#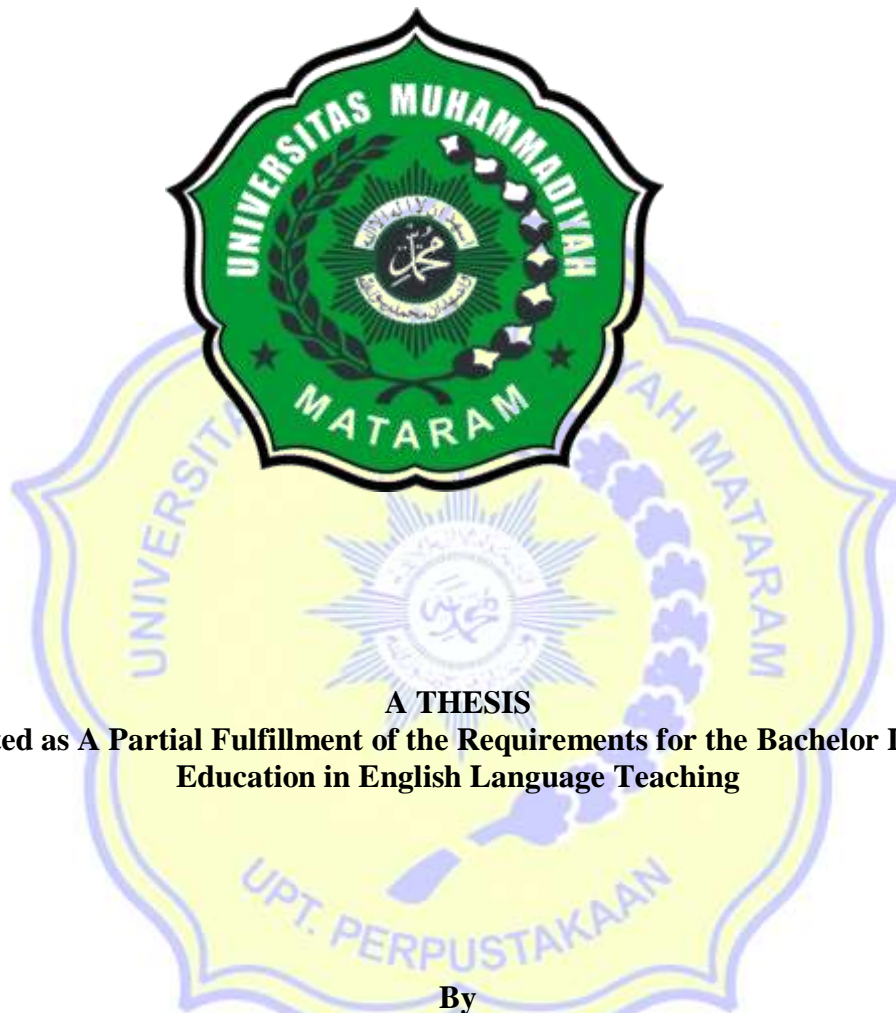 THE EFFECT OF USING LISTEN READ DISCUSS STRATEGY IN TEACHING READING COMPREHENSIONAT THE SECOND GRADE STUDENTS OF SMPN 02 JANAPRIA IN ACADEMIC YEAR 2018/2019

A THESIS
Presented as A Partial Fulfillment of the Requirements for the Bachelor Degree of Education in English Language Teaching

By
LISS SILVIANTI PUTRI
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ENGLISH EDUCATION PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MATARAM
2019

APPROVAL SHEET

THE EFFECT OF USING LISTEN READ DISCUSS STRATEGY IN TEACHING READING COMPREHENSION AT THE SECOND GRADE STUDENTS' OF SMPN 02 JANAPRIA IN ACADEMIC YEAR 2018/2019

A Thesis by   : Liss Silvianti Putri

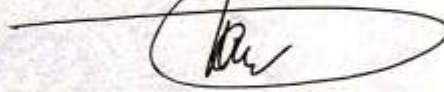Student's ID   : 11512A0012

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ACCEPTANCE

THE EFFECT OF USING LISTEN READ DISCUSS STRATEGY IN TEACHING READING COMPREHENSION AT THE SECOND GRADE STUDENTS' OF SMPN 02 JANAPRIA IN ACADEMIC YEAR 2018/2019

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This is certify that the thesis has been approved by the Board of
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DECLARATION

The autographed bellow that I am the student of English Department, Faculty of Teacher Training and Education, University of Muhammadiyah Mataram state that:

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I certify this thesis entitled: "THE EFFECT OF USING LISTEN READ DISCUSS STRATEGY IN TEACHING READING COMPREHENSION AT THE SECOND GRADE STUDENTS' OF SMPN 02 JANAPRIA IN ACADEMIC YEAR 2018/2019", presented as a partial fulfillment of the requirement for Bachelor of Degree in English language teaching is the result of my own work. Expect where otherwise acknowledgement and this thesis hasn't been submitted for the other institution.

