacher hopes that this research will help the teachers in order to improve students' reading comprehension. The reseacher assumes that using Listen Read Discuss strategy help the students' improve their reading comprehension especially in narrative text. Because the use of the L-R-D tends to benefit teachers, students, and the school program in ways that are not always immediately apparent.

##### 2. Practical Benefits

###### a. For the Students

This research is hopefully important for them. The students can improve their knowledge in reading comprehension through LRD strategy which becomes more responsive to help them.

b. For Teachers

The result of study will hopefully give benefit information for the teacher of English. It is expected that the teacher will use this strategy to increase the ability and the willingness of the students to get information in the reading comprehension.

c. For School

The benefits of the research for school are it can increase the students achievement and it can develop learning strategies and stimulate to students to become interested in reading.

d. For Other Researcher

The result of this study is hoped as a basic consideration, brief knowledgeable of teaching reading comprehension by using LRD strategy, and for giving information for doing a further research.



## **G. Definition of Key Terms**

### **1. Reading Comprehension**

Harmer (2007: 99) Reading is useful for language acquisition, provided that students more or less understand what they read, the more they read, the better they get it all. Reading is very important for language acquisition, because it is made the students better after they read, and also reading is the information process from the author to the reader to tell about the messages, or ideas or to entertain the reader.

### **2. Listen-Read-Discuss strategy**

Manzo&Casale (1985:67) Listen-read-discuss (LRD) is comprehension strategy that builds students' prior knowledge before they read a text. during the first stage, students listen as you present the content of their reading through a lecture, often paired with a graphic organizer.

### **3. Narrative text**

Celce and Murcia (2000:151) states that narrative text is structured round the cronological development of events and is centered on person or hero. Consequently, a narrative is usually personalized or individualized tells about the events related to the person or person involved.

## CHAPTER II

### REVIEW ON RELATED LITERATURE

#### A. Theoretical Description

##### 1. Review on Reading

###### a. Definition of Reading

Harmer (2007: 99) states that reading is useful for language acquisition, provided that students more or less understand what they read, the more they read, the better they get it all. Reading is very important for language acquisition, because it is made the students better after they read, and also reading is the information process from the author to the reader to tell about the messages, or ideas or to entertain the reader.

Klinger (2007:2) states that comprehension is particularly important with English language learners (ELLs). Moreover, Janette and Sharon states that “reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. It means that reading comprehension is the comprehend to find and understand new thing the readers read by using their knowledge actively. Then, Brown (2001) say that Reading comprehension is the process of getting knowledge and information by using comprehension skills connected with the prior knowledge of the reader. The important skill in comprehension is grasping the main idea from reading a

paragraph, a report, an article or a story. The purpose in such reading is to find out essential meaning, the central theme, or general information of the material. The information may be feeling or emotion expressed.

Based on the definition above, the writer concludes that reading is the process of understanding the meaning of the content and the writer's idea about the topic. Furthermore, understand means comprehending the reading materials.

#### **b. Types of Reading**

Based on Harmer (2007:99), the writer can assume that there are two kinds of reading, they are intensive reading and extensive reading. There are two types of reading:

##### 1) Intensive reading

Concerning intensive reading, Harmer defined that "reading detailed focus on the construction of reading texts which takes place usually (but not always) in classrooms. In other words, studying the construction of the text which has a certain purpose by the reader can be read intensively.

Based on the explanation above, the researcher concludes that intensive reading is reading a text that the reader must pay attention more deeply about the language features. Then, it also needs guidance to help and force the reader to understand.

##### 2) Extensive Reading

Broughton (2003:110) states that extensive reading enables learners to achieve their independency by reading either in class or at home. Through extensive reading, learners can build their language competence, progress in their reading comprehension ability, become more independent in their studies, acquire cultural knowledge and develop confidence and motivation to carry on learning.

Brown (2003:189) states that extensive reading applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories and books. The practice of extensive reading needs little justification. It is clearly the easiest way of bringing the foreign learner into sustained contact with a substantial body of English. If he reads, and what he reads is of some interest to him, then the language of what he has read rings in his head, the pattern of collocation and idiom are established almost painlessly with a range and intensity which is impossible in terms of oral classroom treatment of the language.

Based on the explanation above, the researcher conclude that Extensive reading is reading as much as possible, for your own pleasure, at a difficulty level at which you can read smoothly and quickly without looking up words or translating to English, so the reader just read and know about the main idea of the text. the reader do not pay attention more deeply about the language features.

**c. The Purpose of Reading**

Nunan (1999:3) stated that, “We read because we wanted to get something from the writing; facts, ideas, enjoyment even feelings of family community (from a letter): whatever it was, you wanted to get the message that the writer had expressed. Based on the definition from Nunan, the writer assumes Even though our reading is just for spending time, it is still a purpose. In this case, the purpose is reading for pleasure. It is different when we read a textbook or a recipe. We read it because we need information. In this case, our reading is to get information.

Harmer (1998:182) stated that, “divided the purpose of reading into two general purposes. First, reading for pleasure. People reading the material is interesting, such as comics, novels or magazines. Second, reading for usefulness of the text. People read because they need the information contained in the text, such as book, newspaper, encyclopedia, and so on.

Based on the explanation above, the reasearcher conclude that whatever materials we read, we always read it on purpose. Reading has a lot of purpose like reading for pleasure. We read it because we need information, when we read anything like comic, novel, newspaper, magazine and others, it does not mean that our reading does not have a purpose.

**d. Micro and Macro Skill of Reading Comprehension**

Brown (2003 ; 187) states that there are two skill categories of reading comprehension. They are:

1) Micro Skill of Reading Comprehension

The Micro skill refers to producing the smaller chunks of language, such as;

- a) Discriminate among the distinctive graphemes and orthographic pattern of English.
- b) Retain chunks of language of different lengths in short-terms memory
- c) Process writing at an efficient rate of suit the purpose.
- d) Recognize a core of words, and interpret order patterns and their significant.
- e) Recognize grammatical word classes (noun, verbs, etc.)
- f) Recognize that a particular meaning may be expressed in different grammatical forms.
- g) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

2) Macro Skill of Reading Comprehension

The macro skill implies the reader's focus on the larger elements such as;

- a) Recognize the rhetoritical form of written discourse and their signification and interpretacition.

- b) Recognize the communicative of written text according to form and purpose.
- c) Infer context that is not explicit by using background knowledge.
- d) From described events, ideas and etc...,infer link and connection between events, deduce cause and effects, and detect such relation as main idea, supporting idea, new information, given, generalization information.
- e) Distinguish between literal and implied.
- f) Detect culturally specific references and interpret them in a context of the appropriate cultural schema.
- g) Develop and use a battery of reading such as scanning and skimming, detecting discourse markers, guessing the meaning of word from context, and activating schema for interpretation of texts.

From the theories above, the researcher concludes the reading comprehension is the activities which the reader is able to master grammar, vocabularies and the abilities in distinguishing the ideas or any information included in the text.

### e. **Assessment on Reading**

Brown (2004:190-214) in his books explains some reading assessment based on the type of reading. The explanation as follows:

#### 1) The design of assessment task for perceptive reading.

At the beginning level of reading a second language lies a set of task that are fundamental and basic : recognition of alphabetic symbols, capitalize and lower case letters, punctuation, words, and grapheme phoneme correspondences assessment of basic reading may be carried out in a number of different ways. Here the design of assessment of perceptive reading, as follows:

##### a) Reading aloud

The task taker sees separate a letters, words, and/or short sentences and reads them aloud, one by one, in presence of an administrator. Since the assessment is reading comprehension, any recognizable oral approximation of the target response is considers correct.

##### b) Written response

The same stimuli are presented, and the test taker's task is to reproduce the probe in writing. The evaluation of test taker's response must be carefully treated.

##### c) Multiple-choices

Multiple-choices responses are not only a matter of choosing one of four or five possible answers. Others format, some of which



are especially useful at the low levels of reading, include same different, circle the answer, true/false, choose the letter, and matching.

d) Pictured-cued item

Test-takers are shown a picture, such as the one on the text page, along with a written text and are given one of a number of possible tasks to perform or a true/false procedure might be presented with the same picture.

2) The design of assessment for selective reading

Brown (2004:195), selective reading is largely the artefact of assessment format. In order to ascertain one's reading recognition of lexical, grammatical, or discourse feature. Certain typical tasks are used: pictures-cued tasks, matching, true/false, multiple choices.

a) Multiple choices (for form-focused criteria)

The main reason, so many teachers use this multiple choice because it is easier to administer and can be scored quickly.

b) Matching task

The test taker's task is simply to respond correctly which makes matching an appropriate format.

c) Gap-fillings task

Gap-fillings task or filling in the blank is the item in which the best taker's response is to write a word or phrase.

### 3) The design of assessment for interactive reading

Brown (2004:201) states that reading is a process of negotiating meaning; the reader brings the text a set of schemata to understand it. Typical genre of the interactive reading anecdote, short narrative, and description.

#### a) Close task

The text taker should give the answer to deleting paragraph based on their mastering the vocabulary. Even, close task also made in the form of multiple choices to make rapid scoring.

#### b) Multiple choice plus comprehension question

The test takers should answer the question that has created by using the criteria of comprehending the text.

#### c) Short answer task

A popular alternative multiple choice question following reading passages is the age-old short answer format. A reading passage is presented, and the test taker reads question then answered a sentence or two.

#### d) Editing (linger task)

Test taker should edit the sentence by choosing one wrong word.

### 4) The design of assessment reading for extensive reading

Brown (2004:212) states that extensive reading applies to text of a book more than a page, up to an including professional article, essay, technical report, etc. The purpose of assessment usually is to

tap into the learner's global understanding of the text design of assessment of reading for extensive reading as follows:

a) Skimming

It is the processes of rapid converge of reading matter to determine its gist or the main idea.

b) Summarizing and responding

Asking the test taker to write the summary of the text, then give to another test taker to get the response about the summary.

From the explanation above, the design of reading assessment which is used for the research is multiple choice plus comprehension question, because the text which is used to test the student is about short recount and narrative text in kind of interactive reading.

## **2. Review on Multiple Choice Questions**

### **a. Definition of Multiple Choice Questions**

Multiple choice questions is a form of question that asks to select the best answer among a set of option that consists of one true answer and 3-4 wrong answers. According to Philips (1999: 74) multiple choice questions ask you to select the best answers to questions about the information given in the reading passages. It is one of the objective tests that are easy to score and grade, provide a lower point value and less risk and usually emphasizes on the basic definition and are details such as specific dates, names, or vocabulary. A multiple choice question of

reading passage talking about main idea question, directly answered details, indirectly answered details, vocabulary, or overall review ideas.

### **b. Types of Multiple Choice Questions**

The question type tells the reader exactly where to look the passage to find the correct answer. According to Philips (1996:13) the types multiple choice questions are as follow:

#### 1) For main idea question

Look at the first line of each paragraph. The question is about the main idea of a passage always occurring in reading test passage. The main idea describes about overall meaning of the passage. In reading test passages, the test takers are asked to identify what the writer's purpose in writing topic. It is usually in the one sentence form that is not too specific.

#### 2) For directly and indirectly answered details question

Choose a key word in the question, and skim for that key word (or related idea) in order in the passage. Directly details questions ask about finding a piece of information in the passage that is clearly stated, finding unstated detail, and finding reference. Meanwhile, indirectly answered details questions ask about answering implied detail questions by drawing a conclusion from specific details in the passage and what probably topic is in the following paragraph in understanding a good writing.

#### 3) For vocabulary question

The vocabulary will tell you where the word is located in the passage. Vocabulary question asks about finding definition of a word from structural clues, determining meanings from word parts, and using context to find meaning of simple and difficult word.

4) For overall review questions

The answers are found anywhere in the passage. Overall review questions ask about determining where piece specific information is found. It can be by studying the question, finding the line of the word, and skimming for the information are looking for. And, determining purpose what the writer is to do in the passage. It can be found by referring to the main idea and the organization of detail in the passage.

From the explanation above, there are four types of multiple choice question that are, for main idea question, for directly and indirectly answered details question, for vocabulary question, for overall review questions. It helps the reader to find the correct answer easily.

