CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the finding of the study and discussion toward the result of the study.

A. Findings

In this section, the writer presents the students' reading comprehension before and after being taught by Listen, Read, Discuss strategy. The implementation of Classroom Action Research of this study had been done by running two cycles. As mentioned before, the researcher used test as the instrument in collecting data. The test is administered to class VIIIB's students of MTsN 8 Tulungagung as a single group. The research consists of two cycles, each cycles consists of planning, acting, observing, and reflecting. The data presented in this study are the result of reflection in the first cycle, and the result of reflection in the second cycle.

1. The Results of the First Cycle

The implementation of listen read discuss in cycle I was divided into three meetings. It conducted on Monday and Saturday 23th-28th of September 2019. In cycle I, the researcher was collaborated with the English teacher. While the researcher was implementing the listen read discuss, the collaborator teacher observed the students' activities in the reading class. Then the researcher conducted post test after implementing the listen read discuss in teaching narrative reading. Students were asked to write the story based on the text with their own words.

In the section , the researcher found that most of the students still had low in reading comprehension especially in Narrative Text. Based on the result of reading comprehension test showed that the criteria of success could not be achieved yet because there were only 16 students or 53,3% who passed the test. Meanwhile, the criterion of success for this action research was 70% of students who get score of 75 or more in their tests. Although the results of the test were not very good, it was better than the results of reading hortatory exposition text in the preliminary observation. The result of students' post test can be seen in the table below.

Table 1. 1. The Results of Students' score cycle I

No	Name	Score	Success/Failed
1	AFI	75	Success
2	ANN	70	Failed
3	AF	85	Success
4	AMS	70	Failed
5	AA	75	Success
6	DRF	80	success
7	EAP	60	failed
8	FPA	55	failed
9	KSW	70	failed
10	KMR	80	success
11	KAY	80	success
12	MFNI	50	failed
13	MHTW	75	success
14	MTR	-	-
15	MYDK	80	success
16	MAW	75	success
17	MAN	70	failed
18	MCR	80	success
19	MGMP	40	failed
20	MZA	70	failed
21	NF	-	-

22	NHF	80	success
23	RA	70	failed
24	RK	80	success
25	SVR	85	success
26	SPA	90	success
27	SBA	70	failed
28	WF	65	failed
29	ZHM	80	success
30	MSI	75	success
	Total	2025	
	Average	67,5	

From the result of students' post test above, the researcher got score and then analyzed it. After analyzing the students' score, the researcher got mean score. From twenty students, 16 students have passed the criteria of success and 14 students of them have not passed yet. The percentage of students who passed the criteria of success was

a. Mean

$$M = \frac{\Sigma X}{N}$$

M : Mean of students" score
ΣX : The sum of students" score
N : The total number of students

$$M_X = \frac{2025}{30}$$

$$= 67,5$$

b. Percentages Score

$$P = \frac{F}{N}$$

$\frac{16}{30} \times 100\% = 53,3$ % of students.

After analyzing the data, the researcher interpreted the data. The result of data interpretation was the researcher hasn't been successful yet. The criteria of success of this research which have to be achieved were 75% of students have to get score equal or more than 75.00. But based on the result in cycle I, the criteria of success which has been achieved was only 50%. There were 14 students who got score under 75.00. So, the criteria of success in this cycle have not gained yet.

From the observation sheet, it was found that there was miss activity in the teaching and learning process. It can be concluded that the action of cycle 1 was not successful. So, the researchers should make changes to the teaching scenario or lesson plan to be applied in cycle 2. Thus, the researchers hope that in cycle 2 could get better results and deal with the weaknesses of cycle 1. Based on the weaknesses above, several revisions would be applied in Cycle 2 as follows:

1. The researcher gave more motivation to the students to be active in the class.

2. The researcher gave the example of the text that analyzed on piece of paper. Then, it distributed to all of students. In order to all of students could know the examples of the form to narrative text.

3. The researcher gave more the explanation about the material of narrative text related to the social function, generic structure and language feature of the text.

