



**THE READING COMPREHENSION
OF THE EIGHTH GRADE STUDENTS OF SMP N 1 PUCAKWANGI PATI
IN THE ACADEMIC YEAR 2013/ 2014
TAUGHT BY USING LRD (LISTEN READ DISCUSS)**

**By
MITA BUGI ANGGRAENI
NIM 201032191**

**DEPARTEMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MURIA KUDUS
2014**



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MOTTO AND DEDICATION

Motto:

1. Begin with what you can dream and do. Boldness has genius, power, and magic in it.
2. The road of success life is the only fortune worth finding and it is not to be found in foreign places, but in heart itself.
3. The only limit to our realization is our doubt of today.
4. Never give up.

Dedication:

This skripsi dedicated to:

1. Allah the Almighty.
2. My beloved parents, Mr. Hartanto and Mrs. Karsih, thanks for your support and blessing.
3. My all beloved teachers.
4. My beloved friends.
5. Anybody who support me.

ADVISORS' APPROVAL

This is to certify that the Proposal of Skripsi of Mita Bugi Anggraeni (NIM: 2010-32-191) has been approved by the skripsi advisors for further approval by Examining Committee.

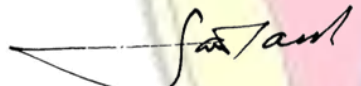
Kudus, June 2014

Advisor I



Fajar Kartika, SS, M.Hum
NIS. 0610701000001191

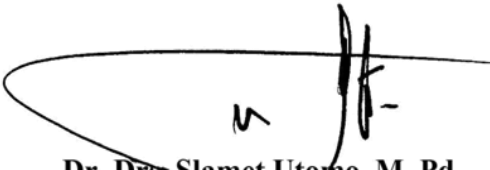
Advisor II



Rismiyanto, SS, M.Pd
NIS. 0610701000001146

Acknowledged by

The Faculty of Teacher Training and Education




Dr. Drs. Slamet Utomo, M. Pd
NIP. 19621219 1987031 015

EXAMINERS' APPROVAL


This is to certify that the Skripsi of Mita Bugi Anggraeni (NIM: 2010-32-191) has been approved by Examining Committee as a requirement for Sarjana Degree of English Education.

Kudus, June 30th 2014


Skripsi Examining Committee:


Fajar Kartika, SS, M.Hum
NIS. 0610701000001191

, Chairperson


Rismiyanto, SS, M.Pd
NIS. 0610701000001146

, Member


Dr. H. A. Hilal Madjidi, M.Pd
NIS. 0610713020001020

, Member


Diah Kurniati, S.Pd, M.Pd
NIS. 0610701000001190

, Member

Acknowledged by
Faculty of Teacher Training and Education



Dr. Drs. Slamet Utomo, M.Pd
NIP. 19621219 1987031 015

ACKNOWLEDGEMENT

I would like to express my high gratitude to Allah SWT for blessing and guidance, so I can finish my skripsi entitled “The Reading Comprehension of The Eighth Grade Students of SMP N 1 Pucakwangi Pati in The Academic Year 2013/2014 Taught by Using LRD (Listen Read Discuss)”.

I wish to express my deepest gratitude to those who are directly or indirectly involved in completing this skripsi, they are:

1. Dr. Drs. Slamet Utomo, M. Pd, the Dean of Teacher Training and Education Faculty of Muria Kudus University.
2. Diah Kurniati, S. Pd, M. Pd, the Head of English Education Department.
3. Fajar Kartika, S. S, M. Hum as the first advisor, Rismiyanto, S. Pd, M. Pd as the second advisor, who have accurately guided me during the writing of skripsi.
4. All of the lecturers who taught me during studying at the faculty as well as possible.
5. Suhono, S. Pd, M. Pd as the Head Master of SMP N 1 Pucakwangi Pati, who has given permission to do the research and support me in writing this skripsi.
6. All of the teachers of SMP N 1 Pucakwangi Pati who give a motivation and support in accomplishing this skripsi.
7. My beloved parents, Mr. Hartanto and Mrs. Karsih for giving prayer and spirit.

8. My best friends Anita Ariyani, Dwi Nurhidayati, and Nur Riesky Istiqomah who have given support.
9. My friends in Boarding House (Alvin, Nia, and Reza) for all jokes, sharing, and sweet memories.
10. Anyone who always encourages and prayers her.

I would like to express my sincerest gratitude to the readers for some critics and suggestions. Hopefully this skripsi will be useful for everyone.