**c. Strategies for Answering Reading Passage Questions**

The success key of answering reading passage exercise is able to comprehend the passage. The passage must be comprehended because usually the questions are taken from the text. Looking at the importance of it, the readers need something strategies to make it all do easily. Phillips (1996:13) strategies to answer of reading passages as stated below:

- 1) Skim the reading passage to determine the idea and the overall organization of ideas in the passage. You do not need to understand every detail in each passage to answer the questions correctly. It is therefore a waste of time to read the passage with the intent of understanding every single detail before you try to answer the questions.
- 2) Look ahead the questions to determine what type of the questions you must answer. Each type of is answered in a different way.
- 3) Find the selection of the passage that deals with each question. The question-type tells you exactly look in the passage to find correct answers.
- 4) Carefully read the part of the passage that contains the answer. The answer will probably be in the same sentence (or one sentence before or after) the key word or idea.
- 5) Choose the best answer to each question from the four answer choice listed in your test booklet. You can choice the best answer according to what is given in the appropriate section of the passage. Eliminate definitely wrong answer, and mark your best guess on the answer sheet.

The description give alternative of way for the reader can faster do the test of reading passage question moreover multiple choice questions. The steps of way are clearly, from how read the passage effectiveness until how to select the best answer from the passage

### **3. Review on Teaching Strategy**

#### **a. Definition of Teaching Strategy**

According to Salkind (2008:962) teaching strategies are the procedures, processes, activities, and tools used to assist in learning. These strategies encompass a wide range of approaches and actions are situated across a variety of contexts. Gagne (in Brown:2009), strategies are one's internal ability to think, solve problem, and make decisions. Each person has own strategies to learn something, especially learning English.

Silver (2007:1), states that the word strategy celebrates the difference between teaching and nearly all other profession most professional see their clients one at a time, but teacher's clients come to them as groups of diverse individuals brought together by birth data scheduling demands, and occasionally, interest. The goal of teaching is to weave together a conversation that unites these disparate individual around a common core of learning. Strategies are different types or styles of plans teachers use to achieve this goal.

Another Definition stated by Hamruni (2009:1) states that strategy is a plan, method, or series designed to achieve a particular education goal. From the statement above, it can be concluded that teaching strategy are one's internal ability to think, solve problem, and make decisions in teaching learning process. The teachers should have the strategies in order to the students can achieve the material well. After

the researcher know that the definition of teaching strategy, in reading comprehension, the researcher must also need to know the strategy on reading comprehension.

#### **4. Review on Listen, Read, Discuss (L-R-D) Strategy**

##### **a. The Definition of Listen, Read, Discuss (L-R-D) Strategy**

Manzo (2005:378) stated that “Listen read discuss meets these requirements for teachers and students. It meets about the teacher explanation and students comprehension. According to the definition from Manzo, the researcher assumes that listen, read, discuss are the requirements for the teacher and students, because it make easy for the teaching learning.

So, by applying LRD strategy the activities of teaching reading comprehension ability can run well. This strategy applies that the students as the reader will listen short story about the text from the researcher. Short story or information or knowledge about the text before students start reading is as the prior knowledge for the students. By giving the prior knowledge to the students, it is hoped that students can easier understand when read the material and can comprehend the text. Moreover, after students listen short story about the text and read the text LRD uses discussion after students reading, this activity is to enhance students understanding about the text. There is a large group discussion or students engage in small group discussion about the topic. In this



activity students discuss the text that they have read. The students may be asked to complete an information sheet or a writing activity to further develop understanding. By this activity, writer can help students for understanding the text.

Based on the explanation above the researcher concludes that LRD as a strategy in learning reading comprehension ability is concerned in helping the students' to comprehend the text. Before-during-after is concept used in this strategy. This strategy uses listening activity to give the students' information before reading the text and after the students reading the text engages student group discuss the text together to develop their understanding.

#### **b. Principles for Teaching Reading Comprehension through Listen-Read-Discuss**

Manzo and Caselo-Manzo ( 2005:378) recommended the principles for using LRD, those are:

- 1) Select a portion of a text to be read.
- 2) Present the information from that portion of the text in a well-organized lecture format for about half the class period
- 3) Have the class read the textbook version of the same material.  
Students will reading in an “empowered” way, since they have just listened to an overview of the information.
- 4) Discuss the material students now have heard and read.

The researcher can use some questions, adapted and extended from Frank Smith (1978), these question for provoking a fruitful discussion forbidding reading:

- 1) What did you understand most from what you heard and read?
- 2) What did you understand least from what you heard and read?
- 3) What questions or thoughts did this lesson raise in your mind about the content and/or about effective reading and learning?

Based on the explanation above the researcher concludes that teacing princiaples for using LRD Strategy are, first, we have to select the text to be read. Second, we read the text to deliever the student. Third, ask to the student to read the text and get the content of text, and the last ask the student to discuss with them group.

### **c. Procedures of Using Listen-Read-Discuss in Teaching Reading Comprehension**

There are the procedures of Listen-Read-Discuss by Manzo (2005:390) :

- 1) Listen: The researcher present the informational to the students' about the text that they will be reading and this can be in the form of a short lecture on the reading material selected, here, the researcher tries to activate students' prior. The time for this step is approximately 10-15 minute.
- 2) Read: Then, the students read a text selection about the topic. This explanation is compared with the information from the lecture. The

passage from the textbook should cover the same information introduced in the lecture. Long reading assignment that bring in other topics are not appropriate. The researcher should let the students know that the purpose of reading is to experience another explanation of the topic and to compare it to the information they have just read.

- 3) Discuss: The researcher will lead a classroom discussion of the material that was read and encourage students to reflect on any differences between their readings of the content on the researcher's presentation. So, in this step the researcher make a small or large group and they ask question.

Based on the procedures above, the researcher concludes that LRD is the suitable strategy that can help the students comprehending the text. The students begin using this strategy by listening to a presentation of the content of the text by the researcher. Then, the students read the text selection to compare the information that is read by writer. Finally, they discuss the text with their group.

#### **d. Advantages of Listen-Read-Discuss strategy**

Manzo and Caselo (2005:413) explain the benefits of using LRD strategy are:

- a. LRD can be used for proficient or weak reader.

- b. Writers observe reluctant reader approaching the text with more confidence.
- c. It is easy to use and require little preparation;
- d. It helps students to comprehend the material presented orally.
- e. it builds students prior knowledge before they read a text.
- f. It engages struggling readers in classroom discussion.
- g. Students bring more information and enthusiasm to the post-reading discussion.
- h. Students capable of reading with greater understanding.
- i. They have more to contribute to class discussion.
- j. It is flexible strategy can be used across all curriculum areas with almost any text.

Based on the procedures above, the researcher concludes that using Listen-Read-Discuss (LRD) Strategy make student more easy to comprehend the text, it's strategy make student interest and fun in learning process.

## **5. Review on Genre**

### **a. Definition of Genre**

Pardiyono (2007:2) states that genre is the text type that functions as frame reference that a text can construct effectively, effective purpose and construction of text element also diction. Hartono (2005: 4) states that genre is used to refer to particular text types not to traditional varieties of literature. It means that genre is a type or kinds of text, defined in terms of its social purposes, also the level of context dealing with social purpose.

Genre is a text type that has function, stage, goal and social process. So every genre has different purpose, generic structure and language features.

### **b. Kinds of Genre**

Pardiyono (2007:2) classifies the text into eleven types, they are: descriptive, recount, narrative, discussion, exposition, news item, report, anecdote, and review. It can be explained as below:

#### 1) Descriptive

It is a type of text, which has specific function to give description about object or thing or people.

#### 2) Recount

It is a type of text, which has specific function to inform about the past activity.

### 3) Narrative

It is a type of text to retell activity or past event for narrating problematic and resolution to amuse or entertain and often intended to give morality to the reader.

### 4) Discussion

It is kind of text to package information in the general ideas or options about the phenomenon that occurs in the community from the two point of view.

### 5) Exposition

It is kind of text to argue that something is the case (analytical exposition) and something should be or no (hortatory exposition).

### 6) News item

It informs the readers, listeners or viewers about newsworthy event.

### 7) Report

It is type of text to give information natural or non natural phenomenon or things in the world to add knowledge to the reader.

### 8) Anecdote

The text uses for sharing with other an account of unusual or amusing event.

### 9) Review

It is kind of text to evaluate the quality of books and other works of art.

Furthermore, the syllabus of eighth grade of SMP Ta'mirul Islam Surakarta, genres of the text which are taught namely: Recount and Narrative. Hence, the researcher only focuses on narrative text.

## **6. Review on Narrative Text**

### **a. Definition of Narrative Text**

Narrative is one of the genre text forms. It is the material, which has been used by teachers in teaching English reading text. Therefore, the researcher discusses some points which relates to narrative among other; the definition, the social function, generic structure and language features of narrative text. Anderson (1997: 9) state that a narrative is a place of text which tells a story and, in doing so, entertains or informs the reader or listener. Furthermore, Pardiyono (2007:93) states that narrative is a genre of the text for narrating problematic past events in order to amuse or entertain.

Djuharie (2007:41) states that narrative text is a text that tells about stories. Furthermore, Celce and Murcia (2000:151) state that narrative text is structured round the chronological development of events and is centered on person or hero. Consequently, a narrative is usually personalized or individualized tells about the events related to the person or person involved.

Kane Thomas (2000:356) states that narrative is a meaningful sequence of events told in words. It is sequential in that the events are

ordered, not merely random. Sequence always involves an arrangement in time (and usually arrangements as well). A straightforward movement from the first event to the last constitutes the simplest chronology. However, chronology is sometimes complicated by presenting the events in another order: for example, a story may open with the final episode and then flash back to all that preceded it.

Based on the definition above, it can be concluded that narrative text is a meaningful sequence of events. The story tells us about events or something interesting in the past that has purpose to amuse or entertain the reader.

#### **b. Features of Narrative Text**

Narrative text has social function, generic structure and language features, and the explanation about them as follows:

##### 1) The Social Function of Narrative Text

Pardiyono (2007:93) state that narrative has function to amuse and give the good lesson for the readers. On the other hands, Suprpto and Darwis (2006:38) state that narrative deal with problematic events which lead to crisis of turning point of some kind, which in turn finds resolution and entertain listeners or readers with true experience or imaginary one. Based on the explanation above, it means that the social functions of narrative text are to amuse and entertain the readers about a story.



## 2) The generic Structure of Narrative Text

Anderson (1997:8) states that the steps for conducting a narrative text are orientation, complication, sequence of events, resolution and coda. Derewianka (1990:32) states that the steps of conducting narrative are orientation, complication and resolution. Peter Knapp (2005: 239) states that the generic structures of narrative are orientation, complication and resolution.

It can be concluded that narrative text is one of the genre text which constructed by developing the generic structure of narrative text are orientation, complication, sequence of events, resolution and coda.

### a) Orientation

In which the narrator tells the audiences or the readers about who in the story are, when the action is taking place, what the story tells about and where the action is happening. (Can be paragraph, picture or opening chapter).

### b) Complication

Sets off a chain of events that, influences what will happen in the story.

### c) Sequence of Events

It tells about which the characters react to the complication.

### d) Resolution

In which the characters finally sort out the complication.

e) Coda

A coda is optional step in constructing a narrative text. It provides a comment or moral value based on what has been learned from the story.

Hence, the generic structures of narrative text are: orientation, complication, and sequence of events, resolution and coda.

3) Language Features of Narrative text

Anderson (1997:9) states that the language features usually found in narrative text are specific characters, temporal conjunction which connect to tell when they occur, past tense to show the actions are occurred in the past time and descriptive words to portray the characters and setting.

## **B. The Previous Research**

In this research, the researcher used to previous study which related to support the research:

The first research related to this study entitled “The Influence of Listen-Read-Discuss (LRD) Strategi on The Students’ Reading Comprehension Ability At The Eighth Grade of Smp N 3 Batanghari East Lampung” conducted by Wahyuningsih (IAIN Metro 2017) in her research, The collecting data of this research are test and documentation. To analyze the data, she applied experimental research to find out the differences between two samples is

utilized Chi-Square formulation. Chi-Square is an important non-parametric test and as such no right assumptions are necessary in respect of the type of population. The formula of Chi-Square was used to find out the differences of significant between the frequencies which used to observe and the frequencies in hope. The result of this study is Listen-Read-Discuss (LRD) strategi can influence on the students' reading comprehension ability at the eighth grade of SMP N 3 Batanghari East Lampung in academic year 2016/2017. The difference with this research is the research implemented in SMP N 3 Batanghari . this researcher collect the data by using Chi-Square. Yet, both of the researches have the similarity that are the purpose was to investigate whether the strategy was able to improve the students' reading skill and using quantitaive data.