4. The researcher applied the strategy in groups but students done the tasks individually. In order, the process of understanding students about the material provided was increasingly focused.

5. Students could ask their group friends if they got difficulties. In order that student understanding could be channeled each other.

in cycle 1. In order to increase the students attention and students interest in learning Narrative Text. The reseacher applied these several revision in the Cycle 2 to solve the difficult of understanding the text. The researcher had to revise the plan and also continued this research in the next cycle.

2. The Results of the Second Cycle

Reflecting the result of cycle I, the researcher made some revisions as stated above in implementing the descriptive video in the second cycle. The implementation of cycle 2 was conducted on three meetings. It was done on Monday and Saturday 14th-19th of oktober 2019. the researcher found that the changing of group work where the task done by individually successed. It proven by most of the students got improvement in reading narrative text.

In this cycle, the researcher made some revisions in planning. The researcher selected another narrative text which was simpler and the length was short. The text were also familiar for students in order to the students had more background knowledge toward the story. The researcher played a new text about The legend of cut mouth. Some of the students have known the story in Indonesian version, but they didn't know in English version.

The students began to recognize with social function in narrative text even though some of them still used present tense. Some of the students still got difficulties in translating strange vocabularies. In doing the post test, the researcher gave more time in

order to they wrote the story well. They were given chance to revise and edit their writing. Finally, they were able to accomplish the test and submit it. The result of students' score in post test presented in the table below:

Table 1.2. The Results of Students' score cycle II

No	Name	Score	Success/Failed
1	AFI	80	Success
2	ANN	85	Success
3	AF	90	Success
4	AMS	80	Success
5	AA	85	Success
6	DRF	75	Success
7	EAP	65	Failed
8	FPA	75	Success
9	KSW	-	-
10	KMR	80	Success
11	KAY	75	Success
12	MFNI	90	Success
13	MHTW	80	Success
14	MTR	75	Success
15	MYDK	80	Success
16	MAW	95	Success
17	MAN	90	Success
18	MCR	85	Success
19	MGMP	70	Failed
20	MZA	70	failed
21	NF	95	Success
22	NHF	80	Success
23	RA	85	Success
24	RK	80	Success
25	SVR	85	Success
26	SPA	95	Success
27	SBA	85	Success
28	WF	85	Failed
29	ZHM	80	Success

30	MSI	75	Success
	TOTAL	2345	
	AVERAGE	78,1	

From the result of students' post test above, the researcher got score and then analyzed it. After analyzing the students' score, the researcher got mean score. From twenty students, 27 students have passed the criteria of success and 3 students of them have not passed yet. The percentage of students who passed the criteria of success was :

c. Mean

$$M = \frac{\Sigma X}{N}$$

M : Mean of students" score
ΣX : The sum of students" score
N : The total number of students

$$M_X = \frac{2345}{30}$$

$$= 78,1$$

d. Percentages Score

$$P = \frac{F}{N}$$

$$\frac{26}{30} \times 100\% = 86,6 \% \text{ of students.}$$

In this stage, the analyzed from reading comprehension test of cycle 2 showed that there were 26 students who got score more that and 4 students or who got score less than 75. In short, the criteria of success which 75% of students can get score more than 75 could be achieved in cycle 2. From observation sheet, it showed that the

participation of the students in the process of teaching and learning was very good that was 90% in second meeting. It showed that the teaching and learning activity got improvement in each meeting.

Based on the result of interview after implementing the listen read discuss in cycle 2, the researcher concluded that: the students were interested in narrative text; they could understand and analyze the story easily; they could recognized the simple past tense and regular irregular verb; they knew the social function and generic structure of narrative text; they could conclude the moral value of story; the students also were able to re-read the story with their own words. Their reading was better than before. So, the criteria of success in this cycle were fulfilled successfully. The researcher might stop this research.

B. 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 second grade students of MTsN 8 Tulungagung in academic year 20018/2019. 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 second grade students' of MTsN 8 Tulungagung.

