

## CHAPTER IV

### FINDING AND DISCUSSION

#### A. FINDING

This chapter describes the results of the research along with the discussion of uses conclusion. Data from the research results that will be described are Students' reading comprehension before using Listen-Read-Discuss (L-R-D) strategy, students' reading comprehension after using Listen-Read-Discuss (L-R-D) strategy and the effectiveness of Listen-Read-Discuss (L-R-D) strategy on students' reading comprehension in recount text.

##### 1. Students' reading comprehension before using Listen-Read-Discuss (L-R-D) strategy

In conducting the research, the researcher had several steps; the first was pre-test, the second was the treatment by using Listen, Read and Discuss Strategy. First, the researcher had to conduct validity and reliability test.

##### a. Validity of instrument

In this research, the validity item was used to know the validity of the test instrument. The researcher used the correlation coefficient by using *product moment* formula as follows:

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

Explanation :

$r_{xy}$  = Product moment correlation coefficient

$N$  = Number of subject

$X$  = Number of item scores

$Y$  = Total score

The validity of research instruments used *Software Statistical Package for Social Sciences (SPSS) for Windows Release*. There are thirty items measured in this research with multiple choice test. The validity test used in one class of eleventh grade of IPA class.

**Table 4.1 Validity Test Analysis in IPA Class**

<b>The Result Of Validity Test</b>			
<b>No item</b>	<b>T hitung</b>	<b>T Table</b>	<b>Status</b>
1	0,134	0,4683	Invalid
2	0,671	0,4683	Valid
3	0,156	0,4683	Invalid
4	0,019	0,4683	Invalid
5	0,156	0,4683	Invalid
6	0,490	0,4683	Valid
7	0,156	0,4683	Invalid
8	0,508	0,4683	Valid
9	0,044	0,4683	Invalid
10	0,402	0,4683	Invalid
11	0,101	0,4683	Invalid
12	0,547	0,4683	Valid
13	0,303	0,4683	Invalid
14	0,596	0,4683	Valid
15	0,547	0,4683	Valid
16	0	0,4683	Invalid
17	0,506	0,4683	Valid
18	0,085	0,4683	Invalid
19	0,085	0,4683	Invalid
20	0,182	0,4683	Invalid
21	0,147	0,4683	Invalid
22	0,640	0,4683	Valid
23	0,130	0,4683	Invalid
24	0,383	0,4683	Invalid
25	0,147	0,4683	Invalid

26	0,482	0,4683	Valid
27	0,265	0,4683	Invalid
28	0,614	0,4683	Valid
29	0,173	0,4683	Invalid
30	0,199	0,4683	Invalid

The table showed the validity of test. The item would be valid if to  $t_{\text{count}}$  bigger than  $t_{\text{table}}$  ( $t_{\text{count}} > t_{\text{table}}$ ), the score of  $t_{\text{table}}$  was on 0,4683. Which was 30 questions, the researcher found 20 invalid item and 10 valid item, and it can see on the table above the valid and invalid item.

#### b. Reliability of instrument

The reliable is the extent an experiment, test or measuring procedure yield the same result on repeated trials. In this research, the instrument would be reliable. The research applied the Product Moment computation for getting the coefficient of correlation by looking at the Cronbach's Alpha. It is considered to be a measure of scale reliability.

**Table 4.2 Reliability Analysis**

##### Reliability Statistics

Cronbach's Alpha	N of Items
.999	30

According to the value of Cronbach's Alpha in the reliability analysis table, it was found out that the reliability of the test was .999. It was interpreted based on the following table

**Table 4.3 Reliability Range**

Range	Criteria
$0,80 < r \leq 1,00$	Very Good
$0,60 < r \leq 0,79$	Good
$0,40 < r \leq 0,59$	Satisfied
$0,20 < r \leq 0,39$	Poor
$0,00 < r \leq 0,19$	Very Poor

(Arikunto, 2009 : 245)

Based on the table it was found out that .999 was a very good criteria. It could be concluded that the instrument was reliable in the very good category.

**c. Degree of Test Difficulty**

According to Arikunto, good question are not very easy and not very difficult. The difficulty of each item could be seen by this following table.