The second research related to this study entitled " The Impact Of LRD (Listen Read Discuss) Strategy On The Reading Comprehension Of Second Grade Students At Smp N 2 Gurah In Academic Year 2014/2015 ". Conducted by Talitha Rahma( University Of Nusantara PGRI Kediri 2015) in her research, she applied Listen Read Discuss strategy give significant effect to the students reading comprehension, It is mean that the student's reading score is increasing. The collecting data of this research are test and documentation. The research design that is used in this study is quantitative. Technique that is used by the writer in this research is experimental research. The result of this study are first the score is increasing after students are taught using listen read discuss. Second listen read discuss has significant impact on the second grade

students' reading skills. The difference with this research is the research implemented in SMP N 2 Gurah, the text used recount text while in this research the text used narrative text. Yet, both of the researches have the similarity that are the purpose was to investigate whether the strategy was able to improve the students' reading skill and to collect the data the both research use T-test.

The third research related to this study entitled " The Effect of using listen-read-discuss (LRD) strategy and students' prior knowledge on the students' reading comprehension of the second year students at MA Daarun Nahdhah Thawalib Bangkinang ". Conducted by Dian Pariska (UIN SUSKA RIAU,2015) in her research, she show the effect size was large effect toward students' reading comprehension. In other words, there is significant effect of LRD strategy and students' prior knowledge on reading comprehension of second year students at MA. Daarun Nahdhah-Tb Bangkinang. The collecting data of this research are pre-test, post-test and documentation. The research design that is used in this study is quantitative. The result of this study are reading comprehension is better than students who are taught without using LRD strategy (control class). It can be seen from mean score of experimental and control class. The difference with this research is the research implemented in MA Daarun Nahdhah Thawalib Bangkinang and the text used report text while in this research the text used narrative text, This research used post-test only toward experimental and control group. There was no pre-test given to either group (experimental and control group) in order to control for simple

testing effect while in this research use pre test and post test. Yet, both of the researches have the similarity that are the purpose was to investigate whether the strategy was able to improve the students' reading skill and to collect the data the both research use T-test.

### **C. Rationale**

Based on the theory above, the researcher assumes that reading is one of the most important skills that students have to master. Linse (2005:71) states that, reading comprehension refers to read for meaning, understanding and entertainment. It involves higher-order thinking skills and it much more complex than merely decoding specific words.

McKenna (2002:94) states that listen read discuss is a strategy especially designed for struggling readers. Its three stages represents before, during, and after stages of all reading lesson format. It means that, there are three stages in this strategy. First, the students listens the explanation about the material from the teachers. Second, the teacher asks the students to read the text to get their comprehension. Finally, the teacher guides the students to discuss to know the students comprehension about the text. In this strategy, the teacher efforts in order that, the students comprehend about the text by giving explanation in earlier section. It stimulates students' mind in section discussion.

Manzo (2005:378) states that listen read discuss meets these requirements for teachers and students. It meets about the teacher explanation and students comprehension. So, the researcher concludes that Listen Read

Discuss strategy is the strategy that build students' background knowledge in comprehend the text. It might be active teaching in learning for the students and the teacher in teaching reading comprehension. it is needed strategy that is able not only to lesson the difficulties but also able to enhance or improve the students' reading comprehension. Here the researcher suggests implementing LRD Strategy. LRD Strategy help the student to easy comprehend the text. It also can be applied for the narrative text, descriptive text, recount text, expository text, and persuasive text. LRD Strategy has clear steps to follow and interesting features that will not make the students bored. From the explanation above the researcher assumes that LRD Strategy is able to solve the students' problems in reading comprehension.

#### **D. Hypotesis**

Based on theories underlying Listen-Read-discuss (LRD) Strategy, for the eighth grade students, the researcher proposes the hypothesis stating that Listen-Read-discuss (LRD) Strategy is effective to teach reading comprehension at eighth grade of SMP Ta'mirul Islam Surakarta in academic year 2017/2018. Related to the previous study of related theories and rationale above, the researcher formulated action hypothesis as follows:

1.  $H_a$  : Listen-Read-Discuss (LRD) Strategy is effective to teach reading comprehension at the Eighth Grade of SMP Ta'mirul Islam Surakarta in academic year 2017/2018.
2.  $H_o$  : Listen-Read-Discuss (LRD) Strategy is not effective to teach reading comprehension at the Eighth Grade of SMP Ta'mirul Islam Surakarta in academic year 2017/2018.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

The researcher uses a kind of quantitative research. Quantitative is a means for testing objective theories by examining the relationships among variable Creswell (2003:04). Quantitative explaining phenomena by collecting numerical data that are mathematically based on methods (in particular statistics) Muijs (2004:1). In this research the researcher use experimental research.

Arikunto (2006: 272) states that experimental research is intended know whether there is a casual relationship by comparing one or more experimental group that are given treatments with one or more of the comparison (control group) who are not given any treatment. Experimental has four designs as pre-experimental, true- experiment, factorial design and quasi experiment design (Sugiyono,2011:73).

The researcher uses quasi-experiments research. Ary (2010: 316) stated that Quasi-Experimental design are similar to randomized experimental design in that they involve manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment groups. Because the quasi-experimental design does not provide full control, it is extremely important that researchers be aware of the threats to both internal and external validity and



considers these factors in their interpretation. Best (1981: 151) stated that the design as follows:

Experimental Group	P1	X1	P2
Control Group	P1	X2	P2

Where:

P1 : the pre-test

P2 : the post-test

X1 : treatment in experimental group

X2 : treatment in control group

From the design above, subject of the research are grouped into experimental group and control group. The experimental group was taught by using Listen-Read-Discuss (LRD) Strategy in four times, this strategy builds students prior knowledge before they read a text and it is can make students bring more information and enthusiasm to the post-reading discussion. while the control group was taught by using Question and Answer Relationship (QAR) strategy, this strategy don't improved students prior knowledge, in learning process the students just read the text that given by the teacher and discuss together. It is make the students lack enthusiasm in discussion session.

***Table 3.1 The Design of Teaching Strategy***

LRD Strategy	QAR Strategy
1. The teacher present the informational to the students about the text that they will be reading.	1. The teacher give the text to the students. 2. The teacher asks the students to read the text to answer the questions.

2. Teacher asks students to read a text	3. The teacher asks the students must look for clues and evidence and prove the answer with details.
3. The teacher make students to be several group and leads a classroom discussion of the material.	4. The teacher make discussion with the students.
4. Teacher asks for volunteers to read their speeches aloud	

## B. Setting of the Study

### 1. Place of the Study

This research conducted at SMP Ta'mirul Islam Surakarta in academic year 2017/ 2018. This school is located at Jl. Dr. Wahidin No.5 Surakarta. There are 11 classes in this school consist of class VII A, B and C, Class VIII A, B, C, D and E, Class XI A, B, C and D.

### 2. Time of the Study

This research was carried out in the second semester of 2017/ 2018 academic year. Time of the study can be seen in the following table:

*Table 3.2 Research Schedule*

No.	Agenda	Month								
		Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	July
1.	Pre – Observation									
2.	Proposal draft and consultation									
3.	Proposal draft seminar									
4.	Try out test, Pre-Test, Treatment, Post- Test									
5.	Analyzing the data									
6.	Munagoosyah									

## C. Subject of the Study

### 1. Population

Mujis (2004:15), the population is the group of people we want to generalise to. It means that the population is all subject which will be presumed in this research. The population of this research was the students' of the eighth grade of SMP Ta'mirul Islam Surakarta in Academic year of 2017/2018 that consists of 115 students. which consist of 5 classes.

**Table 3.3 The Population of the students of the Eighth class**

NO	CLASS	STUDENT
1.	VIII A	24
2.	VIII B	26
3.	VIII C	23
4.	VIII D	24
5.	VIII E	18
JUMLAH		115

### 2. Sample

Ary (2010:154) stated that sample is a portion of a population. In order word, sample is the small group that is observed. Meanwhile, the researcher uses two samples from the population. That are VIII A as experimental group and VIII B as contol group. Every class consists of 24 and 26 students.

### 3. Sampling

Sanjaya (2013: 228) states that sampling is the way to get information with accurate, detail and efficient about the population with a little part to make a sample. There are two types of sampling such as probability sampling and non probability sampling (Sugiyono, 2011: 81). In this research, the researcher used cluster random sampling for getting sample from the population. sample randomly regardless in the population because the population is relatively homogeneous. Johnson and Christensen (2000:172), cluster random sampling is types of sampling in which cluster (a collective type of unit that includes multiple elements) are randomly selected. There are five classes in the eighth grade of SMP Ta'mirul Islam Surakarta.

The way of taking samples is clustering the students ability based their daily score. First, the researcher makes list of all classes mean score. Then, the researcher clusters the name of classes which classes have good mean score and classes have low mean score. The result of clustering is used to identify which classes need to be taught by the strategy used in this research and to determine which one is experimental group and which one is control group. Then the researcher gets the name of VIII A and VIII B. The first taken is VIII A as experimental group and the second taken is VIII B as control group.

#### **D. Technique of Collecting the Data**

There are several instruments that can be used to collect the data by researcher. Instrument as a tool that uses to know phenomenon and social that will be searched (Sugiyono, 2011:102). According to Arikunto (2006: 219) he states that instrument is a tool uses to collect the data. Instrument has some type such as test, rating scale, interview, observation and check-list. In this research, the researcher use test as the instrument to collect the data.

Test is method of measuring a person's ability, knowledge, or performance in given domain (Brown, 2004:3). In this research the researcher using try out test, pre-test and post-test to measure the level of understanding material in reading comprehension. The test is find the main idea and the content of narrative text. The quantitative data would be obtained by using test. Try out test is aimed at measuring the validity of test, pre-test is aimed at measuring the student's score before teach reading comprehension and post-test aimed at measuring the student's after teaching learning process of English subject to know the result of the study. Post-test is done after the researcher give a treatment. The post-test will be given in the end of all teaching learning process was done. The researcher used objective test in the form of multiple choices test. It is one of the objective tests that is easy to score and grade, provide a lower point value and less risk and usually emphasizes on the basic definition and are details such as specific dates, names, or vocabulary. There are Four meeting in the

Experimental group and Control Group with the topic The Legend of Prambanan Tample, The Legend of Cinderella, The Legend of The Lion and The mouse, The Legend of Rawa Pening. The result of the test was used to measure the significant effect on student's learning process during teaching using Listen-Read-Discuss Strategy.

## **E. Instrument of Collecting The Data**

### **1. Validity**

A good research design is one that helps in teaching the objective of research such as objectivity, reliability, validity and generation (Litosseliti, 2013: 26). Valid is the instruments to collect the data. Test can be called valid if there is same between data has collected with real data in the object of the research (Sugiyono, 2011: 121). The validity of the instrument shows that the results of measurement describe the aspects aspects being measured (Sukmadinata,2012:228).

To measure the validity of instrument item, it uses the formula of product moment pearson as follow :

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

(Arikunto, 2013:213)

Where:

n: the number of the students

X: the number of the scores of each item

Y: the number of the scores of each students

$r_{xy}$ : the coefficient of correlation between X and Y

The criteria in this research is, if  $r_{count}$  higher than  $r_{table}$  ( $r_{xy} > r_{table}$ ), so the item is valid. However, if  $r_{count}$  lower than  $r_{table}$  ( $r_{xy} < r_{table}$ ), so the item is invalid.

From the formula above, the researcher had done tryout test. The result of rhis research was consulted to critical score for r-product moment or  $r_{table}$ . If the obtained coefficient of correlation was higher than the critical score for r-product moment, it mean that a test was valid at 5% level significance. On the contrary, if  $r_{count} < r_{table}$  the item test was invalid and must be deleted from the test.

## 2. Reliability

Sanjaya (2013: 252) states that test is an instruments called reliability if those test violence. Reliability refers to consistency and authenticity in responses (Liasseliti, 2013: 26). Arikunto (2013:221) states that reliability refers to a sense that an instrument is reasonably reliable for data gathering device because the instrument is good.

