CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the findings as the result of analyzing the data. Therefore, this chapter discusses the description of data, the result of normality and homogeneity testing, hypothesis testing, and discussion.

A. The Description Of Data

In this section, the writer presents the students' reading comprehension before and after being taught by Listen, Read, Discuss strategy. As mentioned before, the researcher used test as the instrument in collecting data. The test is administered to class X MIPA's students of SMA Islam Watulimo as a single group. The test is instructing the students to answered 25 question reading test about narrative text in multiple choice format. The researcher presents and analyzes the data through two kinds of tests, they are pre-test and post-test. Those tests are conducted to the single group, X MIPA class that consist of 27 students. Pre-test is given before being taught applying listen, read, discuss strategy, and post-test is given after being taught applying listen, read, discuss strategy. The collected data are described in the form of table that includes the pre-test and post-test in the single group.

In this section, the researcher presents the students reading comprehension before and after being taught applying listen, read, discuss strategy in the process of teaching reading. In this presentation, the researcher presents and analyzes the collected through pre-test and post-test which are administrated to 27 students. The description are presented in the following table:

Table 4.1. The students' score of pre-test and post-test

No	Subject	Pre-test (X)	Post-test (Y)
1	A	52	64
2	B	52	64
3	C	76	84
4	D	48	64
5	E	52	68
6	F	64	64
7	G	68	84
8	H	72	80
9	I	56	72
10	J	56	72
11	K	48	68
12	L	68	76
13	M	60	76
14	N	56	62
15	O	72	80
16	P	56	92
17	Q	76	88
18	R	60	72
19	S	68	76
20	T	80	88
21	U	52	64
22	V	64	84
23	W	68	80
24	X	48	64
25	Y	84	92
26	Z	72	84
27	A1	44	68

Based on the table 4.1, there are 27 students as sample of the research. The researcher used the alphabet to replace students' name because the students' name cannot write completely. The researcher administered the test before and after being taught by using Listen, Read, Discuss strategy. The test was multiple choices consist of 25 items about narrative text.

After giving treatment to the students', the researcher used SPSS 20.0 version for windows and percentage formula to measure the percentage the score of the students reading achievement. And then identify whether there is any difference achievement in the students' reading comprehension before and after being taught by using Listen, Read, Discuss strategy. The percentage scores of students' reading comprehension will be divided into five criteria. They are excellent, very good, good, fair, and poor.

Based on the result of this study it can be state that the mean from the subject of the study is highest from the mean from the treatment process that is from 60.00 to 75.19, the significance value from try-out pre-test is (0.392) and significance value from try-out pot-test is (0.632). Both of try-out pre-test and post-test have significance value higher than 0.05. As stated above, if the significance value less than 0.05 it means that data are non-normal, while, if the significance value higher than 0.05 it means that data are normal. From the result above, it can be concluded that both of the data pre-test and post-test score are normal distribution ((0.392 > 0.05) and (0.632 > 0.05)). And then the test instrument is homogenous too because the significant is 0.282. It means that the significant is higher than 0.05 (0.282 > 0.05).

The researcher used SPSS 20.0 and percentage formula to measure the percentage of the pre-test score and to show the score (see table 4.3 and 4.4). The researcher divided the percentage of scores into five criteria in students' reading comprehension before being taught by using Listen, Read, Discuss strategy. The criteria are excellent, very good, good, fair, and poor.

Table 4.2 Descriptive statistic of pre-test

Statistics

pretest

N	Valid	27
	Missing	0
Mean		60.00
Median		56.00
Mode		52
Std. Deviation		10.046
Minimum		44
Maximum		80

Based on the table 4.2 are explained that the means from the pre-test on 27 students is (60.00). While the median (the middle value) and mode (value which has the highest frequency) are (56.00) and (52). The minimum and maximum score from the pre-test score are (44) and (80). The standard deviation is (10.046). The mean score of pre-test on 27 students is less than standard score in school.

Table 4.3 Frequency of pre-test

Pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44	1	3.7	3.7	3.7
	48	3	11.1	11.1	14.8
	52	6	22.2	22.2	37.0
	56	4	14.8	14.8	51.9
	60	2	7.4	7.4	59.3
	64	2	7.4	7.4	66.7

68	4	14.8	14.8	81.5
72	2	7.4	7.4	88.9
76	2	7.4	7.4	96.3
80	1	3.7	3.7	100.0
Total	27	100.0	100.0	

From the table 4.3 is described about the frequency of pre-test score. It is start from the minimum score until the maximum score. From the table above, the score 0-60 (frequency/ total of the students who get score 0-60 are 16 students, percentage of this score is 51.9%), it means that on the students reading comprehension is poor. The score 61-70 (frequency/ total of the students who get score 61-70 are 6 students, percentage of this score is 22.2%), it means that on the students reading comprehension is fair. The score 71-80 (frequency/ total of the students who get score 71-80 are 5 students, percentage of this score is 18.5%), it means that on the students reading comprehension is good. The score 81-90 (frequency/ total of the students who get score 80-100 is no one students, percentage of this score is 0%). It means that before being taught by using Listen, Read, Discuss strategy, there is still so many students have poor score, it can be said that the students cannot understand well about reading text, especially in narrative text.