Mataram, August 2019

LISS SILVIANTI PUTRI
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MOTTO

"Work hard in silence. Let your success be your noise."

DEDICATION

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

a My beloved father, M.Syafi'i, and my beloved mother, Sumarni, who always pray, support me and guide me to be success in my study and my life. Thanks a lot for all the motivation.

2. My beloved brothers and sisters, Agung Wiratama Saputra, Andri Putra Jaya, Yudik Martayadi, Eva Aurora and Haruto Watanabe always motivate me to succeed until the completion of this thesis.

3. My beloved friends, Dinda Dwi Maharani, Arsita Indah Nurul Hakiki, Muji Miptahudin, Rusyadi, Abdul Wahid, Zulfirji Zas always help me during the rough days and thanks for your sharing, support, and advices.

4. My beloved Almamater Muhammadiyah University of Mataram.
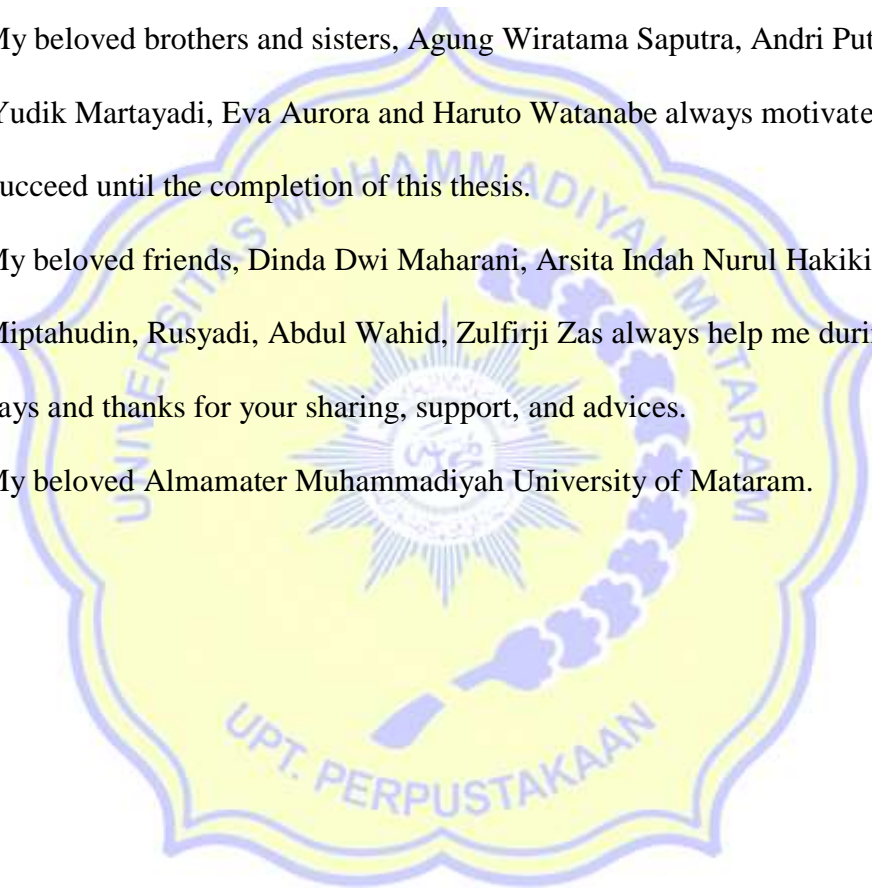
ACKNOWLEDGEMENT

In the name of Allah SWT the most beneficent and the most merciful, all praises are to Allah SWT for all blesses for the completion this thesis. In addition, my peace and salutation be given to Prophet Muhammad SAW who has taken all human being from the darkness to the lightness.

The researcher would like to say deep thanks to every party who had given the supports, guiding, and helping the research conducted. Therefore, the researcher would like to say thank you and give appreciate belongs to:

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Mataram, February 2019

The Researcher

ABSTRACT

Putri, Liss Silvianti, 2019: "*The Effect of using Listen Read Discuss Strategy in Teaching Reading Comprehension at the Second Grade of SMPN 02 Janapria in Academic Year 2018/2019*".