The value of reliability is categorized as follows:

Table 3.3 Categories of Reliability

Value $r_{11}$	Description
0,8 – 1,000	Very High
0,6 – 0,799	High
0,4 – 0,599	Adequate
0,2 – 0,399	Low
< 0,200	Very Low

(Arikunto, 2013:319)

Reliability test is needed after validity test. It is because the test as a measuring instrument must be reliable first. In this research, the result of reliability of pre-test and post-test that are tried out before applied in both experimental and control class are calculated using KR-21 as follows:

Reliability of Try Out Test :

$$r = \frac{k}{k-1} \left\{ 1 - \frac{\bar{x}^2 (k - \bar{x})}{k \cdot Vt^2} \right\}$$

The criteria in this research is, if  $r_{\text{count}}$  higher than  $r_{\text{table}}$  ( $r_{11} > r_{\text{table}}$ ) so the item is reliable. However, if  $r_{\text{count}}$  lower than  $r_{\text{table}}$  ( $r_{11} < r_{\text{table}}$ ) so the item is not reliable (Purwanto, 2009:180)

## F. Technique of Analyzing the Data

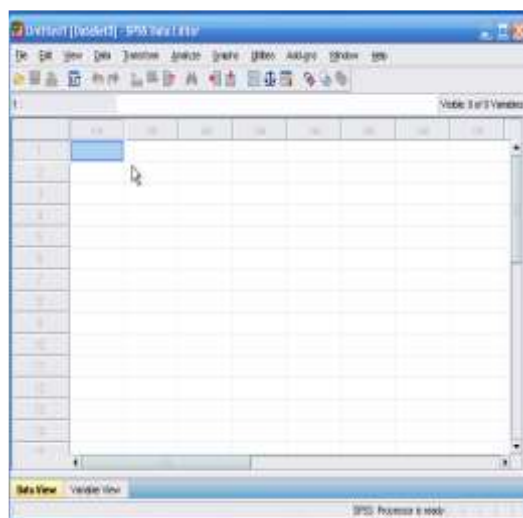
### 1. Descriptive Analysis

The descriptive analysis consist of mean, median, mode and standart deviation of writing score. The formula of mean, median, mode and

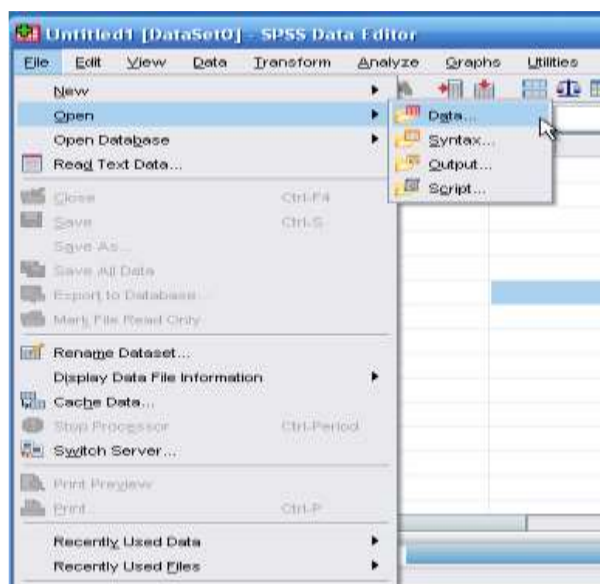


standard deviation as follows: SPSS Instructions for Descriptive Statistics and Univariate Graphs (Scott A. Baldwin & Arjan Berkeljon, 2010).

- a. Open SPSS. This is an empty SPSS Data Editor.



- b. Go to the file menu, go to Open Data and click. The file will be on in computer or most likely on a ash drive and then double-click on the SPSS data file and it should open SPSS.



- c. There are two ways to view data in SPSS. The first is "Data View"

SPSS Data Editor window showing Data View for 'bpdata10.sav'. The table contains 21 rows of data with 5 columns: 'id', 'tx', 'tll.post', and 'va'. The status bar indicates 'SPSS Processor is ready'.

	id	tx	tll.post	va
1	1.0	1.00	2.88	
2	13.00	1.00	2.00	
3	26.00	1.00	2.00	
4	27.00	1.00	2.38	
5	31.00	1.00	2.75	
6	34.00	1.00	3.29	
7	38.00	1.00	2.25	
8	42.00	1.00	2.50	
9	43.00	1.00	2.50	
10	48.00	1.00	3.63	
11	440.00	2.00	3.88	
12	444.00	2.00	3.25	
13	447.00	2.00	2.13	
14	452.00	2.00	4.38	
15	460.00	2.00	3.38	
16	461.00	2.00	3.75	
17	465.00	2.00	4.00	
18	470.00	2.00	4.63	
19	471.00	2.00	3.63	
20	475.00	2.00	3.75	
21				

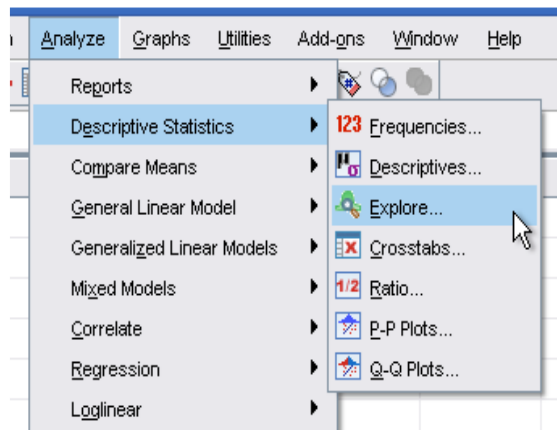
d. The second is "Variable View"

SPSS Data Editor window showing Variable View for 'bpdata10.sav'. The table lists the variables and their properties.

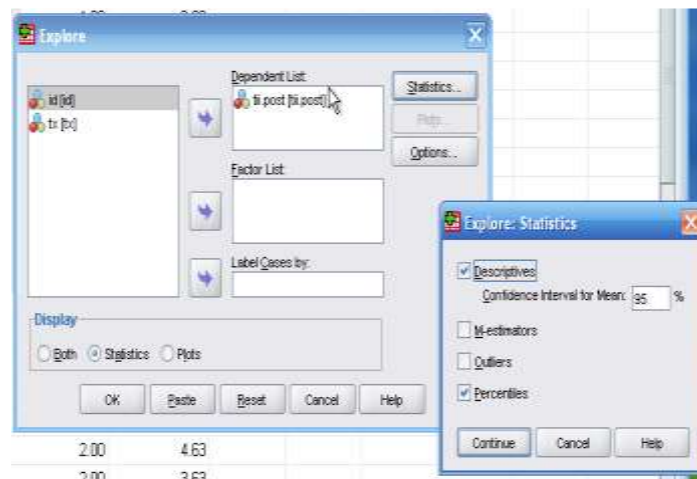
	Name	Type	Width	Decimals	Label	Values	Missing	Columns	Align	Measures
1.	id	Numeric	8	2	id	None	None	13	Right	Nominal
2.	tx	Numeric	8	2	tx	{1,00,Class}	None	12	Right	Nominal
3.	tll.post	Numeric	8	2	tll.post	None	None	11	Right	Nominal

After open SPSS and add the data in SPSS the researcher finding Mean, Median, Standard Deviation, Variance, and Interquartile Range.

1) Mean, Median, Standard Deviation, Variance, and Interquartile Range the researcher uses the "Explore" function in the Analyse menu.



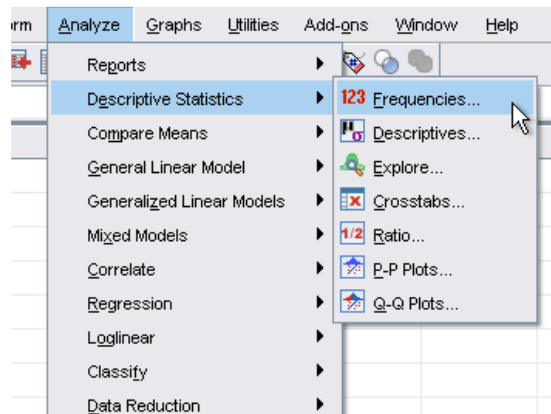
Then move the variable or variables into the area called "Dependent List." Under the section labelled "Display" click Statistics (defaults to Both). Also, click the Statistics button on the top right and make sure "Descriptives" and "Percentiles" are selected. Click continue and then click OK.



		Statistic	Std. Error
t1.post	Mean	3.1455	
	95% Confidence Interval for Mean	2.7680	.18036
	Lower Bound	3.5230	
	Upper Bound	3.1270	
	5% Trimmed Mean	3.2679	
	Median	.651	
	Variance	.00659	
	Std. Deviation	2.00	
	Minimum	4.62	
	Maximum	2.62	
	Range	1.34	
	Interquartile Range	.103	.512
	Skewness	-1.121	.992
	Kurtosis		

## 2) Mode

To know the mode of the data, the researcher uses the Frequencies function in the Analyze menu.



And then clicked on Frequencies, clicked OK. The mode is the most frequent number.

ti.pes

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	10.0	10.0	10.0
2.125	1	5.0	5.0	15.0
2.25	1	5.0	5.0	20.0
2.375	1	5.0	5.0	25.0
2.5	2	10.0	10.0	35.0
2.75	1	5.0	5.0	40.0
2.875	1	5.0	5.0	45.0
3.25	1	5.0	5.0	50.0
3.28571438789368	1	5.0	5.0	55.0
3.375	1	5.0	5.0	60.0
3.625	2	10.0	10.0	70.0
3.75	2	10.0	10.0	80.0
3.875	1	5.0	5.0	85.0
4	1	5.0	5.0	90.0
4.375	1	5.0	5.0	95.0
4.625	1	5.0	5.0	100.0
Total	20	100.0	100.0	

## 1. Pre-requisite test

### a. Normality Test

The SPSS dataset 'NormS' contains the variables used in this sheet including the exercises. To check if a variable is normally distributed use *Analyze*  *Descriptive Statistics*  *Explore*:



Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Approximately normally distributed data	.095	35	.200 <sup>*</sup>	.975	35	.582
Positively skewed data	.177	35	.007	.885	35	.002

In Table Test of Normality there are 2 analyses, first using Kolmogorov and Shapiro-Wilk. The researcher uses Kolmogorov because total of respondents is more than 50 respondents. If less than 50 respondents should use Shapiro-Wilk. The sample is in Kolmogorov-Smirnov Z if significant Kolmogorov-Smirnov > for level ( $\alpha$ ) 0.05 is Normal. To read Kolmogorov-Smirnov data, as follow:

$H_0$  is normal population

$H_a$  is not normal population

If significant  $> 0.05$  so  $H_0$  accepted,  $H_a$  rejected

If significant  $\leq 0.05$  so  $H_0$  rejected,  $H_a$  accepted

b. Data Homogeneity

First Steps: Select Data  Weight Cases. A box pops up with a list of the input variables. Click the “Weight cases by” button, and then move the count variable into the box under “Frequency Variable:” Finally, click “OK.”

Second Step: Select *Analyze \_ Descriptive \_ Crosstabs*. Move the variable indicating populations into the “Row(s):” box, and the categorical variable into the “Column(s)” box. Click on the “Statistics” button and then “Continue.”