1. Students' reading comprehension after being taught by using Listen, Read, Discuss strategy.

The researcher used SPSS 20.0 and percentage formula to measure the percentage of the post-test score and to show the score (see table 4.4 and 4.5). The researcher divided the percentage of scores into five criteria in students' reading comprehension after being taught by using Guided Reading strategy. The criteria are excellent, very good, good, fair, and poor.

Table 4.4 Descriptive statistic of post-test

Statistics

Posttest

N	Valid	27
	Missing	0
Mean		75.19
Median		76.00
Mode		64
Std. Deviation		9.580
Minimum		62
Maximum		92

Based on the table 4.4 are explained that the means from the post-test on 27 students is (75.19). While the median (the middle value) and mode (value which has the highest frequency) are (76.00) and (64). The minimum and maximum score from the post-test score are (62) and (92). The standard deviation is (9.580). The mean score of post-test on 27 students is higher than standard score in school.

Table 4.6 Frequency of post-test

Posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	62	1	3.7	3.7	3.7
	64	6	22.2	22.2	25.9
	68	3	11.1	11.1	37.0
	72	3	11.1	11.1	48.1
	76	3	11.1	11.1	59.3
	80	3	11.1	11.1	70.4
	84	4	14.8	14.8	85.2
	88	2	7.4	7.4	92.6
	92	2	7.4	7.4	100.0
	Total	27	100.0	100.0	

From the table 4.4 is described about the frequency of post-test score. It is start from the minimum score until the maximum score. From the table above, the score 0-60 (frequency/ total of the students who get score 0-60 is no one student, percentage of this score is 0%). The score 61-70 (frequency/ total of the students who get score 61-70 are 10 students, percentage of this score is 37%), it means that on the students reading comprehension is fair. The score 71-80 (frequency/ total of the students who get score 71-80 are 9 students, percentage of this score is 33.3%), it means that on the students reading comprehension is good. The score 81-90 (frequency/ total of the students who get score 80-90 are 6 students, percentage of this score is 22.2%), it means that on the students reading comprehension is very good. And the score 91-100 (frequency/ total of the

students who get score 91-100 are 2 students, percentage of this score is 7.4%), it means that on the students reading comprehension is excellent. It means that after being taught by using Listen, Read, Discuss strategy, half numbers of students have good score, it can be said that the students improve their understood about reading text, especially descriptive text, and there is no one student got poor score.

2. The effectiveness of teaching reading comprehension before and after being taught by using Listen, Read, Discuss strategy

   The researcher used SPSS 20.0 and percentage formula to measure the percentage of the pre-test and post-test score and to show the score (see table 4.7 and 4.8). The researcher divided the percentage of scores into five criteria in students' reading comprehension before and after being taught by using Listen, Read, Discuss strategy. The criteria are excellent, very good, good, fair, and poor.

Table 4.6 Descriptive statistics of pre-test and post-test

Statistics		Pretest	Posttest
N	Valid	27	27
	Missing	0	0
Mean		60.00	75.19
Median		56.00	76.00
Mode		52	64
Std. Deviation		10.046	9.580
Minimum		44	62
Maximum		80	92

Based on the table 4.6, the output of descriptive statistics on 27 students' pre-test and post-test, shows that the minimum score in (44) and (64), the maximum score were raising from (80 to 92), the median score were raising from (56 to 76), the mode score were raising from (52 to 64), and the mean score were raising from (60.00 to 75.19). From the table, it means that teaching reading by using Listen, Read, Discuss strategy has different score.

Table 4.7 The percentage of students' reading comprehension before and after being taught by using Listen, Read, Discuss strategy

No.	Interval Class	Criteria	Before using Listen, Read, Discuss strategy	After using Listen, Read, Discuss strategy
1	91-100	Excellent	0%	7.4%
2	81-90	Very Good	0%	22.2%
3	71-80	Good	14.8%	33.3%
4	61-70	Fair	22.2%	36.0%
5	0-60	Poor	59.2%	0%

Based on the table 4.7, it shows that most achievement of post-test is in good criteria. There is 33.3% is higher than 14.8% and there is no one student got poor criteria. It means that the students' score after being taught by using Listen, Read, Discuss strategy is higher than before being taught by using Listen, Read, Discuss strategy.

To ensure whether the difference of pre-test and post-test scores is significant or not, the researcher used SPSS 20.0 Version to measure the T-test of the score to verify the effectiveness of Listen, Read, Discuss strategy on students' reading comprehension. The result is as follows:

Table 4.8 Paired sample test

Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	PRE-TEST - POST-TEST	-15.185	14.036	.990	-20.738	-9.633	-5.622	26	.000

Based on the table 4.8, output paired sample test shows that the result of comparing pre-test and post-test by calculation of T-test. Output shows that mean of pre-test and post-test is (-15.185), the standard deviation is (14.036), the standard error mean is (2.701), the lower difference is (-20.738), the upper difference is (-9.633). The result of T-count is (-5.622), df is (26) and significance (2-tailed) is (0.000).

The significance value is 0.000 and the significance level is 0.05. It means that the significance value is smaller than significance level (0.000

< 0.05). So, the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. It means that there is significant different of students' achievement in reading comprehension before and after being taught by using Listen, Read, Discuss strategy.

B. The Result of Normality and Homogeneity Testing

Many experimenters the most commonly used statistical tests are those for comparing sample means or sample variances. It means that there are two statistical to comparing the test.

1. Normality

The purpose of normality test is to know the data distributed normally or not. Normality distribution test is a test to measure whether our data has a normal distribution, so it can use in a parametric statistic. Normality test means showed that the sample data come from normally distributed population. The researcher used Kolmogorov-Smirnov test with SPSS 20.0. to know the normality. The hypotheses for normality testing are:

a. H_0 : Data is normal distribution

b. H_1 : Data is not in normal distribution.

H_0 is rejected if the significance value less than 0.05 (< 0.05) it means that the data are non-normal. While, H_0 is accepted if the significance value bigger than 0.05 (>0.05) it means that the data are normal. The result of normality test can be seen in the table below:

4.9 Table of Normality testing of pretest and post-test

One-Sample Kolmogorov-Smirnov Test

		pretest	posttest
N		27	27
Normal Parameters	Mean	60.00	75.19
	Std. Deviation	10.046	9.580
Most Extreme Differences	Absolute	.173	.144
	Positive	.173	.144
	Negative	-.120	-.118
Kolmogorov-Smirnov Z		.900	.747
Asymp. Sig. (2-tailed)		.392	.632

Based on the table 3.6 above, it showed that the significance value from try-out pre-test is (0.392) and significance value from try-out pot-test is (0.632). Both of try-out pre-test and post-test have significance value higher than 0.05. As stated above, if the significance value less than 0.05 it means that data are non-normal, while, if the significance value higher than 0.05 it means that data are normal. From the result above, it can be concluded that both of the data pre-test and post-test score are normal distribution ((0.392 > 0.05) and (0.632 > 0.05)). So, H_0 is accepted and H_1 is rejected. It means that data is normal and T-test can be used to calculate the data of research because t-test include of parametric testing used for quantitative research.

1. Homogeneity

Homogeneity testing is intended to make sure that the collected manipulation data in analysis is truly taken from a population which is too different each other. Especially in a correlative study which is predictive, the model which is used must be appropriate with the composition and its distribution.

The hypotheses for homogeneity testing are:

a. H_0 : Data is homogeny

b. H_1 : Data is not homogeny

The test is called homogeny if the significant value more than 0,05. H_0 is rejected if the significance value less than 0.05 (< 0.05) it means that the data are not homogeny. While, H_0 is accepted if the significance value bigger than 0.05 (>0.05) it means that the data are homogeny. The result of homogeneity test can be seen in the table below:

Table 4.10 Homogeneity test

Test of Homogeneity of Variances

pretest

Levene Statistic	df1	df2	Sig.
1.356	7	18	.282

ANOVA

pretest

	Sum of Squares	df	Mean Square	F	Sig.

Between Groups	289.333	8	36.167	.279	.965
Within Groups	2334.667	18	129.704		
Total	2624.000	26			

Based on the table 3.7 above, the test is homogenous because the significant is 0.282. It means that the significant is higher than 0.05 (0.282 > 0.05). So, H_0 is accepted and H_1 is rejected.