Before conducting the research, the researcher should know first the problems that faced by the students during teaching leaning process in reading class. That was done by doing a preliminary study in a way interviewing the English teacher, observing the teaching and learning process, and administering the test. The result showed that most of students have difficult in vocabulary, comprehending the reading text, and low motivation on reading.

Then, the result of preliminary test showed that 27 of 30 students did not pass the test. Therefore, 27 students who fail will be the subject of this research.

After that, the researcher tried to plan an effective strategy to solve the problem by using listen Read Discuss Strategy. In this case, the researcher planed the criteria of success, materials, and instruments which later be explained. The action of this research conducted in 2 cycles that each cycle consisted of three meetings. That was two meetings for teaching and learning the material by using Listen Read Discuss Strategy as the teaching strategy and one meeting for conducting a test.

In increasing the success, the researcher revised the lesson plan in Cycle 2 by giving more motivation to be active in the class, distributed the example of the text that had been analyzed using Listen Read Discuss strategy on piece of paper, gave more explanations about Narrative text, applying the strategy in groups, but students worked individually to make students focus more on their work in the group, and could ask their friends about difficult vocabulary.

The result of the action research showed that the students' score from Preliminary study, Cycle 1, and Cycle 2, there was significant improvement of the success. The improvement of the students' score could be seen in the table below:

Table 1. 3. Students' Score in Reading Comprehension Test

No	Name	Preliminary Study	Cycle 1	Cycle 2
1	AFI	55	75	80
2	ANN	55	70	85
3	AF	65	85	90
4	AMS	60	70	80
5	AA	45	75	85
6	DRF	70	80	75

7	EAP	40	60	65
8	FPA	35	55	75
9	KSW	45	70	-
10	KMR	75	80	80
11	KAY	70	80	75
12	MFNI	35	50	90
13	MHTW	60	75	80
14	MTR	70	-	75
15	MYDK	70	80	80
16	MAW	75	75	95
17	MAN	60	70	90
18	MCR	75	80	85
19	MGMP	40	40	70
20	MZA	55	70	70
21	NF	80	-	95
22	NHF	70	80	80
23	RA	60	70	85
24	RK	70	80	80
25	SVR	75	80	85
26	SPA	80	85	95
27	SBA	60	70	85
28	WF	55	75	85
29	ZHM	50	70	80
30	MSI	45	75	75
	Total	1800	2025	2345
	Percentage of Minimum Passing Grade	20%	53,3 %	86,6 %
	Average	60	67,5	78,1

Based on the table above, it can be confirmed that there are improvements between the pre-test and post-test scores.. The result of percentage minimum in cycle 1 (53,3) and 2 (86.6) and score average in cycle 1 (67,5) and 2 9(78,1) . It means that there are significant differences before and after using LRD strategy in students" reading comprehension. According to the data, the classroom action research uses *Listen-Read- Discuss strategy* can improve the students"

reading comprehension.. The improvement can be examined from the result of the observation sheets and the students.

In order to get more data, the researcher continues the cycle 1 to cycle 2. In second meeting the students look more relax and enthusiastic than first meeting. In this action, the researcher prepares the material well. The *Listen-Read-Discuss (LRD)* strategy is still uses in this cycle. In the process of applying the technique, most of the students participate in the learning process. The researcher concludes that students more interested with the *Listen-Read-Discuss (LRD)* strategy. They are confidence to speak English and enjoy in learning process.

Based on the explanation above the uses of *Listen-Read-Discuss (LRD)* strategy in English learning can improve reading comprehension. It supports the theory of Manzo and Casela (2008: 378) *Listen-Read-Discuss (LRD) strategy*is a comprehension strategy that builds students‟ prior knowledge before they read a text . The result of this study the used of Listen, Read, Discuss Strategy effective to increase the students reading comprehension of MTsN 8 Tulungagung. 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.

Furthermore, the previous study which has been done by ReniwatiPutri (2012), on their research entitled "The Effect of Using LRD (Listen, