CHAPTER IV RESULT AND DISCUSSION

A. Description of Data

In this chapter, the writer would like to present the description of the data obtained. As the writer stated at previous chapter that the population of the study was the second grade of junior Islamic high school SMPIT Bismilah Padarincang, as tested in this chapter, the writer divided them into two groups, 25 students as control class, it is from class A, and 25 students as experiment class, it is from class b. The goal of the research is intended to prove the accurate data in accordance with the research title.

To find out the effectiveness of using Listen-Read-Discuss (LRD) strategy on students' reading comprehension, the writer identified some result, they are: the score of students before treatment, the score of students after treatment, the differences between pre test and post test score of students and from the differences of students between the students who are taught by using Listen-Read-Discuss (LRD) strategy and the students who are not taught by using Listen-Read-Discuss (LRD) strategy in teaching and learning process, the writer did an analysis of quantitative data. The data is obtained by giving test to the experimental class and control class after giving a different treatment both classes.

The students have poor ability of learning English before used Listen-Read-Discuss (LRD) strategy. They find the difficulties in learning English but after used Listen-Read-Discuss (LRD) strategy students has better achievement. It can be seen from the result of pre-test and post-test.

To know the effectiveness of using Listen-Read-Discuss (LRD) strategy on students' reading comprehension, the writer gave the test to students as the sample both at the experimental class and at control class. The test that used in this research divided into two types, there are pre-test and post-test. The pre-test is the test that giving before treatment and the post-test is given after giving the treatment. On the test, the students should answer some questions that given by the writer. In pre-test, the writer has given twenty of multiple choices in pre-test and also in post-test.

The writer describes the result of pre-test and Post-Test in experimental class by the table below:

		Score		
No	Name			
INO		Pre-Test	Post-Test	
1	AR	50	80	
2	AP	40	75	
3	AZ	35	80	
4	EJW	50	80	
5	FS	35	80	
6	НН	30	70	
7	IS	40	75	
8	JU	25	70	
9	КА	60	80	
10	MHS	45	70	
11	MAS	50	80	
12	MUF	50	80	
13	NO	50	75	
14	RFR	45	75	
15	RA	30	65	
16	RIS	40	70	
17	SAB	45	65	
18	SAL	35	70	
19	SH	60	85	
20	SI	40	65	
21	SRI	45	70	

The Students' Score of Pre-test and Post-test at Experimental Class

Table I

22	SQ	45	60
23	SU	45	60
24	UH	45	70
25	WIL	45	60
N=25	Total Score	∑= 1080	∑= 1810
	Average	43,2	72,4

The table above shows about the students' pre-test score at the experimental class. The data the highest score of pre-test at the experimental class is 60, it is gotten by one student and the lowest score of pre-test at the experimental class is 25, it is gotten by one student and average score of pre-test is 43,2.

The result of post-test at experimental class is better score than score at control class. The data shows that the highest score of post-test at the experimental class is 85, it is gotten by one student and the lowest score of post-test at the experimental class is 60, it is gotten by four students and the average score of post-test is 72,4.

Table	Π

The Students' Score of Pre-test and Post-test at Control Class

		Score		
No	Name	Pre-Test	Post-Test	
1	AF	30	45	
2	AN	25	35	
3	AH	25	35	
4	DF	20	25	
5	EL	55	65	

6	EC	25	15
0	F5	33	45
7	FIT	50	55
8	IA	40	55
9	KI	55	65
10	МА	25	40
11	MRA	30	35
12	ММ	45	55
13	MUS	35	40
14	NUR	45	50
15	RF	35	45
16	RR	50	60
17	RN	35	45
18	SAE	55	70
19	SAN	25	35
20	SZ	45	55
21	SMAR	25	30
22	SMAS	55	60
23	UM	40	50
24	YA	45	55
25	MI	25	40
N=25	Total Score	∑=950	∑= 1190
	Average	38	47,6

The table above shows about the students' pre-test score at the control class. The data the highest score of pre-test at the control class is 55, it is gotten by two students and the lowest score of pre-test at the control class is 20, it is gotten by one student and average score of pre-test is 38.

The table above shows us about the students' post-test score at the control class. The data the highest score of post-test at the control class 70, it is gotten by

one student and the lowest score of post-test at the control class is 25, it is gotten by One student and the average score of post-test is 47,6.

B. Data Analysis

1. Data Analysis of Test

Table III

The Difference Score between Pre-Test and Post-Test of experimental

class

NO	NAME	Pre- Test (x ₁)	Post- Test (x ₂)	Deviation (X=x ₂ -x ₁)	Squared Deviation (X ²)
1	AR	50	80	30	900
2	AP	40	75	35	1225
3	AZ	35	80	45	2025
4	EJW	50	80	30	900
5	FS	35	80	45	2025
6	HH	30	70	40	1600
7	IS	40	75	35	1225
8	JU	25	70	45	2025
9	KA	60	80	20	400
10	MHS	45	70	25	625
11	MAS	50	80	30	900
12	MUF	50	80	30	900
13	NO	50	75	25	625
14	RFR	45	75	30	900
15	RA	30	65	35	1225
16	RIS	40	70	30	900
17	SAB	45	65	20	400
18	SAL	35	70	35	1225

19	SH	60	85	25	625
20	SI	40	65	25	625
21	SRI	45	70	25	625
22	SQ	45	60	15	225
23	SU	45	60	15	225
24	UH	45	70	25	625
25	WIL	45	60	15	225
		TOTAL		$\Sigma X = 730$	$\sum X^2 =$
					23200

Table III above shows the difference score between pre-test and post-test at experimental class. The difference score is the results from post-test score subtract pre-test score. There is significant difference score between pre-test and post-test at experimental class, that is the biggest difference score is 45 and the lowest difference is 15. All of students increased in their scores.



Graphic 1.1

Based on the graphic above, it can be seen that the result of lowest score in pre-test is 25 and the post-test is 60, and the highest score pre-test is 60 and posttest is 85. So, it mean there is increasing significantly between pre-test and posttest.

	The Difference Score between 11e-rest and 10st-rest of Collifor Class						
NO	NAME	Pre-Test	Post-Test	Deviation	Squared		
		(y ₁)	(y ₂)	(Y=y ₂ -y ₁)	Deviation		
					(Y ²)		
1	AF	30	45	15	225		
2	AN	25	35	10	100		
3	AH	25	35	10	100		
4	DF	20	25	5	25		
5	EL	55	65	10	100		
6	FS	35	45	10	100		
7	FIT	50	55	5	25		
8	IA	40	55	15	225		
9	KI	55	65	10	100		
10	MA	25	40	15	225		
11	MRA	30	35	5	25		
12	MM	45	55	10	100		
13	MUS	35	40	5	25		
14	NUR	45	50	5	25		
15	RF	35	45	10	100		
16	RR	50	60	10	100		
17	RN	35	45	10	100		
18	SAE	55	70	15	225		
19	SAN	25	35	10	100		
20	SZ	45	55	10	100		
21	SMAR	25	30	5	25		

The Difference Score between Pre-Test and Post-Test of Control Class

Table IV

22	SMAS	55	60	5	25
23	UM	40	50	10	100
24	YA	45	55	10	100
25	MI	25	40	15	225
	TOTAL			$\Sigma Y= 240$	$\sum Y^2 = 2600$

Table IV above shows the difference score between pre-test and post-test at Control Class. The difference score is the results from post-test score subtract pre-test score. There is no significant difference score between pre-test and posttest at the control class, that is the highest difference score is 15 and the lowest difference is 5. All of students increased in their score.





Based on the graphic above, it can be seen that the result from control class. The lowest score from pre-test is 20 and the post-test is 25. The highest score from pre-test is 55 and post-test is 70. So, there is no increasing significantly between pre-test and post-test.