C. Hypothesis Testing

In hypothesis testing, if t-value or t-count is bigger than the t-table, the alternative hypothesis (Ha) is accepted, and null hypothesis (Ho) is rejected. It means that LRD strategy is accepted and the strategy is effective for teaching reading. Meanwhile, if T score is smaller than T-table, the alternative hypothesis (Ha) is rejected and the null hypothesis (Ho) is accepted.

From the data analysis above, the hypothesis of the research which used in SPSS 20.0 are:

1. If t-value or t-count is higher than t-table, the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected.

   It means that there is significant difference between the students' reading comprehension before and after being taught by using Listen, Read, Discuss strategy.

2. If t-value or t-count is smaller than t-table, the alternative hypothesis (Ha) is rejected and null hypothesis (Ho) is accepted.

It means that there is no significant difference between the students' reading comprehension before and after being taught by using Listen, Read, Discuss strategy.

Based on computing T-test using SPSS 20.0, the researcher gave interpretation toward "t" score by comparing t-value or t-count with t-table. The researcher interpretation that t-value or t-count is (5.622) with the significant value is 0.000. The score of t-table is (2.056) with significant level of 0.05 with df 26. It is known that t-value or t-count is bigger than t-table (5.622 > 2.056).

In this research t-value or t-count is higher than t-table. So, the alternative (Ha) is accepted and the null hypothesis (Ho) is rejected. It means that there is significant difference between the students' reading comprehension before and after being taught by using Listen, Read, Discuss strategy. It can be conclude that Guided Reading strategy is effective to teach reading comprehension in first grade students at SMA Islam Watulimo.

D. Discussion

From the data analysis, the objective of this study is to know if there is an effect applying Listen, Read, Discuss strategy in teaching reading of a first grade students at SMA Islam Watulimo in academic year 20017/2018. And based on the data analysis there is any significant difference between students' reading comprehension before and after being taught by using Listen, Read, Discuss strategy of a first grade students' at SMA Islam Watulimo.

After that, the researcher calculating the data on SPSS 20.0 Version, the finding of this research can be known that the mean of students' reading

comprehension scores before being taught by using Listen, Read, Discuss strategy is (60.00) and the mean of students' reading comprehension after being taught by using Listen, Read, Discuss strategy is (75.19). Based on the mean of pre-test and post-test, it has known that mean score of post-test higher than mean score of pre-test. It means that the students' reading comprehension after taught by using Listen, Read, Discuss strategy was improved.

Then, to know the effectiveness of Listen, Read, Discuss strategy, the researcher analysis the data used t-test in SPSS 20.0. Based on computing T-test using SPSS 20.0, the researcher gave interpretation toward "t" score with compare t-value or t-count with t-table. The researcher interpretation that t-value or t-count (5.622) with the significant value is 0.000. The score of t-table is (2.056) with significant level of 0.05 with df 26. It is known that t-value or t-count is bigger than t-table (5.622 > 2.056).

In this research t-value or t-count is higher than t-table. So, the alternative (Ha) is accepted and the null hypothesis (Ho) is rejected. It means that there is significant difference between the students' reading comprehension before and after being taught by using Listen, Read, Discuss strategy. It can be conclude that Listen, Read, Discuss strategy is effective to improve the students' reading comprehension in first grade students at SMA Islam Watulimo. The result of this study totally same with the previous study conducted by Reniwati Putri in Junior High Shool 9 Tampung Kampar and Dian Pariska at MA Daarun Nahdhah Thawalib Bangkinang that are the used of Listen, Read, Discuss Strategy to

increase the students reading comprehension in Senior High School and Junior High School.

Based on the result of this study the used of Listen, Read, Discuss Strategy effective to increase the students reading comprehension at SMA Islam Watulimo. Listen, Read, Discuss is a comprehension strategy that build the 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. It means, the students can get lot of information based on their prior knowledge and supported by the information that they get from the learning process using Listen, Read, Discuss strategy. It makes the students totally has understanding about the information that showed in the text. In the end the used of Listen, Read, Discuss strategy give the students a new concept in the reading learning process.

The explanation about Listen, Read, Discuss above shows that the used of the strategy makes the reading learning process more interesting, because the students can get the information from the text in detail by using the students prior knowledge, information that they get from the teacher and their understanding in reading process. With comparing the information both of the process it make sure that the students really understand with the information in the text.

Before conducting this research, the researcher search many research related with this research that used Listen, Read, Discuss strategy to teaching reading. The result of the previous study state that the used of Listen, Read, Discuss strategy effective to increase the students reading comprehension both of Junior and Senior High School. It same with the result from this study that state

that Listen, Read, Discuss strategy can increase the students reading comprehension of the first grade students. It can conclude that Listen, Read, Discuss strategy effective to increase the students reading comprehension in every grade.