Levene Statistic	df1	df2	Sig.
,498 <sup>a</sup>	7	15	,822

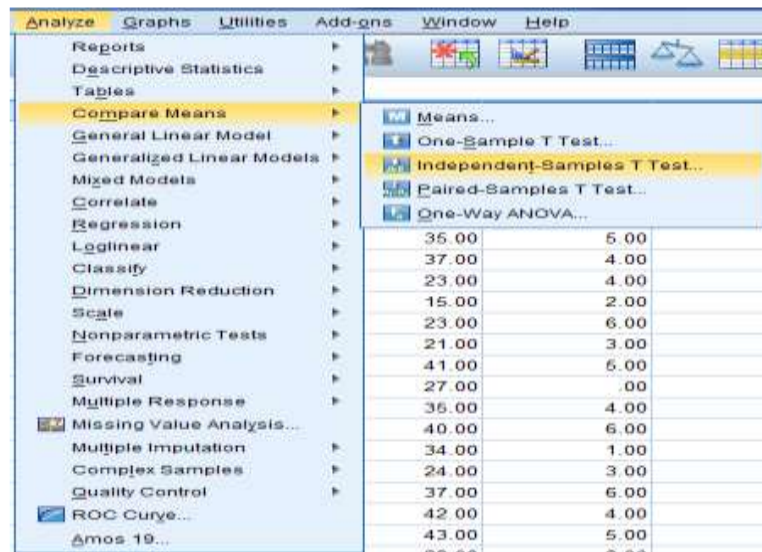
## 2. Hypothesis testing

To know Listen-Read-Discuss Strategy effective or not, the researcher uses  $T_{test}$  in SPSS. There are conditions as follows:

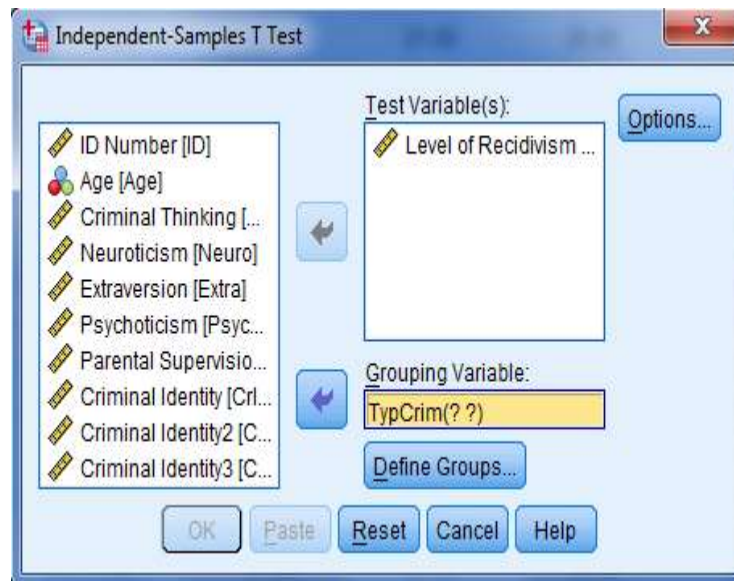
If significant value  $> 0.05$ , so variance of sample is homogeneous

If significant value  $< 0.05$ , so variance of sample is not homogeneous

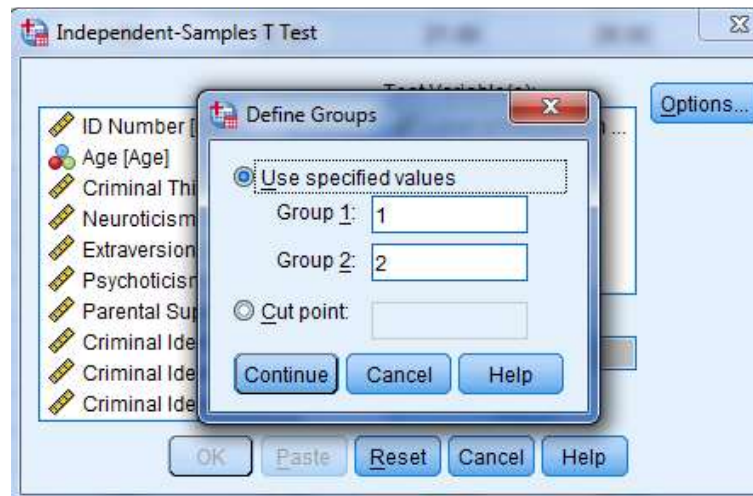
The researcher use SPSS to measure the data. It can be follows: click on Analyze  Compare means  Independent Samples  $T_{test}$ .



Move Group into the Test variable box and Result into Grouping variable box.



Click on Define groups and type in the numbers used in data set to code each group. Group 1 = 1 and Group 2 = 2  Continue  OK.



### ♦ T-Test

Paired Samples Statistics					
Pair		Mean	N	Std. Deviation	Std. Error Mean
1	Pre-Knowledge Test	7.00	100	4.731	.473
	Final Exam Score	71.10	100	15.821	1.582

Paired Samples Correlations			
Pair		N	Sig.
1	Pre-Knowledge Test & Final Exam Score	100	.664

Paired Samples Test									
Pair		Paired Differences			95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
1	Pre-Knowledge Test - Final Exam Score	-63.30	13.166	1.317	-65.91	-60.69	-48.078	99	.000

The data can be called effective if  $H_0$  is rejected where  $T_{\text{observed}} > T_{\text{table}}$  for significant level ( $\alpha$ ) 0.05 so  $H_a$  is accepted. Not only read in  $T_{\text{observed}}$  but can read in p-value (sig 2-tailed.) where  $H_0$  is rejected if **p-value (sig 2-tailed) < level ( $\alpha$ ) 0.05**.



## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

#### **A. Research Finding**

This section discusses the results of the research about the effectiveness of using LRD Strategy toward students to teach reading comprehension at the eighth grade of SMP Ta'mirul Islam Surakarta in the academic year 2017/2018. The aim of the research is to find out the effectiveness using Listen-Read-Discuss Strategy to teach reading comprehension.

In this research, the researcher chooses two classes as the sample. They were VIII A class as the experimental group consisted of 24 students and VIII B class as the control group consisted 26 students. The researcher gave the different treatment in experimental group and control group. After that, the researcher gave them post-test to know the result of the treatment. The result of the post-test of both group were compared by using T-Test. The data description of both group can be seen as follows:

#### **1. Data Description**

##### **a. Data on the Students taught by using Listen-Read-Discuss Strategy (Experimental Group)**

The experimental group (VIII A) was taught using Listen-Read-Discuss Strategy in reading comprehension. It consisted of 24 students. The data was obtained from the pre-test and the post-test score of experimental group. Table 4.1 shows the student's list scores of experimental group.

Table 4.1 List Score of Students in Experimental Group.

NO.	NAME	PRE-TEST	POST-TEST
1.	ANA	65	70
2.	BPB	78	85
3.	BPD	65	75
4.	DKKF	75	78
5.	HBNI	68	80
6.	HA	70	73
7.	HS	75	80
8.	IAL	73	73
9.	IMP	70	75
10.	MGAW	68	78
11.	MWRA	60	80
12.	MHA	73	75
13.	MNSA	80	85
14.	MAA	70	68
15.	MRA	65	83
16.	NNK	75	78
17.	NBA	70	75
18.	NS	65	80
19.	NAS	65	70
20.	TPR	78	78
21.	VWN	78	83
22.	WNAA	75	80
23.	YAT	78	75
24.	YSN	73	75
	Total	1711	1852

	Mean	71.29	77.2
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### 1) Data on Pre-test of Experimental Group

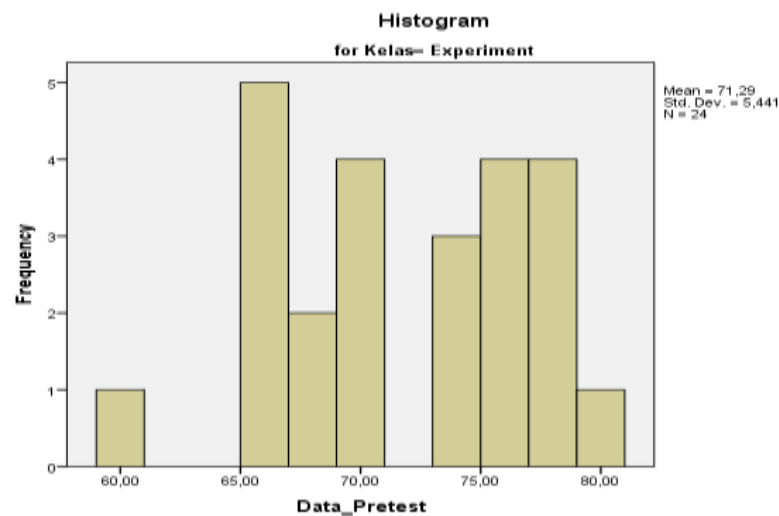
The data presented are the result of reading comprehension. It concluded the mean, median, standard deviation and frequency distribution. The description of the data was described as follow:

Descriptive analysis of the pre-test data showed that the lowest score was 60 and highest score was 80. The mean was 71.29, the standard deviation was 5.44, and the median was 71.5. The detail of description experimental group in table 4.2 and the histogram pre-test experimental in Figure 4.1.

Table 4.2 The Description of Pre-test Experimental Group

#### Descriptives

Kelas		Statistic	Std. Error
Data_Pretest	Experimental	Mean	71.2917
		Lower Bound	68.9940



95% Confidence Interval for Mean	Upper Bound	73.5893	
5% Trimmed Mean		71.4074	
Median		71.5000	
Variance		29.607	
Std. Deviation		5.44122	
Minimum		60.00	
Maximum		80.00	
Range		20.00	
Interquartile Range		9.50	
Skewness		-.212	.472
Kurtosis		-.910	.918

Figure 4.1 Histogram of Pre-test Experimental Group

## 2) Data on Post-test of Experimental Group

The data presented are the result of reading comprehension. It concluded the mean, median, standard deviation and frequency distribution.

The description of the data was described as follow:

Descriptive analysis of the post-test data showed that the lowest score was 68 and highest score was 85. The mean was 77.16, the standard deviation was 4.58, and the median was 78. The detail of description experiment group in table 4.3 and the histogram post-test experimental in Figure 4.2.

Table 4.3 The Description of Experimental Group Post-test Results

### Descriptives

Kelas	Statistic	Std. Error
Data_Posttest Experimental Mean	77.1667	.93574

95% Confidence Interval for Mean	Lower Bound	75.2309	
	Upper Bound	79.1024	
5% Trimmed Mean		77.2222	
Median		78.0000	
Variance		21.014	
Std. Deviation		4.58416	
Minimum		68.00	
Maximum		85.00	
Range		17.00	
Interquartile Range		5.00	
Skewness		-.117	.472
Kurtosis		-.463	.918

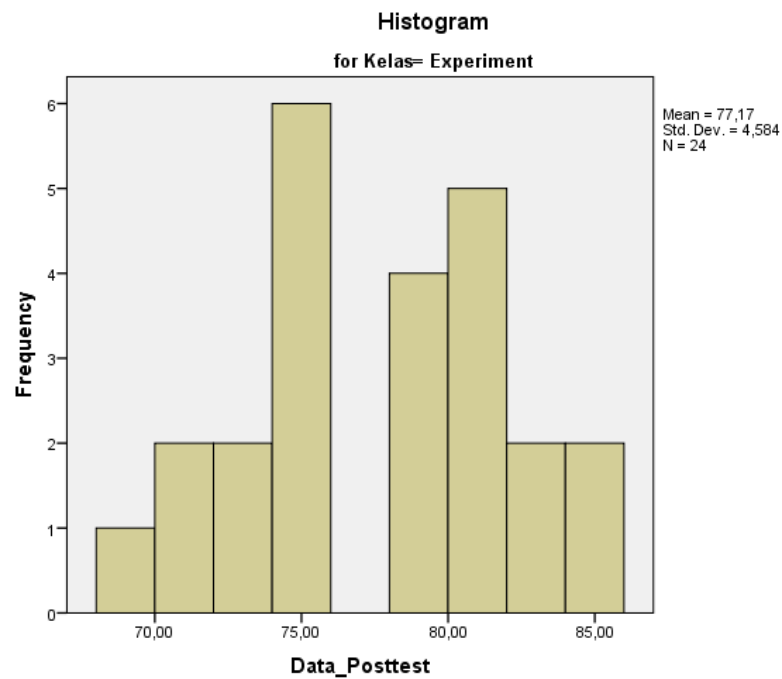


Figure 4.2 Histogram of Post-test Experimental Group

**b. Data on the Students Taught by Using Question and Answer Relationship (Control Group)**

The control group (VIII B) was taught using Question and Answer Relationship in reading comprehension. It consisted of 26 students. The data was obtained from the pretest and the post-test score of experimental group. Table 4.4 shows the student's list scores of control group.

Table 4.4. List Score of Students in Control Group.

NO.	NAME	PRE-TEST	POST-TEST
1.	ANH	75	70
2.	ANA	65	75
3.	ANIS	63	78
4.	DAS	63	65
5.	EFP	65	75
6.	FRA	75	68
7.	HAP	75	73
8.	KQ	53	60
9.	LHA	53	55
10.	MAR	60	65
11.	MFT	73	75
12.	MAU	70	65
13.	MZMA	70	70
14.	MHF	63	73
15.	MIP	75	68
16.	MRSM	60	70
17.	NM	73	75
18.	NMR	80	75

19.	NAR	65	70
20.	OHR	73	78
21.	RA	80	73
22.	RAM	75	65
23.	RPY	63	68
24.	RYA	70	73
25.	TFB	73	80
26.	YPA	78	75
	MEAN	69.038	70.65385
	TOTAL	1795	1837

### 1) Data on Pre-test of Control Group

The data presented are the result of reading comprehension test. It concluded the mean, median, standard deviation and frequency distribution.

The description of the data was described as follow:

Descriptive analysis of the pre-test data showed that the lowest score was 53 and highest score was 80. The mean was 69.03 the standard deviation was 7.48 and the median was 70. The detail of description control group in Table 4.5 and the histogram pre-test control group in Figure 4.3

Table 4.5 The Description of Control Group Pre test Result

Control Mean		69.0385	1.46810
95% Confidence Interval for Mean	Lower Bound	66.0148	
	Upper Bound	72.0621	
5% Trimmed Mean		69.3205	
Median		70.0000	
Variance		56.038	
Std. Deviation		7.48588	
Minimum		53.00	
Maximum		80.00	
Range		27.00	
Interquartile Range		12.00	
Skewness		-.612	.456
Kurtosis		-.269	.887

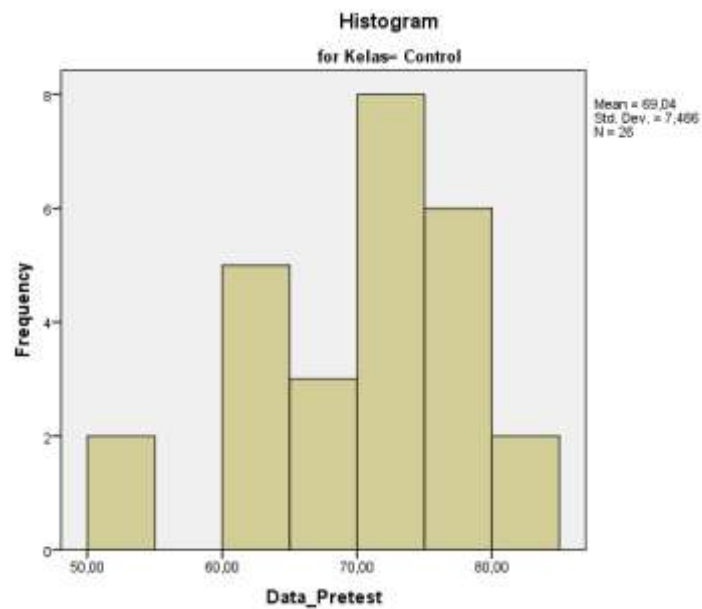


Figure 4.3 Histogram of Pre-test Control Group

## 2) Data on Post-test of Control Group



The data presented are the result of reading comprehension test. It concluded the mean, median, standard deviation and frequency distribution. The description of the data was described as follow:

Descriptive analysis of the Post-test data showed that the lowest score was 55 and highest score was 80. The mean was 70.65, the standard deviation was 5.79, and the median was 71.5. The detail description of control group in Table 4.6 and the histogram pre-test control group in Figure 4.4

Table 4.6 The Description of Post-test Control Group

CONTROL	Mean		70.6538
	95% Confidence Interval for Mean	Lower Bound	68.3127
		Upper Bound	72.9950
	5% Trimmed Mean		70.9658
	Median		71.5000
	Variance		33.595
	Std. Deviation		5.79615
	Minimum		55.00
	Maximum		80.00
	Range		25.00
	Interquartile Range		7.75
	Skewness		-.817
	Kurtosis		.790

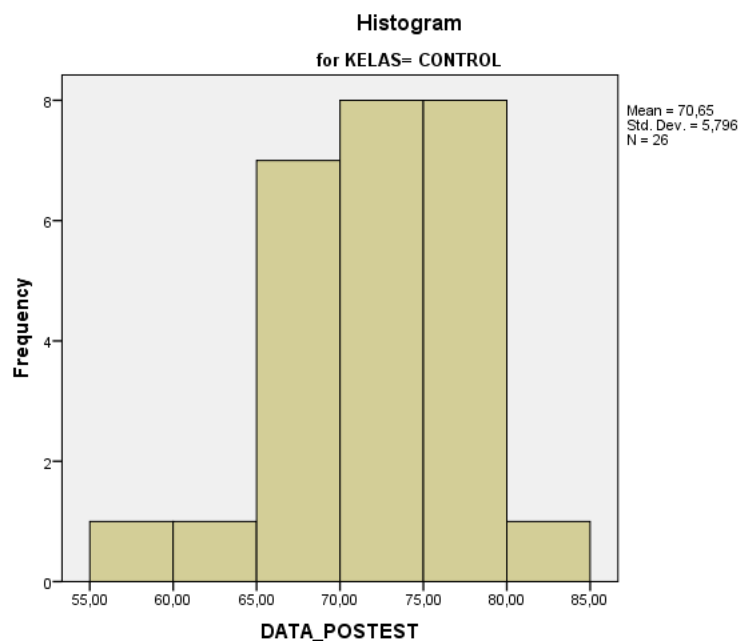


Figure 4.4 Histogram of Post-test Control Group

## 2. Prerequisite Test

The Normality test is to reveal that the sample are in normal distribution. The Homogeneity test is to reveal that both sample of experiment group and control are homogeneous.

### a. Normality test

Normality test is the normality test is used to know whether the data is in normality distribution or not. The sample is in Kolmogorov-Smirnov Z if significant Kolmogorov-Smirnov  $>$  for significant level ( $\alpha$ ) 0.05 so Normal. To read Kolmogorov-Smirnov data, as follow:

If significant observed  $>$  significant level 0.05 so the data is normal.

If significant observed  $<$  significant level 0.05 so the data is not normal.

Table 4.7 The Summary of Normality test in Pre-test Data  
(Experimental and Control Group)

Kelas	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Data_Pretest Experimental	.127	24	.200*	.943	24	.194
Control	.166	26	.062	.933	26	.093

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 4.7, can be read that significant in Experimental group is  $0.200 > 0.05$  = Normal and significant in Control group is  $0.062 > 0.05$  = Normal. It means both data pre-test experimental and control group were Normal distribution. The researcher uses Kolmogorov-Smirnov because the total respondent are 50 respondents.

Table 4.8 The Summary of Normality test in Post-test Data  
(Experimental and Control Group)

CLASS	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk	
	Statistic	Df	Sig.	Statistic	Df
Data_Post test Experimental	.140	24	.200*	.960	24
Control	.157	26	.098	.940	26

Table 4.8, can be read that significant post-test data in Experimental group is  $0.200 > 0.05 = \text{Normal}$  and significant in Control group is  $0.098 > 0.05 = \text{Normal}$ . It means both data post-test experimental and control group were Normal distribution. The researcher uses Kolmogorov-Smirnov because the total respondent are 50 respondents.

### **b. Homogeneity**

Homogeneity test is implemented to investigate whether two groups have same variant or not. Homogeneity test is done to know the data are homogeneous. To know homogeneity of the data, there is conditions as follow:

If significant observed  $> 0.05$ , so variant each sample is homogenous

If significant observed  $< 0.05$ , so variant each sample is not homogenous

Table 4.9 The Summary of Homogeneity in Pre-test Data

(Experimental and Control Group)

### **Test of Homogeneity of Variances**

Experimental

Levene Statistic	df1	df2	Sig.
1.258	7	16	.330

### **Test of Homogeneity of Variances**

Control

Levene Statistic	df1	df2	Sig.
.687 <sup>a</sup>	4	15	.612

Groups with only one case are ignored in computing the test of homogeneity of variance for Control.

Table 4.9 showed that pre-test experimental group significant value is 0.330 > 0.05 and pre-test control group significant 0.612 > 0.05, it means both pre-test experimental and control class is Homogenous.

Table 4.10 The Summary of Homogeneity in Post-test Data

(Experimental Group and Control Group)

### Test of Homogeneity of Variances

EXPERIMENTAL

Levene Statistic	df1	df2	Sig.
2.209 <sup>a</sup>	5	16	.104

### Test of Homogeneity of Variances

CONTROL

Levene Statistic	df1	df2	Sig.
1.266 <sup>a</sup>	6	16	.327

From Table 4.10, it can be seen that post-test experimental group significant value is  $0.104 > 0.05$  and pre-test control group significant  $0.324 > 0.05$ , it means both pre-test experiment and control group is Homogenous.

### 3. Hypothesis Testing

Hypothesis testing can be done after the result of normality and homogeneity test are fulfilled. In this research, the researcher used  $T_{test}$  for hypothesis testing using mean from individual students' score (pre-test and post-test) in experimental group and control group. To know there is effective or not according  $T_{test}$  can be follow:

$H_0$  will rejected if  $T_{observed} > T_{table}$  for significant  $\alpha 0.05$  so  $H_a$  accepted and not only read in  $T_{observed}$  but can read in p-value (sig 2-tailed.) where  $H_0$  will rejected if **p-value (sig 2-tailed) < significant ( $\alpha$ ) 0.05.**

Table 4.11 Mean of Pre-test and Post-test Individual Students  
(Experimental Group)

NO.	NAME	PRE-TEST	POST-TEST	MEAN
1.	ANA	65	70	67.5
2.	BPB	78	85	81.5
3.	BPD	65	75	70
4.	DKKF	75	78	76.5
5.	HBNI	68	80	73.5
6.	HA	70	73	71.5
7.	HS	75	80	77.5
8.	IAL	73	73	73
9.	IMP	70	75	72.5
10.	MGAW	68	78	73

11.	MWRA	60	80	70
12.	MHA	73	75	74
13.	MNSA	80	85	82.5
14.	MAA	70	68	69
15.	MRA	65	83	74
16.	NK	75	78	76.5
17.	NBA	70	75	72.5
18.	NS	65	80	72.5
19.	NAS	65	70	67.5
20.	TPR	78	78	78
21.	VWN	78	83	80.5
22.	WNAA	75	80	77.5
23.	YAT	78	75	76.5
24.	YSN	73	75	74
	TOTAL	1711	1852	
	MEAN	71.29	77.20	

Table 4.11 showed that the mean of pre-test experimental class is lower than post-test experimental class  $71.29 < 77.20$ , the students of experimental class can improve their reading comprehension to be better. It can be concluded that Listen-Read-Discuss Strategy effective to teach reading comprehension.

Table 4.12 Mean of Pre-test and Post-test Individual Students (Control Group)

NO.	NAME	PRE-TEST	POST-TEST	MEAN
1.	ANH	75	70	70
2.	ANA	65	75	75
3.	ANIS	63	78	71.5

4.	DAS	63	65	71.5
5.	EFP	65	75	70
6.	FRA	75	68	71.5
7.	HAP	75	73	74
8.	KQ	53	60	66.5
9.	LHA	53	55	65.5
10.	MAR	60	65	70
11.	MFT	73	75	74
12.	MAU	70	65	67.5
13.	MZMA	70	70	71.5
14.	MHF	63	73	68
15.	MIP	75	68	71.5
16.	MRSM	60	70	65
17.	NM	73	75	74
18.	NMR	80	75	77.5
19.	NAR	65	70	67.5
20.	OHR	73	78	75.5
21.	RA	80	73	76.5
22.	RAM	75	65	70
23.	RPY	63	68	71.5
24.	RYA	70	73	71.5
25.	TFB	73	80	76.5
26.	YPA	78	75	76.5
	TOTAL	1795	1837	
	MEAN	69.038	70.65385	



Table 4.12 showed that the mean of pre-test control group is lower than post-test control group  $69.038 < 70.65385$ , the students of control can improve their reading comprehension but here we can not say that QAR Strategy is effective to teach reading comprehension because the mean of pre-test and post-test does not increase well. It can be concluded that QAR Strategy not effective to teach reading comprehension.