LRD is a strategy that builds the students prior knowledge before they read a text, during reading and after reading by listen to the teachers' short lecture, reading a text selection, and discussing. Based on the definition the researcher interested to investigate the effect of students' reading comprehension and analyze the significant different in students' score between students who are taught using Listen Read Discuss Strategy than without using Listen Read Discuss Strategy at the second grade students of SMPN 2 Janapria. This study used quasi-experimental with the subjects of the study were 30 students of the second grade students of SMPN 02 Janapria in academic year 2018/2019. They were divided into two classes, experimental and control class by given them pre-test, treatment and post-test. The result of this research was based on computing t-test using SPSS 17.0, the used of LRD strategy has effect by proven the mean score pre-test of controlled class was 49.33 which classified as poor score and post-test was 55.67 was classified Fairly score, while the mean score of experimental class where pre-test was 46.00 which classified as Fairly score and post-test was 70.33 classified as Good score. The researcher gave interpretation toward "t" score with compare t-test with t-table. The t-test is (7.898) with the significant value is 0.000. The score of t-table is (2.056) with significant level of 0.05. It is known that t-test is higher than t-table (7.898> 2.056). It means that Ha was accepted which read the use of LRD has significant differences in teaching reading comprehension at the second grade students of SMPN 02 Janapria in academic year 2018/2019.

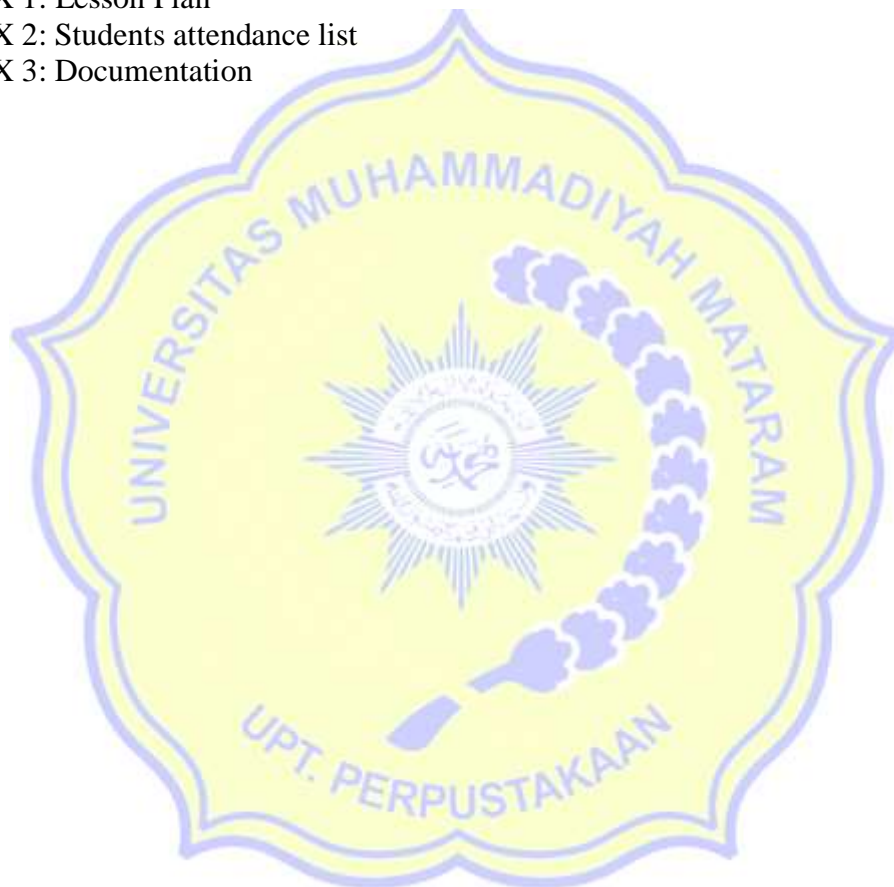**Key words**: **LRD Strategy, Reading comprehension**

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CHAPTER I

INTRODUCTION

This chapter presents background of the study, statement of problem, purpose of the study, significance of the study, definition of key terms, scope of the study, and research hypothesis.

1.1 Background of the study

Reading cannot be separated from comprehension. It is a very complex process that teachers find 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" In process comprehending 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.

Based on the researcher pre observation, the researcher found that there are so many students lack of vocabularies, doesn't have any interest in reading, find difficult to understand about the text, so, the researcher will try to use one strategy that is Listen Read Discuss (LRD) strategy at the second grade students of SMPN 2 Janapria.

It is suitable with Manzo (1985) 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. With this strategy the students would be more active because in this strategy, the students build their prior knowledge before reading by themselves. Then, this strategy also focus on the students discuss, so the students can share their idea to other friends.