From the data gotten above, the writer calculated t-test using some steps, there are:

1. Determining Mean of Score Experimental Class (MX), through formula :

$$MX = \frac{\sum X}{N}$$
$$= \frac{730}{25}$$
$$= 29,2$$

2. Determining Mean of Score Control Class (MY), through formula :

$$MY = \frac{\Sigma Y}{N}$$
$$= \frac{240}{25}$$
$$= 9.6$$

3. Determining the total Square of Error of Experiment Class (X), through formula :

$$\sum X^{2} = \sum x^{2} - \frac{(\sum x)^{2}}{N}$$
$$= 23200 - \frac{(730)^{2}}{25}$$
$$= 23200 - \frac{532900}{25}$$
$$= 23200 - 21316$$
$$= 1884$$

The result above shows about the average score (mean) at experimental class. The writer got the data from $\sum X_{1}$, $\sum X_{2}$, $\sum X$ and $\sum X^{2}$. After words she calculated the data based on the formula above.

4. Determine the total square of error of control class (Y), with formula :

$$\sum Y^{2} = \sum y^{2} - \frac{(\sum y)^{2}}{N}$$
$$= 2600 - \frac{(240)^{2}}{25}$$
$$= 2600 - \frac{57600}{25}$$
$$= 2600 - 2304$$
$$= 296$$

The result above shows about the average score (mean) at Control Class. The writer got the data from $\sum Y_{1}, \sum Y_{2}, \sum Y$, and $\sum Y^{2}$. After words she calculated the data based on the formula above.

5. Calculates T-test

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$
$$t = \frac{29,2 - 9,6}{\sqrt{\left(\frac{1884 + 296}{25 + 25 - 2}\right)\left(\frac{1}{25} + \frac{1}{25}\right)}}$$
$$t = \frac{19,6}{\sqrt{\left(\frac{2180}{48}\right)\left(\frac{2}{25}\right)}}$$
$$t = \frac{19,6}{\sqrt{(45,41)(0,08)}}$$
$$t = \frac{19,6}{\sqrt{3,63}}$$
$$t = \frac{19,6}{1,90}$$
$$t = 10,3$$

The result above shows about the average score (mean) at experimental class. The writer got the data from MX, MY, $\sum X^2$ and $\sum Y^2$. After words she calculated the data based on the formula above.

6. Determine the Degree of Freedom, with formula:

$$Df = Nx + Ny - 2$$

 $Df = 25 + 25 - 2$
 $Df = 48$

The result above shows about the score of sample both experiment and control class. The writer used 50 students as sample for research 25 students from VIII D as experimental class and 25 students from VIII C as control class.

Comparing "t" has been tested in calculating ($t_0 = 10,3$) and df = 48. There is no df (degree of freedom) for 48, so the writer used the closer "df" from 50, which has been tested on t-table ($t_t5\% = 2,01$ and $t_t1\% = 2,68$). It can be known that $t_0 > t_t5\%$ and $t_0 > t_t1\%$, it means 2,01< 10,3> 2,68.

From the result of test (pre-test and post-test), the writer conclude that using Listen-Read-Discuss (LRD) strategy on students comprehension has effective significant on students learning. In control class there is no increasing significantly between pre-test and post-test because when the teacher did not used Listen-Read-Discuss (LRD) strategy as a teaching strategy in classroom, it is did not give effective significant on students comprehension, but in experiment class, there is increasing significantly between pre-test and post-test because when teacher used Listen-Read-Discuss (LRD) strategy as a teaching strategy in classroom, it is gave effective significant on students comprehension. It can be seen from result of pre-test and post-test of experiment class got increasing compared with control class.

2. Data analysis of Interview

In this research, the interview is used to know valid information about the students' condition in learning process especially in students' reading comprehension. The writer used direct interview where the interview is conducted directly between the interviewer and interviewer without going through intermediaries, this interview to aim for students. As quoted in interview that given by the writer to teacher and one of students that got the higher score:

1. For Teacher

Researcher : What is the difficulty of teaching especially English lesson?

- Teacher : The difficulty is come from reading, writing and vocabulary they often don't know how to read or pronoun the text, don't know how to write the text and sometimes they have known the vocabulary but sometime also they forgot the mean.
- Researcher : What is your method in teaching English?
- Teacher: I use some method in teaching English like speech and
many others.
- Researcher : How about student skill in reading English especially in second class?
- Teacher: Good enough, they ever read descriptive text, short story,
recount text and many others.
- 2. For Student

Researcher: Do you like English lesson especially reading?