Table 4.13 T-test Results

**Independent Samples Test**

	Levene's Test for Equality of Variances		Ttest for Equality of Means	
	F	Sig.	t	Df
SCORE				
Equal variances assumed	1.799	.186	3.007	48
Equal variances not assumed			3.052	44.476

**Independent Samples Test**

	Ttest for Equality of Means			
	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
				Lower
SCORE				
Equal variances assumed	.004	4.38301	1.45740	1.45271
Equal variances not assumed	.004	4.38301	1.43624	1.48933

### Independent Samples Test

		t-test for Equality of Means	
		95% Confidence Interval of the Difference	
		Upper	
NILAI	Equal variances assumed	7,31332	
	Equal variances not assumed	7,27669	

The total students are 50, degrees of freedom are (N-2), so  $50-2 = 48$  . In

Degrees of freedom	Significance level					
	20% (0.20)	10% (0.10)	5% (0.05)	2% (0.02)	1% (0.01)	0.1% (0.001)
1	3.078	6.314	12.706	31.821	63.657	636.619
2	1.886	2.920	4.303	6.965	9.925	31.598
3	1.638	2.353	3.182	4.541	5.841	12.941
4	1.533	2.132	2.776	3.747	4.604	8.610
5	1.476	2.015	2.571	3.365	4.032	6.859
6	1.440	1.943	2.447	3.143	3.707	5.959
7	1.415	1.895	2.365	2.998	3.499	5.405
8	1.397	1.860	2.306	2.896	3.355	5.041
9	1.383	1.833	2.262	2.821	3.250	4.781
10	1.372	1.812	2.228	2.764	3.169	4.587
11	1.363	1.796	2.201	2.718	3.106	4.437
12	1.356	1.782	2.179	2.681	3.055	4.318
13	1.350	1.771	2.160	2.650	3.012	4.221
14	1.345	1.761	2.145	2.624	2.977	4.140
15	1.341	1.753	2.131	2.602	2.947	4.073
16	1.337	1.746	2.120	2.583	2.921	4.015
17	1.333	1.740	2.110	2.567	2.898	3.965
18	1.330	1.734	2.101	2.552	2.878	3.922
19	1.328	1.729	2.093	2.539	2.861	3.883
20	1.325	1.725	2.086	2.528	2.845	3.850
21	1.323	1.721	2.080	2.518	2.831	3.819
22	1.321	1.717	2.074	2.508	2.819	3.792
23	1.319	1.714	2.069	2.500	2.807	3.767
24	1.318	1.711	2.064	2.492	2.797	3.745
25	1.316	1.708	2.060	2.485	2.787	3.725
26	1.315	1.706	2.056	2.479	2.779	3.707
27	1.314	1.703	2.052	2.473	2.771	3.690
28	1.313	1.701	2.048	2.467	2.763	3.674
29	1.311	1.699	2.043	2.462	2.756	3.659
30	1.310	1.697	2.042	2.457	2.750	3.646
40	1.303	1.684	2.021	2.423	2.704	3.551
60	1.296	1.671	2.000	2.390	2.660	3.460
120	1.289	1.658	1.980	2.158	2.617	3.373
∞	1.282	1.645	1.960	2.326	2.576	3.291

$T_{table}$  is degrees of freedom (df) 48 is 2.021 in significant level 0.05. The result of T-test above  $T_{observed} > T_{table}$ . that was  $3.007 > 2.021$ , and also can read in p-value (sig 2-tailed)  $< 0.05$ . That is  $0.004 < 0.05$ . So, with those can be concluded that Null Hypothesis ( $H_0$ ) was rejected and Alternative Hypothesis ( $H_a$ ) was accepted. It means that there was significant different

in achievement of reading comprehension between students taught by Listen-Read-Discuss Strategy in teaching reading.

## **B. Discussion**

The result of hypothesis test and  $T_{test}$ , it shows that the obtained  $T_{observed}$  is higher than  $T_{table}$ , the difference is statistically significant. Therefore, based on the complication there is significant difference in reading comprehension score between students who are taught by Listen-Read-Discuss Strategy and those who are taught by Question and Answer Relationship. Hence, it can be said that Listen-Read-Discuss Strategy is effective to teach students reading comprehension and hence  $H_a$  is accepted because the students who are given treatment by Listen-Read-Discuss Strategy have a better achievement in reading comprehension than the students who are taught by Question and Answer Relationship in Control Class.

The researcher did pre-test in both of classes, and then did four treatments in experimental class and group class. After the treatment done, the researcher did post-test to get the score of reading comprehension. Teaching reading comprehension using LRD Strategy make students feel enjoy and easy in reading process. It is proved when the researcher asked and gives assignment to read narrative text in experiment class. The students suggest that learning how to comprehend the text in English is not really hard actually. Listen Read Discuss strategy be an alternative strategy for

students when doing reading comprehension it more effective and more appealing to improving students reading comprehension. Hence, the teacher should use the interesting strategy in teaching reading comprehend the text for their students.

Based on the analysis of students' ability, it was found the students' ability after getting treatment was so good. It can be proved from T-observed 3.007 which is higher than T table 2.021 for level significance 5%. The result of analysis showed that the mean score of the students who are taught using LRD Strategy 77.2 is higher than those who are taught using QAR Strategy 70.6.

Teaching reading comprehension on narrative text by using LRD Strategy in experimental class made the students more active in understanding what they were read. It was because LRD Strategy could help students more interested with the material. Teaching reading comprehension use LRD Strategy helped the students to comprehend the material by using three steps of LRD Strategy. As the theory from Manzo, There are three steps of Listen-Read-Discuss by Manzo (2005:390) that are, first, The researcher present the informational to the students' about the text that they will be reading and this can be in the form of a short lecture on the reading material selected, it tries to activate students' prior. Second, the students read a text selection about the topic. This explanation is compared with the information from the lecture. Third, The researcher lead a classroom discussion of the material that was read and encourage students

to reflect on any differences between their readings of the content on the researcher's presentation. So, in this step the researcher make a small or large group and they ask question. It made the students more antusias and enjoy in studying english especially for reading skill.

The theories of previous chapter have been talked about the advantages of using LRD Strategy. Manzo and Caselo (2005:413) states that The advanteges of LRD Strategy are more enthusiastic to the post-reading discussion, it help students prior knowledge before they read the text. It was an organization strategy and great way to help the students easier to undertsand of what they read and what they have produce through the steps of LRD Strategy in reading comprehension. The students were active in reading for example the students were searching the important words that they don't know before that could made them understand the meaning. And the students more anthusias to discuss the text with them group. Furthermore, the students could understand the meaning of the text before they produce or practice it in the action.

So, it could be concluded that the implementation of using Listen-Read-Discuss strategy in teaching reading ability of narrative text at VIII students of SMP Ta'mirul Islam Surakarta was effective. The teacher present the informational to the students about the text that they will be reading and it can be in the form of a short lecture on the reading selected. It built the students' prior knowledge and made them more enthusiastic. The students read the text which given by the teacher. This explanation is

compared the information from the teacher present and the information from the students reading. In this step could be improve student prior knowledge. In this strategy, the teacher also divided the students into several groups so that the students became more active and easy in understanding the text because they could discuss the text with their friends in the group, and they also could enrich their vocabulary. It was proven with the students' final scores after they were given a treatment, the achievement of reading narrative text using Listen-Read-Discuss Strategy was better than the achievement of reading narrative text using Question and Answer Relationship.

## **CHAPTER V**

### **CONCLUSION, IMPLICATION, AND RECOMMENDATION**

#### **A. Conclusion**

Based on the research findings and discussion in the previous chapter, the researcher concluded that Listen-Read-Discuss strategy is effective to teach reading comprehension and there is significant difference of the comprehending text between the students who are taught by Listen-Read-Discuss strategy and the students who are taught by Question and Answer Relationship. In order to gain the objective of the study, the researcher conducted an experimental research.

The conclusion of this research study was supported by three findings. The post-test result show that the mean score of the experimental class was higher than the control class. The mean score of experimental in post-test is 77.16 while in control was 70.65. in the post-test experimental class, the maximum students' score gets 85 and the minimum students' score was 68. In the post-test of control class, the students' score in maximum is lower than the experimental class, it was 80 and the minimum score was 55. It means that in teaching reading comprehension, students were taught by Listen-Read-Discuss Strategy have higher score than students were taught by Question and Answer Relationship.

Based on the findings of the data analysis, it could be concluded that there was a significant difference in the reading comprehension between the eighth grade students of SMP Ta'mirul Islam Surakarta who were taught by Listen-

Read-Discuss Strategy. The analysis showed that  $H_0$  was rejected and  $H_a$  was accepted. Therefore, the hypothesis which was “There is significant different score before and after by Listen-Read-Discuss Strategy at eighth grade of SMP Ta’mirul Islam Surakarta” was accepted.

## **B. Implication**

Teaching reading comprehension taught by using LRD (Listen-Read-Discuss) strategy made more positive effect to improve students’ reading comprehension than QAR strategy. By doing this strategy the students have more interest in reading comprehension. In this strategy, students center is more effective than teacher center in the process of this strategy. The center of this strategy was the students, and teacher just as a facilitator. The role of LRD strategy in teaching reading comprehension are to give the opportunity to the students to interact with their friends, and give the students the opportunity to activate their thinking, and the last improve their understanding in reading through listen the explanation from the teacher.

Listen-Read-Discuss Strategy is more effective since it helps builds students prior knowledge before they read the text and they can comprehend the material presented orally. The researcher has conclusion of some implication as follow:

1. Listen-Read-Discuss Strategy can be applied to teach reading comprehension for the eighth grade students in Junior High School.
2. Listen-Read-Discuss Strategy makes the students more enjoyable, fun in learning process, easy to understand the text.



3. The result of the study can be used by English teacher as a consideration in choosing a strategy to teach in learning process for the English teaching reading.

### **C. Recommendation**

Related to the result of the study that there is significant difference reading comprehension between the students who are taught by using Listen-Read-Discuss strategy has higher achievement than the students who are taught by using Question and Answer Relationship, the researcher would like to give suggestion as follows:

#### 1. For the English Teacher

The teacher should make the reading class more interesting. So, the students can't be bored in teaching-learning process. It makes the students interested in the subject lesson if the teacher use interesting strategy to teach reading comprehension. The interesting strategy is expected to motivate the students in teaching-learning process. The researcher recommends to use Listen-Read-Discuss Strategy in teaching reading comprehension to make students attracts during the teaching activities in the classroom and creates active condition in the class.

#### 2. For the students

The students should be active in teaching-learning process and do more practise in class or out of class. The students have to enrich their vocabulary to understand what the content of text. The students should pay attention to the teacher's explanation. The researcher recommends to use Listen-Read-Discuss

strategy in teaching English to make students attracts during the teaching activities in the classroom and creates active condition in the class.

### 3. For the school

The school should be supported progressing of students' achievement by give motivate to teacher and students. Besides that, the English teacher of SMP Ta'mirul Islam Surakarta can improve their strategy with new and interesting strategy, such as Listen-Read-Discuss Strategy.

### 4. For the researcher

This research study was about teaching-learning process on reading class. It was expected for the other reseacher that the result of this study can be used as additional reference for the next research.

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List Score of Students in Experimental Class (VIII A)

NO.	NAME	PRE-TEST	POST-TEST	MEAN
1.	ANA	65	70	67,5
2.	BPB	78	85	81,5
3.	BPD	65	75	70
4.	DKKF	75	78	76,5
5.	HBNI	68	80	73,5
6.	HA	70	73	71,5
7.	HS	75	80	77,5
8.	IAL	73	73	73
9.	IMP	70	75	72,5
10.	MGAW	68	78	73
11.	MWRA	60	80	70
12.	MHA	73	75	74
13.	MNSA	80	85	82,5
14.	MAA	70	68	69
15.	MRA	65	83	74
16.	NK	75	78	76,5
17.	NBA	70	75	72,5
18.	NS	65	80	72,5
19.	NAS	65	70	67,5
20.	TPR	78	78	78
21.	VWN	78	83	80,5
22.	WNAA	75	80	77,5
23.	YAT	78	75	76,5
24.	YSN	73	75	74

	TOTAL	1711	1852	
	MEAN	71.29	77.2	

## List Score of Students in Control Class (VIII B)

NO.	NAME	PRE-TEST	POST-TEST	Mean
1.	ANH	75	70	70
2.	ANA	65	75	75
3.	ANIS	63	78	71,5
4.	DAS	63	65	71,5
5.	EFP	65	75	70
6.	FRA	75	68	71,5
7.	HAP	75	73	74
8.	KQ	53	60	66,5
9.	LHA	53	55	65,5
10.	MAR	60	65	70
11.	MFT	73	75	74
12.	MAU	70	65	67,5
13.	MZMA	70	70	71,5
14.	MHF	63	73	68
15.	MIP	75	68	71,5
16.	MRSM	60	70	65
17.	NM	73	75	74
18.	NMR	80	75	77,5
19.	NAR	65	70	67,5

20.	OHR	73	78	75,5
21.	RA	80	73	76,5
22.	RAM	75	65	70
23.	RPY	63	68	71,5
24.	RYA	70	73	71,5
25.	TFB	73	80	76,5
26.	YPA	78	75	76,5
	TOTAL	1795	1837	
	MEAN	69.038	70.65385	

#### A. Data Calculation

##### 1. Results of Students' Scores of Experimental Class

No	Pre-test	Post-test
1	65	70
2	78	85
3	65	75
4	75	78
5	67	80
6	70	73
7	75	80
8	73	73
9	70	75
10	68	78
11	60	80
12	73	75
13	80	85
14	70	68
15	65	83
16	75	78
17	70	75



18	65	80
19	65	70
20	78	78
21	78	83
22	75	80
23	78	75
24	73	75
Total	1711	1852
Mean	71.29	77,17
Median	71.5	78
Variant	29.607	21.014
SD	5.44122	4.58416
Max	78	85
Min	52	68

#### Case Processing Summary

Kelas		Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Data_Pretest	Experimental	24	100,0%	0	0,0%	24	100,0%
	Control	26	100,0%	0	0,0%	26	100,0%

#### Descriptives

Kelas			Statistic	Std. Error
Data_Pretest	Experimental	Mean	71,2917	1,11068
		95% Confidence Interval for Mean		
		Lower Bound	68,9940	
		Upper Bound	73,5893	
		5% Trimmed Mean	71,4074	

Median	71,5000	
Variance	29,607	
Std. Deviation	5,44122	
Minimum	60,00	
Maximum	80,00	
Range	20,00	
Interquartile Range	9,50	
Skewness	-,212	,472
Kurtosis	-,910	,918

#### Case Processing Summary

KELAS	Cases				
	Valid		Missing		Total
	N	Percent	N	Percent	N
DATA_POSTEST EKSPERIMENT	24	100,0%	0	0,0%	24
CONTROL	26	100,0%	0	0,0%	26

#### Descriptives

KELAS	Statistic
DATA_POSTEST EKSPERIMENT Mean	77,1667
Lower Bound	75,2309

95% Confidence Interval for Upper Bound Mean	79,1024
5% Trimmed Mean	77,2222
Median	78,0000
Variance	21,014
Std. Deviation	4,58416
Minimum	68,00
Maximum	85,00
Range	17,00
Interquartile Range	5,00
Skewness	-,117
Kurtosis	-,463

## 2. The Data Result of Students' Control Class

No	Pre-test	Post-test
1	70	70
2	75	75
3	65	65
4	63	63
5	65	65
6	75	75
7	75	75
8	53	53
9	53	53
10	60	60
11	73	73
12	70	70

13	70	70
14	63	63
15	75	75
16	60	60
17	73	73
18	80	80
19	65	65
20	73	73
21	80	80
22	75	75
23	63	63
24	70	70
25	73	73
26	78	78
Total	1795	2267
Mean	69.0385	70,6538
Median	70	71.5
Variant	56.038	33.595
SD	7.48588	5.79615
Max	80	80
Min	53	55

#### Case Processing Summary

KELAS	Cases				
	Valid		Missing		Total
	N	Percent	N	Percent	N
DATA_POSTEST EKSPERIMENTAL	24	100,0%	0	0,0%	24
CONTROL	26	100,0%	0	0,0%	26

CONTROL	Mean	70.6538
---------	------	---------

95% Confidence Interval for Mean	Lower Bound	68.3127
	Upper Bound	72.9950
5% Trimmed Mean		70.9658
Median		71.5000
Variance		33.595
Std. Deviation		5.79615
Minimum		55.00
Maximum		80.00
Range		25.00
Interquartile Range		7.75
Skewness		-.817
Kurtosis		.790

## B. Normality

### 1. Normality Test of Pre-test in Experiment Class and Control Class

No	Experimental class	Control class
1	65	70
2	78	75
3	65	65
4	75	63
5	67	65
6	70	75
7	75	75

8	73	53
9	70	53
10	68	60
11	60	73
12	73	70
13	80	70
14	70	63
15	65	75
16	75	60
17	70	73
18	65	80
19	65	65
20	78	73
21	78	80
22	75	75
23	78	63
24	73	70
25		73
26		78

### Tests of Normality

Kelas	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Data_Pretest Experimental	.127	24	.200*	.943	24	.194
Control	.166	26	.062	.933	26	.093

## 2. Normality Test of Post-test in Experiment Class and Control Class

No	Experimental class	Control class
1	70	70
2	85	75
3	75	78
4	78	65
5	80	75
6	73	68
7	80	73
8	73	60
9	75	55
10	78	65
11	80	75
12	75	65
13	85	70
14	68	73
15	83	68
16	78	70
17	75	75
18	80	75
19	70	70
20	78	78
21	83	73
22	80	65
23	75	68
24	75	73
25		80
26		75

#### Tests of Normality

Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk	
Statistic	df	Sig.	Statistic	Df
.140	24	.200*	.960	24
.157	26	.098	.940	26

#### C. Homogeneity Test

## 1. Homogeneity Test of Pre-test Experimental and Control

No	Experimental class	Control class
1	65	70
2	78	75
3	65	65
4	75	63
5	67	65
6	70	75
7	75	75
8	73	53
9	70	53
10	68	60
11	60	73
12	73	70
13	80	70
14	70	63
15	65	75
16	75	60
17	70	73
18	65	80
19	65	65
20	78	73
21	78	80
22	75	75
23	78	63
24	73	70
25		73
26		78

## a. Homogeneity Pre-test Experimental

**Descriptives**

Experimental

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound



53,00	2	71,5000	2,12132	1,50000	52,4407	90,5593
60,00	2	71,5000	4,94975	3,50000	27,0283	115,9717
63,00	3	74,3333	4,04145	2,33333	64,2938	84,3729
65,00	3	65,6667	1,15470	,66667	62,7982	68,5351
70,00	4	72,7500	6,13052	3,06526	62,9950	82,5050
73,00	3	69,3333	9,01850	5,20683	46,9301	91,7365
75,00	5	72,6000	5,12835	2,29347	66,2323	78,9677
80,00	2	71,5000	9,19239	6,50000	-11,0903	154,0903
Total	24	71,2917	5,44122	1,11068	68,9940	73,5893

### Descriptives

Experimental

	Minimum	Maximum
53,00	70,00	73,00
60,00	68,00	75,00
63,00	70,00	78,00
65,00	65,00	67,00
70,00	65,00	80,00
73,00	60,00	78,00
75,00	65,00	78,00
80,00	65,00	78,00
Total	60,00	80,00

### Test of Homogeneity of Variances

Experiment

Levene Statistic	df1	df2	Sig.
1,258	7	16	,330

b. Homogeneity Pre-test Control

**Descriptives**

Control

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
60,00	1	73,0000	.	.	.	.
65,00	5	71,0000	6,51920	2,91548	62,9053	79,0947
67,00	1	65,0000	.	.	.	.
68,00	1	60,0000	.	.	.	.
70,00	4	66,0000	10,13246	5,06623	49,8770	82,1230
73,00	3	64,3333	9,81495	5,66667	39,9516	88,7150
75,00	4	68,2500	7,88987	3,94493	55,6955	80,8045
78,00	4	72,7500	7,13559	3,56780	61,3957	84,1043
80,00	1	70,0000	.	.	.	.
Total	24	68,5000	7,51231	1,53344	65,3278	71,6722

**Descriptives**

Control

	Minimum	Maximum
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60,00		73,00	73,00
65,00		65,00	80,00
67,00		65,00	65,00
68,00		60,00	60,00
70,00		53,00	75,00
73,00		53,00	70,00
75,00		60,00	75,00
78,00		63,00	80,00
80,00		70,00	70,00
Total		53,00	80,00

#### Test of Homogeneity of Variances

Control

Levene Statistic	df1	df2	Sig.
,687 <sup>a</sup>	4	15	,612

#### 2. Homogeneity Test of Post-test Experimental and Control

No	Experimental class	Control class
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1	70	70
2	85	75
3	75	78
4	78	65
5	80	75
6	73	68
7	80	73
8	73	60
9	75	55
10	78	65
11	80	75
12	75	65
13	85	70
14	68	73
15	83	68
16	78	70
17	75	75
18	80	75
19	70	70
20	78	78
21	83	73
22	80	65
23	75	68
24	75	73
25		80
26		75

a. Homogeneity of Post-test of Experimental Group

**Descriptives**

## EXPERIMENTAL

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
55,00	1	75,0000	.	.	.	.
60,00	1	73,0000	.	.	.	.
65,00	4	77,7500	2,06155	1,03078	74,4696	81,0304
68,00	3	77,0000	5,29150	3,05505	63,8552	90,1448
70,00	4	75,7500	7,22842	3,61421	64,2480	87,2520
73,00	4	76,5000	6,55744	3,27872	66,0657	86,9343
75,00	5	80,0000	3,53553	1,58114	75,6101	84,3899
78,00	2	76,5000	2,12132	1,50000	57,4407	95,5593
Total	24	77,1667	4,58416	,93574	75,2309	79,1024

## Descriptives

## EXPERIMENTAL

	Minimum	Maximum
55,00	75,00	75,00
60,00	73,00	73,00
65,00	75,00	80,00
68,00	73,00	83,00
70,00	70,00	85,00
73,00	68,00	83,00
75,00	75,00	85,00
78,00	75,00	78,00
Total	68,00	85,00

**Test of Homogeneity of Variances**

EXPERIMENTAL

Levene Statistic	df1	df2	Sig.
2,209 <sup>a</sup>	5	16	,104

b. Homogeneity of Post-test Control

**Descriptives**

CONTROL

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
68,00	1	73,0000	.	.	.	.
70,00	2	70,0000	,00000	,00000	70,0000	70,0000
73,00	2	64,0000	5,65685	4,00000	13,1752	114,8248
75,00	6	69,0000	8,31865	3,39608	60,2701	77,7299
78,00	4	69,5000	6,13732	3,06866	59,7342	79,2658
80,00	5	72,6000	4,33590	1,93907	67,2163	77,9837
83,00	2	70,5000	3,53553	2,50000	38,7345	102,2655
85,00	2	72,5000	3,53553	2,50000	40,7345	104,2655
Total	24	70,0833	5,61765	1,14670	67,7112	72,4555

### Descriptives

CONTROL

	Minimum	Maximum
68,00	73,00	73,00
70,00	70,00	70,00
73,00	60,00	68,00
75,00	55,00	78,00
78,00	65,00	78,00
80,00	65,00	75,00
83,00	68,00	73,00
85,00	70,00	75,00
Total	55,00	78,00

### Test of Homogeneity of Variances

CONTROL

Levene Statistic	df1	df2	Sig.
1,266 <sup>a</sup>	6	16	,327

**D. T test****Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
NILAI	Equal variances assumed	1,799	,186	3,007	48
	Equal variances not assumed			3,052	44,476

**Independent Samples Test**

		t-test for Equality of Means			
		Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
					Lower
NILAI	Equal variances assumed	,004	4,38301	1,45740	1,45271
	Equal variances not assumed	,004	4,38301	1,43624	1,48933

**Independent Samples Test**

		t-test for Equality of Means
		95% Confidence Interval of the Difference
		Upper



NILAI	Equal variances assumed	7,31332
	Equal variances not assumed	7,27669

### THE BLUE PRINT OF TRY OUT TEST

QUESTIONS	NUMBER OF QUESTION
Identify of genre of the text	1,7
Identify of author purpose	2,13,32,36
Identify of general idea	24,34
Identify stated detail information	3,4,8,9,16,17,19,20,23,25,29,30,35,37,38,39
Identify implid nformation	11,18,27
Identify the kind of paragraph	10,21,31
Guessing the meaning of unfamiliar words	6,14,26,40
Identify refer to	5,15,22,28
Identify the moral value of the story	12,33