Kudus, June 2014

Mita Bugi Anggraeni



ABSTRACT

Anggraeni, Mita Bugi. 2014. *The Reading Comprehension of The Eighth Grade students of SMP N 1 Pucakwangi Pati in The Academic Year 2013/2014 Taught By Using LRD (Listen Read Discuss)*. Skripsi: English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (1) Fajar Kartika, S.S, M. Hum, (2) Rismiyanto, S. S, M. Pd

Keywords: *Reading Comprehension, LRD (Listen Read Discuss)*

English as International language is used in many countries in the world and it has an important role to the information progress in many sectors especially in education. Realizing the importance of English, our government states that English must be taught since Junior High School until University. They are expected to master four skills. They are listening, reading, speaking, and writing. Reading is process of comprehending and understanding the content of the text. Meanwhile, the students of the eighth grade students of SMP N 1 Pucakwangi Pati in the academic year 2013/2014 still have difficulties in understanding of the English text and they also felt bored when doing same activities in every meeting. LRD (Listen Read Discuss) is one of strategy that can be used to overcome the problem. It can increase the students' reading comprehension and motivate the students to learn, because by using LRD (Listen Read Discuss) help the students to understanding of the English text easily. Therefore, I use LRD (Listen Read Discuss) in teaching reading English text.

The objective of this research is to find out whether there is a significant difference between the reading comprehensions of the eighth grade students of SMP N 1 Pucakwangi Pati in the academic year 2013/2014 before and after being taught by using LRD (Listen Read Discuss).

In this research, I used quasi-experimental research as a design of the research. The population of this research is the eighth grade students of SMP N 1 Pucakwangi Pati in the academic year 2013/2014. The sample of this research is "VIII A Class" that consists of 27 students. The research instrument that is used by me is test (multiple choice tests with 40 items) by giving pre-test and post-test.

The result of this research shows that t (obtained) or (t_0) is 17.9. In the level of significance (α) = 0.05 and degree of freedom (df) = $N-1 = 27-1 = 26$, the t (critical) is ± 2.056 , so the result of t (obtained) or (t_0) is higher than t (critical) or (t_t) and it shows there is a significant difference between the reading comprehension of the eighth grade students of SMP N 1 Pucakwangi Pati in the academic year 2013/2014 before and after being taught by using LRD (Listen Read Discuss).

Based on the research above, I conclude that LRD (Listen Read Discuss) is appropriate in teaching reading comprehension of the eighth grade students of SMP N

1 Pucakwangi Pati in the academic year 2013/2014. For the English teacher and the other researcher, LRD (Listen Read Discuss) can be applied as an alternative strategy in teaching and learning process.



ABSTRAK

Anggraeni, Mita Bugi. 2014. *Kemampuan Membaca Siswa Kelas Delapan SMP N 1 Pucakwangi Pati pada Tahun Ajaran 2013/2014 Diajarkan Menggunakan LRD (Mendengarkan Membaca Diskusi)*. Skripsi: Departemen Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Dosen Pembimbing: (1) Fajar Kartika, S.S, M. Hum, (2) Rismiyanto, S. S, M. Pd

Keywords: *Pemahaman Membaca, LRD (Mendengarkan Membaca Diskusi)*

Bahasa Inggris adalah bahasa Internasional yang digunakan diberbagai Negara di Dunia dan memegang peranan penting dalam kemajuan teknologi diberbagai sector khususnya bidang pendidikan. Menyadari pentingnya bahasa inggris, pemerintah Indonesia mengharuskan untuk mengajarkan bahasa inggris sejak tingkat SMP sampai jenjang universitas. Para siswa diharapkan untuk menguasai empat ketrampilan. Diantaranya adalah keterampilan mendengarkan, membaca, berbicara, dan menulis. Membaca adalah proses mengerti dan memahami suatu isi dari sebuah teks. Sementara itu, siswa kelas delapan SMP N 1 Pucakwangi Pati pada tahun ajaran 2013/2014 masih mengalami kesulitan dalam memahami teks bahasa inggris mereka juga merasa bosan ketika harus melakukan kegiatan yang sama disetiap pertemuan. LRD (mendengarkan membaca diskusi) adalah salah satu strategy yang bisa digunakan untuk mengatasi permasalahan membaca. LRD bisa meningkatkan pemahaman membaca siswa dan memotivasi siswa untuk belajar, karena LRD (mendengarkan membaca diskusi) membantu siswa memahami teks bahasa inggris dengan mudah. Oleh karena itu, saya menggunakan LRD (mendengarkan membaca diskusi) didalam pengajaran membaca teks bahasa inggris.

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada perbedaan yang signifikan dari pemahaman membaca siswa kelas delapan SMP N 1 Pucakwangi Pati pada tahun ajaran 2013/2014 sebelum dan sesudah diajar dengan menggunakan LRD (mendengarkan membaca diskusi).

Dalam penelitian ini, saya menggunakan penelitian kuasi-eksperiment sebagai rancangan penelitian. Populasi penelitian ini adalah seluruh siswa kelas delapan SMP N 1 Pucakwangi Pati pada tahun ajaran 2013/2014. Sample penelitian ini adalah siswa kelas delapan A dengan jumlah siswa 27 orang. Instrument penelitian yang digunakan dalam penelitian ini adalah tes (pilihan ganda sebanyak 40 soal) melalui tes awal dan tes akhir.

Hasil yang diperoleh dalam penelitian ini menunjukkan bahwa nilai t (obtained) atau (t_0) adalah 17.9. dalam tingkat signifikan (α) = 0.05 dan degree of freedom (df) = $N-1 = 27-1 = 26$, t (critical) adalah ± 2.056 , jadi kesimpulannya adalah t (obtained) atau (t_0) lebih tinggi daripada t (critical) atau (t_t) dan hal tersebut menunjukkan

bahwa ada perbedaan yang signifikan dari kemampuan membaca siswa kelas delapan SMP N 1 Pucakwangi Pati pada tahun ajaran 2013/2014 sebelum dan sesudah diajarkan dengan menggunakan LRD (mendengar membaca diskusi).

Berdasarkan hasil dari penelitian ini, saya menyimpulkan bahwa LRD (Mendengarkan Membaca Diskusi) sesuai dalam pengajaran pemahaman membaca kelas delapan SMP N 1 Pucakwangi Pati pada tahun ajaran 2013/2014. Bagi guru bahasa Inggris dan peneliti lain, LRD (Mendengarkan Membaca Diskusi) dapat diterapkan sebagai strategi lain dalam proses belajar mengajar.



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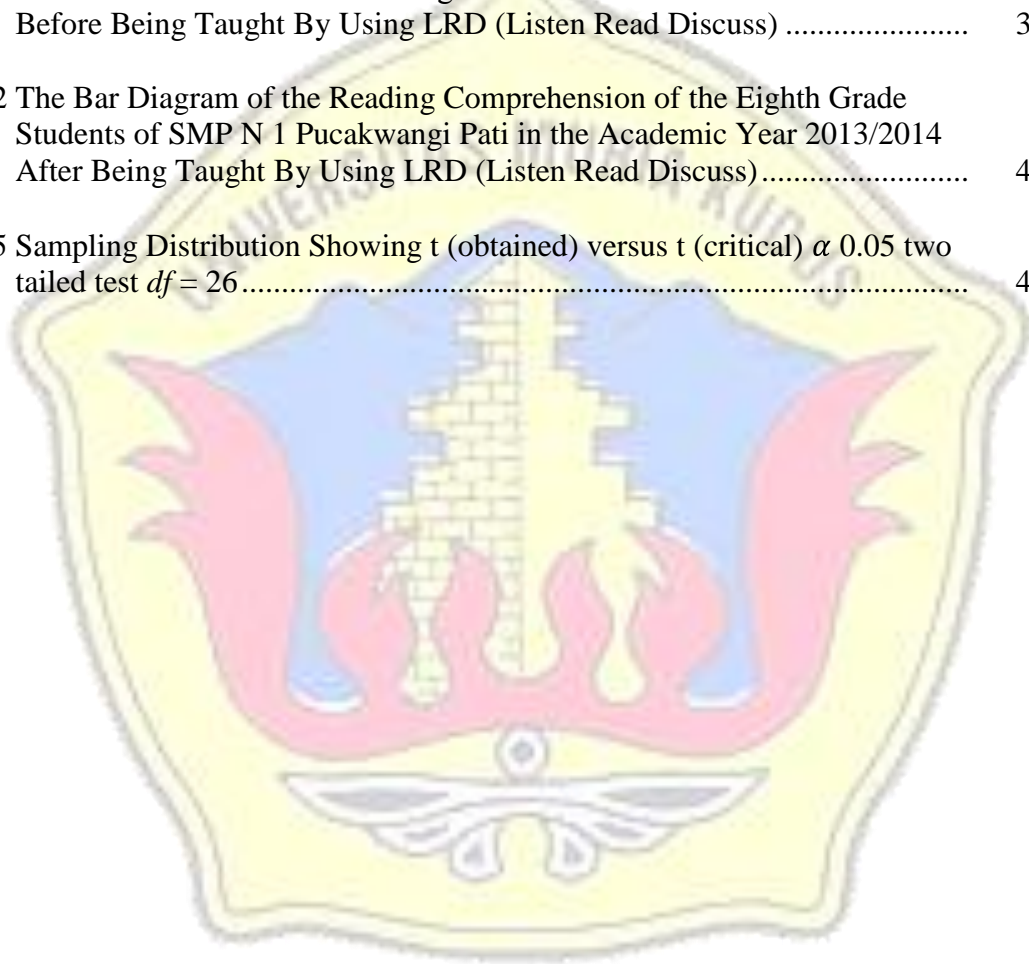


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