**Table 4.4 Test Difficulty Category**

Range	Category
0,00 – 0,30	Difficult
0,31 – 0,70	Medium
0,71 – 1,00	Easy

(Arikunto, 2009 : 245)

**Table 4.5 Degree of Test Difficulty of Each Item**

Question	N	Mean	Category
Item 1	16	0.75	Easy

Item 2	16	0.75	Easy
Item 3	16	0.69	Medium
Item 4	16	0.63	Medium
Item 5	16	0.69	Medium
Item 6	16	0.69	Medium
Item 7	16	0.69	Medium
Item 8	16	0.81	Easy
Item 9	16	0.75	Easy
Item 10	16	0.75	Easy
Item 11	16	0.88	Easy
Item 12	16	0.81	Easy
Item 13	16	0.81	Easy
Item 14	16	0.69	Easy
Item 15	16	0.75	Easy
Item 16	16	0.75	Easy
Item 17	16	0.81	Easy
Item 18	16	0.69	Medium
Item 19	16	0.69	Medium
Item 20	16	0.75	Easy
Item 21	16	0.75	Easy
Item 22	16	0.69	Medium
Item 23	16	0.75	Easy
Item 24	16	0.81	Easy
Item 25	16	0.75	Easy
Item 26	16	0.81	Easy
Item 27	16	0.75	Easy
Item 28	16	0.81	Easy
Item 29	16	0.81	Easy
Item 30	16	0.69	Medium

Based on the table, the researcher found out the mean of item with number 1 was 0,75 and it would be concluded that the index difficulty of item can be said as easy category. After computing 30 items of try-out test, there were 21 items were considered easy and 9 items were considered medium.

After did the validity and reliability data instrument, the researcher conducted the English test by multiple choice for eleventh grade at MA AN-najah Cindai Alus on 29<sup>th</sup> july 2018 in class eleventh of IPS. The test would be 10 item and the scoring was given 1 point for the right answer. Then, the scores would be showed by this table.

**Table 4.6 The Pre-test Score**

No	Name	Score
1	Student 1	6
2	Student 2	8
3	Student 3	5
4	Student 4	6
5	Student 5	9
6	Student 6	5
7	Student 7	4
8	Student 8	6
9	Student 9	6
10	Student 10	5
11	Student 11	4
12	Student 12	4
13	Student 13	6
14	Student 14	5
15	Student 15	7
16	Student 16	6
17	Student 17	5
18	Student 18	6
The Highest Score		9
The Lowest Score		4
Median		6
Mean		5.72

The table above showed the pre-test result before being treated using LRD (listen, read and discuss) strategy. The highest score was on 9 and

the lowest was on 4, with median score was on 6 and the mean was on 5,72.

## 2. Students' reading comprehension after using Listen-Read-Discuss (L-R-D) strategy

The researcher conducted the research for five weeks from August, 7<sup>th</sup> 2018, until September, 5<sup>th</sup> 2018. The topic of material that was discuss about recount text. The researcher did the treatment on 10 (ten) meetings, 1 meeting for pre-test, 8 meetings for treatment and 1 meeting for post-test.

**3. Table 4.7 The Schedule of Research**

Meeting	Date	Time	Material
1	August, 7 <sup>th</sup> 2018	40 Minutes	Pre-test
2	August, 8 <sup>th</sup> 2018	2 x 40 Minutes	Recount Text
3	August, 14 <sup>th</sup> 2018	2 x 40 Minutes	Recount Text
4	August, 15 <sup>th</sup> 2018	2 x 40 Minutes	Recount Text
5	August, 21 <sup>st</sup> 2019	2 x 40 Minutes	Recount Text
6	August, 22 <sup>nd</sup> 2018	2 x 40 Minutes	Recount Text
7	August, 28 <sup>th</sup> 2018	2 x 40 Minutes	Recount Text
8	August, 29 <sup>th</sup> 2018	2 x 40 Minutes	Recount Text
9	September, 4 <sup>th</sup> 2018	2 x 40 Minutes	Recount Text
10	September, 5 <sup>th</sup> 2018	2 x 40 Minutes	Post-test

In this research, the researcher wants to know about the effectiveness of LRD strategy on the reading comprehension of eleventh grade students at MA. An-Najah Puteri Cindai Alus. The researcher was discussed the topic about Recount text for doing at the treatment. It would be for 8<sup>th</sup> meeting, it start on August 8<sup>th</sup> 2018 to September 4<sup>th</sup> 2018 during 45 minutes x 2 lessons (90 minutes) a meeting.

On the learning process, the researcher focused in the reading strategy with applying the LRD (listen, read, discuss) strategy, with this strategy the researcher want to appropriate between the material and the strategy. The students could be actively and critically in reading comprehension at English learning. This research would be focused on reading comprehension with recount text as the object of test. For supporting the learning process, the researcher as a teacher in this research was prepare the students and learning need , such as design the material, create a lesson plans, media and exercises that will be using at the treatment.

The learning process in teachin reading comprehension with recount text based on LRD strategy consist of 3 activities are pre-activity, while-activity and post-activity. As the teacher for this research treatment, this was the started activity of the learning. At the beginning learning process, the researcher prepared the students to be ready for learning with greeting, checking the attendance list and then material review of the meeting before. So the researcher asked the students to mention the material was learned and gave some question to students based on the material last meeting.

As the example from learning activity in the classroom as follows:

Teacher : *“Assalamualaikum. Wr. Wb”*  
 Students : *“Wa’alaikumsalam. Wr. Wb”*  
 Teacher : *“ Good morning students?”*  
 Students : *“Good morning miss”*  
 Teacher : *“How are you today?”*  
 Students : *“I am fine thank you!, and you?”*  
 Teacher : *“I am fine too, thank you”*



The first meeting, during free activity the researcher gave an explanation of the material by writing on the whiteboard. The second meeting, the researcher reviewed about the recount text of last meeting and asked question that related to the material was learned. The third meeting till the ninth meeting, the researcher did the same activity with the second activity.

Entering the while-activity a, in the first meeting the researcher only asked students to work the task as a pre-test and explained what the text and structure were in it. At this meeting, students are given 30 minutes to work the task and submit it with the researcher.

In the second meeting until the eighth meeting, the researcher did the LRD strategy treatment. The time used for the while-activity is 70 minutes. The first step, the researcher divided a piece of paper with a text. Then, asked the students to pay attention and hear to the researcher by read the text directly. The researcher read and repeated it till twice. After that, the researcher read it, the researcher gave the students time to read the text by their self.

Next step, after the students finished read the text, the researcher asked students to make a group consisting of 2-3 people for discussion. After made a group, the researchers asked students to discuss and gave questions (based on the theory) orally according to the text that was read about the text with ordered on the text. When students discussed, the researcher went around the class to see the process of students discussion,

helped students in discussions (there were students who asked if they did not understand or there were students who asked about the vocabulary) and provided the opinions about the discussions that students did.

After the student discuss about the text, the researcher gave a question again for applying their result of discussion with 10 items of multiple choices based on the reading text. After the students answered the questions, the researcher asked the students to submit their task. Then, they gathered, the researcher asked students to correct their task with discussion too.

Post-test was the last activity of learning activity. From the first meeting till the last meeting post-activity's meeting was similar. Before closing the meeting, the researcher as a teacher, gave a reflection on the learning and feedback on the learning proses, then review about the reading text and how to answer the question by discussion.

As the example from learning activity in the classroom as follows:

Teacher : "Alright, I think enough for today, don't forget study at home".  
 Students : Yes Miss!  
 Teacher : "*Walaikumsalam Wr. Wb.* see you next meeting and bye-bye."  
 Students : "*Walaikumsalam Wr. Wb*".

The researcher conducted the post-test on September 5<sup>th</sup> 2018. The post-test on reading comprehension skills students are used to be able to see achievements improvement of comprehension reading skills using strategies LRD. Subjects in the experimental group post-test were 18 students.

**Table 4.8 The Post-test Score**

No	Name	Score
1	Student 1	10
2	Student 2	9
3	Student 3	10
4	Student 4	8
5	Student 5	9
6	Student 6	9
7	Student 7	9
8	Student 8	9
9	Student 9	9
10	Student 10	9
11	Student 11	9
12	Student 12	9
13	Student 13	9
14	Student 14	8
15	Student 15	9
16	Student 16	9
17	Student 17	8
18	Student 18	9
The Highest Score		10
The Lowest Score		8
Median		9
Mean		8.94

The table and showed the post-test result after being treated using LRD (listen, read and discuss) strategy. The highest score was on 10 and the lowest was on 8, with median score was on 9 and the mean was on 8,94.

### **3. The effectiveness of LRD strategy on students' reading comprehension in pre-test and post-test**

**Table 4.9 The Difference Between The Pre-Test And Post-Test in  
Class XI IPS**

Name	Different		Score
	Pre-test	Post-test	
Student 1	6	10	4
Student 2	8	9	1
Student 3	5	10	5
Student 4	6	8	2
Student 5	9	9	0
Student 6	5	9	4
Student 7	4	9	5
Student 8	6	9	3
Student 9	6	9	3
Student 10	5	9	4
Student 11	4	9	5
Student 12	4	9	5
Student 13	6	9	3
Student 14	5	8	3
Student 15	7	9	2
Student 16	6	9	3
Student 17	5	8	3

From the table above, that showed the differences score between pre-test and post-test. The researcher can see from 18 students, they can achieve higher score in post-test, and then the score was compared after did the treatment strategy. It mean, LRD strategy can increase students reading comprehension.

After identified the difference on the students score, the researcher did the inferential analysis. It was as a purpose for testing the research question and hypothesis. For these tests were used to analyze which was the hypothesis using parametric or non-parametric research. The researcher did the analysis for normality by using One-sample Kolmogorov-Smirnov SPSS version 22. The normality tests is supplementary to the graphical assessment of normality

(Elliott : 2007). The tests compared the scores in the sample to a normally distributed set of scores with the same mean and standard deviation; the null hypothesis is that “sample distribution is normal.” If the test is significant, the distribution is non-normal.

**Table 4.10 The Result of Normality Test**

**One-Sample Kolmogorov-Smirnov Test**

		pre_test	post_test
N		18	18
Normal Parameters <sup>a,b</sup>	Mean	5.72	8.94
	Std. Deviation	1.320	.539
Most Extreme Differences	Absolute	.250	.374
	Positive	.250	.348
	Negative	-.139	-.374
Test Statistic		.250	.374
Asymp. Sig. (2-tailed)		.004 <sup>c</sup>	.000 <sup>c</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

In normality test based on Kolmogorov-Smirnov, the data were stated as distributed normal when sig. score was higher ( $>$ ) 0.05. It showed that pre-test and post-test had a normal distribution data. The sig. score of pre-test was on 0.005 and the sig. score of post-test was on 0.000.

After did the normality test, the next step is to do the homogeneity test. Homogeneity testing is intended to make sure that the collected manipulation data in analysis is truly taken from a population which is

different from each other and it is a second assumption for researcher to use parametric or non-parametric research. Especially in a study which is predictive, the model which is used must be appropriate with the composition and its distribution (Sujianto : 112) It was used to test of two groups that have a same variant in order of the hypothesis can be test by T-test. Such as normality test, this test also used SPSS version 22. The following table contained the result of homogeneity between both of score. This test determines if two or more populations (or subgroups of a population) have the same distribution of a single categorical variable.

**Table 4.11 The Result of Homogeneity Test**

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2- tailed)	Mean Differen ce	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
hasil_ belajar	Equal variances assumed	8.530	.006	-9.589	34	.000	-3.222	.336	-3.905	-2.539
	Equal variances not assumed			-9.589	22.523	.000	-3.222	.336	-3.918	-2.526

The homogeneity test score showed the pre-test and post-test were 0.006, these score was higher ( $>$ ) than 0.05 which means that these data had homogeny distribution data.

Then, in this study, the researcher used Paired Sample T-test in this test which was conducted on two paired samples. Paired samples could be interpreted as samples with the same subject but subject to different treatment.

**Table 4.12 The Result of Paired Sample T-Test**

**Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pre_test	5.72	18	1.320	.311
post_test	8.94	18	.539	.127

The result of analysis by using paired samples test, there were result of two samples for pre-test and post-test data. The value of pre-test obtained the mean of learning outcome of 5.72 and the value mean of post-test is 8.94. The number of respondents or students who were sampled is 18 students.

**Table 4.13 The Result of Analysis Paired Samples T-Test**

**Paired Samples Test**

	Paired Differences				t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
				Lower Upper			

Pair	pre_test								
1	-								
	post_tes	-3.222	1.396	.329	-3.916	-2.528	-9.796	17	.000
	t								

The table above showed the result of pre-test and post-test that has been done on 18 students as a sample in this research. The  $t_{\text{test}}$  statistics is -9.796 and in this result is 17. While the value of sig. (2-tailed) is  $0.000 \leq 0.05$  it means the sig value (2-tailed) is 0.000 and it is lower than 0.05. Then it can be concluded that using LRD strategy was effective for the subjects of English writing in students of eleventh grade at MA An-najah Puteri Cindai Alus.

## B. Discussion

The statistical measurement at the finding showed that  $H_o$  (Null Hypothesis) was not accepted or rejected;  $H_a$  (Alternative Hypothesis) was accepted, because value of  $t_{\text{count}}$  in higher than  $t_{\text{table}}$  (value of critic “t”). It can be concluded:

1. There was a significant difference in student’s reading comprehension by used LRD (listen, read, discuss) strategy of eleventh grade students at M. A An-najah Puteri Cindai Alus Martapura.
2. Using LRD (listen, read, discuss) strategy in teaching reading comprehension was effective to increase student’s reading comprehension of eleventh grade students at M.A An-najah Puteri Cindai Alus Martapura.



### **1. Students' reading comprehension before using Listen-Read-Discuss (L-R-D) strategy**

Before treated by using LRD (listen, read, discuss) strategy, according to table 4.6 the student got higher score on 9 and the lowest on 4. At this meeting, the researcher only asked the student to work the reading task without guided with any strategy, it just based their own understood. The researcher knew that the student who got score on 9, she was really a smart student in the class and she did not get a problem to answered reading task. It became different with student who got score on 4. The researcher asked them, what was the problem on the reading task, and they answered that they can read English, but they got difficulty on comprehended the meaning of a text then they cannot answer the task”.

Based on this score result, many of students got a low score and it will be influentially to their comprehension of reading. Nunan (2003 : 68) who states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. According to this statement, the researcher found many students can not fluent process of reading tiil they incapable combining the information of a text to build a new meaning, and it mean they cannot comprehend the text.

### **1. Students' reading comprehension after using Listen-Read-Discuss (L-R-D) strategy**

The researcher did the treatment by using LRD strategy with eight times meeting. The treatments conducted in eleventh grade of IPS with recount text as the topic. The activity of the treatments was divide into three activities: pre- activity, while-activity and post-activity.

On the learning process, the researcher used recount text as the material for supporting the LRD (listen, read, discuss) strategy. According to Djuharie (2008), Recount is a reconstruction of something which happened in the past. It is the unfolding sequence of event over time and the purpose is to tell what happened. Recount text begins by telling the reader who was involved, what happened, where this event took place and when it happened.

The researcher was choice this text based on the syllabus of eleventh grade and recount text is one of the material and because one of the reason was supported by (Siahaan and Shinoda, 2008: 9), that recount is to tell “what happened”. A recount text has a social function. The purpose of a social function is to retell an event with a purpose to inform or entertain the readers. This text will be easy to comprehend if applied by LRD (listen, read, discuss) strategy.

McKenna (2002:94) states that listen read discuss is a strategy especially designed for struggling readers. Based on this statement, the researcher wanted to apply the strategy for helping students to comprehend of reading text.

At the researcher thought, the researcher can see that all students were enthusiastic to learn about recount text because the researcher applied the LRD (listen, read, discuss) strategy. On the point of this strategy was about the discussion. After reading, students discuss their understanding of the text with other students in their small group or large group. The teacher guides students in a review and reflect of the content. Discuss the material students now have heard and read..

Therefore, the question for students discussion based on Manzo and Casale ; (1985) Discuss the material students now have heard and then read. Three questions. The questions are useful in guiding the reading discussion.

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 through did the lesson raise in your mind about the content and / or about effective reading and learning?

After applied this question to the students, the researcher also asked them again about ;

1. Do you understand about what you just read?
2. What don not you understand about what you just read?
3. What questions do you still have about this subject?

The researcher thought, the question is the important step for student reading comprehension. It is the unimportant question that usually the teacher ignored to ask, but the question is the main think of comprehend

text. After the students did the discussion, the researcher gave them a question again with multiple choice that related to the text for applying the comprehension again in answer the question.

After treated by using LRD (listen, read, discuss) strategy, according to table 4.8 the student got higher score on 10 and the lowest on 8. According to this result, students reading comprehension who used LRD strategy can increase their reading comprehension then who did not use the strategy.

After the researcher applied the strategy on reading comprehension, the students got easier to comprehend the text. It supported by (Manzo & Casale, 1985) that LRD strategy helps students comprehend text. Before reading, students listen to a short lecture delivered by the teacher. A guide or graphic organizer can be used to help students follow the information.

## **2. The effectiveness of Listen-Read-Discuss (L-R-D) strategy on students' reading comprehension in recount text.**

Based on the table 4.9, it showed the different score before pre-test and post-test. Among 18 students sample did the post-test, they achieved the higher score at pre-test. There was 2 students got the higher score on 10, and a significant different score between pre-test and post-test was 5, previously she got score 5 at pre-test and 10 at post-test. It would be happened because. Student's score increased after used by treatment LRD (listen, read, discuss) strategy. Manzo (2005:12) also say 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.

In overall, every students feel difficult when they to comprehend reading text without some strategy. Students also feel bored if the topic about reading text and they decide to cheat of task if they lazy to comprehend the text. Therefore, the researcher use this strategy also to give a described how to discuss a new information and share it to an others and ask the students more active in the classromm.

The result of this thesis showed the effectiveness of LRD strategy to increase student reading comprehension. The score of pre-test and post-test the different result in reading comprehension students of eleventh grade of IPS. Then, the conclusion of the LRD strategy can improve students reading comprehension. The effectiveness also supported by analysis normality, homogeneity and paired samples t-test.