Student : I like English, and I like reading.

Researcher: Why?

- Students : Because I like when the teacher read about short story, read the story in Descriptive text material and then I can read that story
- Research : how about teacher's method when teaching especially in reading lesson?

Student : I like teacher's method

From the result of interview on student that teaching English lesson using new technique can effective on student learning. In this research, the writer interviews the teacher of English material and student who got the higher score. The writer can get summary that the student will be interesting and understanding the material if the teacher using new strategy or good strategy in teaching English lesson. Not only using demonstration strategy, there is time for the teacher using new strategy to make the student enjoy and understand with the material.

C. Hypothesis Testing

Testing hypothesis is to know the significant of both variables, and tested as follows:

$$Ha = t_0 > t_t$$
$$Ho = t_0 < t_t$$

Notes:

Ha = Alternative Hypothesis

Ho = Null Hypothesis

 $t_0 =$ The Value of t-observation

t_t= The Value of t-table

To prove the data hypothesis, the data obtained from an experimental class and control class are calculated by using t-test formula with assumption as follows:

If $t_0>t_t$:Tthe alternative hypothesis is accepted. it means there is significant effect by using Listen-Read-Discuss (LRD) strategy on students' comprehension at VIII A as an experimental class and VIII B as a control class.

If $t_0 < t_t$: The alternative hypothesis is rejected. It means there is no significant effect by using Listen-Read-Discuss (LRD) strategy on students' comprehension at VIII A as an experimental class and VIII B as a control class.

From the result calculation above, the value of $t_0 = 10,3$ the degree of freedom (df) = 50. The writer used the degree of significant 5% = 2,01 and 1% = 2,68. It means that Ha (Alternative Hypothesis) of the research is accepted and Ho (Null Hypothesis) is rejected.

After getting the data, the writer compared it t_t both degree of significant 5% and 1%. $t_0>t_t$ 5% and $t_0>t_t$ 1%, it means 2,01< 10,3> 2,68. It means (Alternative Hypothesis) of the research is accepted.

D. Interpretation Data

The data showed that the mean of pre-test scores obtained by students of VIII A as an experimental class = 43,6 and pre-test scores obtained by students of VIII B as control class = 38. The highest score in two classes was different that was class VIII as an experimental class got 60 and VIII B as a control class got 55. The lowest score in both classes was 25 for experimental class and 20 for control class.

The mean of post-test, score of VIII A as experimental class = 72,4 was greater than VIII A as a control class = 47,6. The highest score post-test of VIII B as experimental class got 85 and VIII B as a control class got 70. The lowest post-test of experimental class 60 and the lowest post-test of control class 25.

By df = 50 and analyzed by using t-test, the writer tested that there is effect in using Listen-Read-Discuss (LRD) strategy on students' comprehension because t-count is higher than t-table in significant 5% and 1%. The t-table with significant level 5% is 2,01 and significant level 1% is 2,68.

In chapter II, the writer had explained about some theory relating with the effectiveness of using Listen-Read-Discuss (LRD) strategy on students' reading comprehension. In this research the writer took theory from Manzo Antony books as guide to strong this research.

According Manzo Antony V the Listen-Read-Discuss (LRD) is comprehension strategythat builds students' prior knowledge before they read a text.¹ These way used by the writer when the writer gave treatment on students in classroom. The writer concluded that Listen-Read-Discuss (LRD) as teaching strategy has effective significant on students' reading comprehension. It is compared with the class which does not use Listen-Read-Discuss (LRD) strategy and class that used Listen-Read-Discuss (LRD) strategy on students' reading comprehension like in control and experiment class.

From the interpretation above t-count > t-table means there is significance effect of Listen-Read-Discuss (LRD) strategy on students' comprehension.

Based on the data obtained from control class and experiment class among the description of data, data analysis, hypothesis testing, Interpretation of data. The writer concluded that Listen-Read-Discuss (LRD) strategy as teaching strategy on students' reading comprehension.

¹Manzo,Antony V, and Casale, Ula P.A Conten reading heuristic.Listen-Read-Discuss:Journal of Reading, 28,372-734.