Studies about LRD Strategy had been conducted by other researchers. One of the researcher is Jayanti (2012) conducted a research entitle *"The Use of Listen-Read-*

Discuss (L-D-R) Strategy to Improve reading Comprehension (Classroom Action Research of the Eighth Grade Students of SMP N 3 Salatiga in the Academic Year of 2013/2014. She found that the students involved actively in teaching learning process, they are more encourage and interest to read English than before. There is a significant improvement of students reading comprehension through *Listen-Read-Discuss (L-R-D) strategy* on the eighth grade of SMPN 3 Salatiga in the academic year of 2011/2012. Based on the background presented above, the researcher is interest in conducting a research entitled: The Effect of Using Listen, Read, Discuss (LRD) Strategy in teaching Reading Comprehension of The Second Grade Students at SMPN 02 Janapria in academic year 2018/2019.

1.2 Statement of Problem

Based on the background above the researcher stated the problems as follow:

1.   Does the use Listen Read Discuss strategy have effect or not in teaching students' Reading Comprehension at the second grade of SMPN 02 Janapria in academic year 2018/2019?

2.   Is there any significant difference in students' score between the students who are taught using Listen Read Discuss than without LRD at second grade of SMPN 02 Janapria in academic year 2018/2019?

1.3 Purpose of the Study

Based on the Statement of problems, the purpose of the study

1.   To investigate whether the use of Listen Read Discuss Strategy has effect or not in

teaching students' Reading Comprehension at the second grade of SMPN 02 Janapria in academic year 2018/2019.

2. To analyze the significant differences in students score between the students who are taught using Listen Read Discuss Strategy than without using LRD at second grade of SMPN 02 Janapria in academic year 2018/2019.

1.4 Significant of the study

Concerning with the researcher focus on the effect of LRD strategy in teaching students' reading comprehension, the results of the study are expected to give contributions to:

1. Theoretically, the result of this research is expected to be able to enrich and enhance theory of teaching reading especially by using listen-read-discuss strategy as a strategy in teaching reading or reading comprehension course.

2. Practically

   a. For the English teachers, this study can give them an alternative strategy through Listen Read Discuss strategy that can help the students in reading comprehension.

   b. For the students, it would help students understand better about the English lesson in reading comprehension. Especially by using Listen Read Discuss strategy.

1.5 Scope of the Study

The researcher limit the study in teaching students' reading comprehension by using Listen, Read, Discuss strategy at the second grade students of Junior High School 2 Janapria on Recount text. The researcher used When English Rings a Bell

book which is published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud, 2014.

1.6 Hypothesis of the Study

In this study, the researcher has stated the hypothesis as follow:

1.   The alternative hypothesis (Ha)

Using Listen Read Discuss has an effect in teaching students' reading comprehension at the second grade of SMPN 02 Janapria in academic year 2018/2019

Using Listen Read Discuss has significant differences in students score between the students who are taught using LRD than without LRD at the second grade of SMPN 02 Janapria in academic year 2018/2019.

2.   The null hypothesis (H0)

Using Listen Read Discuss does not have effect in teaching reading comprehension students' at the second grade of SMPN 02 Janapria in academic year 2018/2019

Using Listen Read Discuss does not significant differences in students score between the students who are taught using LRD than without LRD at second grade of SMPN 02 Janapria in academic year 2018/2019.

1.7 Definition of Key Terms

There are some key terms in this study to clarify the meaning briefly to avoid misunderstanding as listed below:

a. Reading Comprehension

Reading comprehension is the process of understanding and constructing meaning from the text (Nunan, 2003 ; 71)

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b. Listen, Read, Discuss Strategy

LRD is a strategy that builds the students prior knowledge before they read a text, during reading and after reading by listen the teacher's short lecture, reading a text selection, and discussing (Manzo ; 1985)

CHAPTER II

REVIEW RELATED LITERATURES

This chapter presents review of literature. It consists of four sub chapters. They are definition of reading, listen read discuss strategy, and previous study.

2.1 Reading

2.1.1 Definition of Reading

Reading is one of the most important skills in learning a language. Reading means of the language acquisition of communication and information sharing of ideas. Like all languages, it is a complex interaction between the text and the readers. Reading is approach in a thinking process – one in which the students interact with the textual material and sorts, evaluates, and reacts to its organization and contentious, reading is decoding and understanding text. Readers decode written text by translating text to speech, and translating directly to meaning beside that Homby (1994: 357) stated that reading is an act of reading something like article, book & etc that are intended to be read.

Reading is more than merely referring to the activity of pronouncing the printed material or following each line of written page. It involves various and mixed activities. Reading is not a passive, but an active process in which readers related information in the text what they already know.

Grellet (1986: 4) stated that, there are four main ways of reading, they are:

b. Skimming is reading a text quickly to get a general idea of meaning. Skimming is more complex task than scanning because it requires the reader to organize and some of the information given by the author, not just locate it.

c. Scanning is a reading technique to be used when you want to find specific information quickly, in scanning you have a question in your mind and you read a passage only to find the answer, ignoring unrelated information.

d. Extensive reading; reading longer text, usually for one's own pleasure, mainly involve global understanding. The text is always to be read for comprehension of main ideas, not for every detailed word for example, reading novels.

e. Intensive reading; reading shorter text to extract specific information for detail. Intensive study of reading text can be a means of increasing learners' knowledge of language features and their control of reading strategies. It can also improve their comprehension.

Based on all the explanation above, it can be concluded that reading is interactive process between the readers and the writer where is the readers should use their knowledge, and make strategies to understand the whole of the text or what the text talk about. Because of that by reading we can get maximums understanding about the writer message.

Beside the main ways of reading, reading also has three categories that are:

a. Bottom up strategy focus on the text as the convergence of encoded message to be deciphered. Instructors who up hold bottom up processing focus on how learners extract information from the printed page, and whether or not learners deal with letters and words in a systematic fashions.

b. Top down strategy, the learners' prior knowledge is activated, which is capable of enhancing learners' language learning, and making possible reading comprehension. So the prior knowledge as a key and the reader just focus on the context and try to construct the meaning from the text.

c. Interactive strategy, in this concept the focus on two concepts of interaction. First, it is the interaction of two types of cognitive skills, identification and interpretation. Second, it is interaction between reader and a text. Fluent readers seem to simultaneously employ what come to be known as lower level skills that allow them to rapidly and automatically recognize words (and presumably grammatical forms), while higher level skills allow them to comprehend and interpret a text. Lower level skills involve rapid and precise unconscious processing (automatically).

From the explanation above, it can concluded that bottom up strategy the result is to get the meaning from the text and the reading process from part to whole, then top down strategy driven the meaning from the text from whole to part. The last interactive strategy assume that reader have to focusses on cognitive skill, identifications and interpretation, and also interaction between reader and text.

2.1.2 Teaching Reading

Teaching is an activity in which the teacher guides and facilitates learning, gives a chance for the learners to learn, and sets the condition for learning *Brown, (2000: 7).* The teacher cannot do those activities without any guidance. The teacher needs it to lead the students in gaining any knowledge. Also, to make the students learn, the teacher will make innovative ways, such as, unnatural orientation and unusual treatment to what is being learned.

Other experts explain about the term of teaching reading which may be further discuss here. Nuttal (1982: 21) states one of the functions of teaching reading especially reading foreign language, such as English, for students who are not native speaker is to make them be able to understand the text when they deal with the

foreign language. They will be capable to read in an appropriate speed, a silent way, and adequate understanding.

a. Relate to the uses of physical appearances in the class, the teacher should arrange their relationship with the students, the appropriacy of the variation of nuances in teaching and learning, the movement of the teachers and the contact happened between teacher and students.

b. Related to the stages happening in the class, the teachers are able to provide variety and clearly in the stages of teaching and learning.

c. The class should use the variety of seating arrangements.

d. The teacher always do evaluation on what happened on that day so that he or she can take a narrow step to solve the problem or to improve what had been reached.

In the process of the teaching reading, the teacher has important role to provide material, technique, and media to make the students can learn something new in the classroom and also can enjoy the process. The result of this process is the students have behavioural changes in human being which are due to the experience of emotional as well as intellectual.

According to the Murcia (1979: 200), reading is learn which involves complex thinking skills in which students must comprehend the material from a text by using their own thought activities which can help analyse the text. Reading is dynamic process in which the readers work actively to construct meaning from the material. Students need to have abilities to adjust their reading to fit the type of material being presented. Effective readers are involved in the process of reading, actively looking for meaning. Ineffective readers play passive role when reading, not connecting the text material with prior knowledge. It means that reading is skill

to delivering ideas from the writer. So the writer should make good connection in their written to make readers get the meaning.

2.2.1 Definition of the Text

Text is words are put together to communicate a meaning. When we speak or write to communicate a message, we are constructing a text. When we read, listen, or view a piece of text we are interpreting its meaning.

M.A.K. Halliday and Ruqaiya Hasan (1984 : 11) state text is a product in the sense that is an output, something that can be recorded and studied, having a certain construction that can be represented in semantic term. It means that text as a final version that can be read, understand, and recorded along with clear construction.

In making a text the writer must prepare the diction and arrangement correctly in order to the get communication process well, because the choices of the words and the arrangement are depended on the purpose and of text, so make sure that our choices is right. Based on definition above we can conclude that text is a sequence of paragraph that has a certain meaning and construction. It can be recorded, studied and represented.

Types of text is divided into two main categories, those are literary and factual text. These are various types of text:

1) Literary Text

Literary text is a text that contains entertainment to appeal our emotions and imaginations. It can make us laugh or cry, think about own life or consider our belief. For example about Aboriginal Dreaming stories, movie scripts, limericks, fairy tales, plays, novels, song lyrics, mimes, and shop operas. The examples for media text are as films, videos, TV, shows and CDs.

2) Factual Text

Factual text is a text that presents information or ideas and aim to show, tell, or persuade the audience. It is included advertisement, announcements, internet website, current affairs how, debate, recipes, report and instruction. The main text type in this category is response, explanation, discussion, information report, exposition, and procedure, recount.

2.2.2   Definition of Recount Text

According to Mark Anderson and Cathy Anderson (2003 : 1) said that, Recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what and when it occurs, Its mean that recount contains events that have happened in the past. Recount is a depiction of a situation that has occurred. Recount text is a text that telling what happened or the past. It means that recount is kind of genre story, the use of recount text is to explain what has been experienced by the author. Through the recount text, the author tells an incident that had occurred.

Based on the explanation above it can be concluded that recount text is a text that tells about something occurred in the past in order to give information into chronologically of what had happened.

1. Social Function of Recount Text

The social function is to retell events for the purpose of informing or entertaining. Recount text tells a past experience of someone in the chronological order. That's way, it uses past tense.

2. The Generic Structure

There are three generic structures of recount:

    a.   Orientation: provides the setting and produce participant.

    b.   Event: tell what happened and in what sequences.

    c. Re-orientation: optional-closure of events.

3. Language Feature of Recount Text

The significant lexicon grammatical feature of recount text, there are:

a. Focus of specific participants

b. Use of material processes

c. Circumstances of time and place use of a past tense

d. Focus of temporal sequence

According to Barwick (1999;4), there are different types of recount with varying levels of language and content according to the audience and purpose.

1. Personal Recount

A personal recount describes an event where the researcher or the author is doing the action by himself. It concludes in the story, funny event which is written on the diary.

The characteristic of personal recount that the use of the first person's pronouns. Personal response to the events can be included (usually at the end of the text).

2. Factual Recount Text

Factual Recounts describe the facts of events, such as research report, reports on the magazines, and so forth. There are some characteristics of factual recount:

    a. It uses the third pronouns

    b. Its details are usually selected to help the reader to reconstruct the activity or incident accurately.

    c. Mention of personal feeling is probably not appropriate.

    d. Sometime the ending describes the outcome of activity

    e. Details of time, place and manner may need to be precisely stated

    f. It may be appropriate to include explanation and justification

3. Imaginative Recount

Imaginative recount described the story or fiction, for example, the texts for teaching language. The imaginative recount usually, written in the first person, and need not to include personal reactions.

The researcher was using Personal Recount because the students doing the actions by themselves and used Listen Read Discuss. The students can listen the story about their friends, read their own story and discuss about the events together.

2.3 Listen, Read, Discuss Strategy

According to Manzo (1985: 377), LRD strategy is a comprehension strategy that has built the students prior knowledge before they need a text. LRD is a comprehension strategy that builds students' prior knowledge before they read a text, during reading and after reading by listening the teacher's short lecture, reading a text selection, and discussing.

McKenna (2002: 60), states that LRD strategy has been shown to increase students' science inquiry strategies, and overall text. In the LRD strategy the teacher gives a short lecture to the students. Then the students read the text that the teacher spoke about.

After reading, the students discuss the information they read and the lecture of the teacher gives. It is a powerful tool for engaging struggling reading in classroom discussion. Since the content is initially covered orally, students are unable to read the entire text on their own to gain at least a surface level of understanding about the reading. Those students lacking prior knowledge about the content gain it during the listening stage, allowing them to more easily comprehend the reading text. LRD

strategy is relatively easy to create because can exchange the students understanding about many lesson. There are procedures of LRD strategy to follow:

a. Listen: In a listening process the teacher provided background information, explain about recount text and tell the students to write their past experienced. Then, motivated the students for reading and generates excitement.

b. Read: students read the text

c. Discuss: Discussion of material, the students discuss their understanding/comprehension of the text. The teacher will lead a classroom discussion of the material and encourage students to reflect on any differences between their reading of the content on teacher's presentation.

And then, Manzo states that there are three strength of using this strategy are:

a. In the fact that it is a powerful tool for engaging struggle readers, especially L2 learners. Because the content of the text is covered orally at the beginning, the learners who are unable to read the text on their own, are able to gain at least a surface understanding about the reading.

b. For students who lacked prior knowledge about the content gain it during the listening stage, which will allow the students to more easily comprehend the text during the reading stage.

c. This strategy gives the effectiveness in teaching and learning reading.

It can be concluded that using LRD strategy is powerful tools to engaging struggling readers in the classroom discussion. Because this strategy activated the students prior knowledge when they have a text, then they read the text and compare with their prior knowledge with they already know from the text, and then make discussion with their friends to make sure the information from the text.

2.4 Teaching Reading by using LRD strategy

According to Manzo (1985: 377), LRD strategy is a comprehension strategy that has built the students prior knowledge before they read a text. LRD is a comprehension strategy that builds students' prior knowledge before they read a text, during reading and after reading by listening the teacher's short lecture, reading a text selection, and discussing.

In the LRD strategy the teacher gives a short lecture to the students. Then the students read the text that the teacher spoke about.

The procedure of teaching reading by using LRD strategy based on Manzo (1985; 11) as follows:

a. **Pre-Activities**

1) Teacher greets the students.

2) Teacher gave brainstorming to students.

3) Teacher stimulates students' curiosity.

4) Students predict what they would read

5) Facilitating the task.

6) Teacher informs the class that teacher would present presentation about recount text.

b. **Whilst Activities**

1) Teacher told the students to read their story about their past experienced.

2) Teacher puts the students into teams and provides times for students to delve into a topic in greater depth.

3) Discussed the material students have heard and read. Teacher can use question, adapted and extended from Smith in Manzo & Casale, these questions recommended for provoking a fruitful discussion following reading:

a.   What did you understanding most from what you heard and read?

b.   What did you understanding least from what you hear and read?

c.   What questions or though did this lesson raised in your mind about the content and/or about effective reading and learning?

c.   Post Activities

1) The teacher gave the score and did reflection.

2) The teacher closes the meeting.

2.5 Previous Study

To see whether there are relevant researches related to the title discussed, there are several related studies about the variables used in this study:

Elfa Yusanti (2017), the tittle of the research is *The influence of using listen-read-discuss (LRD) strategy towards students' reading comprehension on narrative text at the first semester of the eleventh grade of SMA Perintis 1Bandar Lampung in Academic Year 2017/2018.* She found that there is significant effect of using LRD (Listen, Read, Discuss) strategy on reading comprehension at the eleventh grade students of SMA 1 Perintis Bandar Lampung. The result showed that students were interested in this strategy. Her research used Classroom Action Research design and this study used quasi experimental research design.

Mita Bugi Anggraeni (2014), the tittle of the research is *The reading comprehension of the eighth grade students of SMPN N 1 puncakwangi pati in the academic year 2013/ 2014 taught by using LRD (listen read discuss).* the study was conducted on eight grade students at SMPN 1 Puncakwangi consist of 27 students, the

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researcher took the descriptive text as text genre of her research, and the design of this research is quasi-experimental research as a design of the research. The research instrument was test (multiple choice tests with 40 items) by giving pre-test and post-test. The result of this research is LRD (Listen Read Discuss) is appropriate in teaching reading comprehension of the eighth grade students of SMP N 1 puncakwangi. She used descriptive text and this research used Recount text.

Jayanti (2012) conducted a research entitle *"The Use of Listen-Read-Discuss (L-D-R) Strategy to Improve reading Comprehension (Classroom Action Research of the Eighth Grade Students of SMP N 3 Salatiga in the Academic Year of 2013/2014.* She found that the students involved actively in teaching learning process, they are more encourages and interested to read English than before. There is a significant improvement of students" reading comprehension through *Listen-Read-Discuss (L-R-D) strategy* on the eighth grade of SMPN 3 Salatiga in the academic year of 2011/2012. Graduation paper STAIN Salatiga. Her research found there is significant improvement of the students and this research found the effect by using LRD strategy.

CHAPTER III

RESEARCH METHOD

This chapter covers research method that is used in the study, which are: research design, population and sample, the instrument, the method of data collection, and the method of data analysis.

3.1 Research Design

This research is used in quasi-experimental research. According to Johnson and Christensen (2008:41) in the quasi experimental research, the researcher manipulates the independent variable and is interested in showing cause and effect. This research is consists of two class, they are experimental and control class. They were taught with different treatments and strategy. Then the difference is the experimental class was taught by using the process writing in the teaching of writing recount text. Meanwhile, the control group was taught without using process writing.

3.1 Population and Sample

3.2.1 Population

Population refers to the all of elements or the whole group that would be examined. Arikunto (2014: 173) stated, "Population is the whole subject of research". The population of this research was the students in the second grade of SMPN 2 Janapria in academic year 2018/2019, total population are students that consists of 3 classes.

3.2.2 Sample

Sample is part of population that we take as a subject which would be examined, without sample we cannot determine the subject that we would research. Arikunto, (2014: 174) stated, *"Sample is the part or representative of population under study"*. The sample of this study is using Purposive Sampling. The sample of this research is

VIII.C (15 students) and VIII.B (15 students) of SMPN 2 Janapria in academic year 2018/2019.

3.3 Research Instrument

Test is a set of question or exercises or other instrument used to measure the individuals or group skills, knowledge, intelligence, ability or attitude of group or individual (Arikunto 2014: 193). The researcher gave the pre-test and post-test using multiple choice of Recount Text to know the effect by using listen read discuss in teaching students' reading comprehension.

3.4 Data Collecting Technique

In this research, the data would be taken based on the following steps:

3.4.1 Pre-test

Pre-test is a test which is conducted before given a treatment to the students. It is given to both experimental group and control group. Pre-test is administrated to know the students reading comprehension overall. The researcher would come to the class and gave multiple choices test in which is consists of 20 items

3.4.2 Treatment

The researcher gives particular treatment to the experimental group and will not be given the treatment using LRD (Listen-Read-Discuss) strategy.

a. Pre Teaching

The researcher given brainstorming to students and teach by explain to them about recount text.

b. Core Teaching

The researcher would tell the students about the procedure of Listen Read Discuss, and gave them example about recount text and asked the students to tell their story.

c. **Close Teaching**

The researcher would end the class and gave the students a story for their homework.

3.4.3 Post-test

After the treatment, the researcher conducts the post-test in order to know or to measure the students' reading ability after the treatment.

Post-test is administrated to know whether there is significant difference before and after the treatment. The researcher would come to the class and give multiple choice in which is consists of 20 items.

3.5 Data Analysis Procedure

To analyse the data the researcher would use SPSS 17.00, the data was collecting from pre-test and post-test.

a. **Descriptive data**

Descriptive statistical data is useful for explaining and describing research data including the amount of data, maximum score, minimum score, average score and other.

b. **Normality Test**

a. Normality test is done to find out whether the research data is normally distributed or not.

b. Normal data is an absolute requirement before we do parametric statistical analysis.

c. In parametric statistics, there are two types of normality test that are often used, namely Kolmogorov-Smirnov test and Sharpio-Wil test.

If significance (Sig) score is more > (great) than 0.05 then the data is normally distributed, while if significance (Sig) score is more < than 0,05 then the data is not normally distributed.

c. **Paired Test**

a. Test paired sample t-test is used to determine whether there are differences in the average of two samples in pairs

b. Requirements in the paired sample t-test are normal distribution data

c. For homogeneous variant data, it is not a requirement in the paired sample t-test.

d. The paired sample t-test in this research is used to answer the problem statement.

e. To answer the formulation of the problem, a paired sample t-test is conducted on the pre-test experimental class data with post-test experimental class, then the pre-test control class data with the control class post-test data.

d. **Wilcoxon Test**

a. Test Wilcoxon aims to determine whether there is a difference in the average of two samples paired in pairs

b. The research data used in the Wilcoxon test is ideally ordinal or interval data

c. Wilcoxon test is part of non-parametric statistics, so in the Wilcoxon test there is not needed for research data that are normally distributed

d. Wilcoxon test is used as an alternative to the sample t-test diagnostic test if there is a study that is not normally distributed.

e. **Homogeneity Test**

a. Homogeneity test aims to determine whether a data variant of two or more groups is homogeneous or heterogeneous

b. Homogeneous data is one of the requirements in the independent sample t-test.

c. In this research, the homogeneity test is used to determine whether the variant of the post-test data of the experimental class and the post-test data of the control class are homogeneous or not. If significance (Sig) score based on mean $> 0,05$ then the data variant is HOMOGEN, while if significance (Sig) score based on mean $< 0,05$ then the data variant is NOT HOMOGEN.

f. **Independent Test**

a. The independent sample t-test is used to determine whether there are differences in the average of two unpaired samples.

b. The basic requirements in the independent sample t-test are data that is normally distributed and homogeneous.

c. The independent sample t-test in this research is used to answer the problem formulation.

d. To answer the formulation of the problem, the independent sample t-test was conducted on the post-test data of the experimental class with control class post-test data.

g. **Mann Whitney Test**

a. Mann Whitney test aims to determine whether there is the differences in the average of two unpaired samples

b. The number of samples used does not have to be the same

c. Mann Whitney test is part of non-parametric statistics, so in Mann Whitney test there is not needed for research data that is normally distributed and homogenous

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d. Mann Whitney test is used as an alternative to independent sample t-test if the research data is not normally distributed and not homogeneous.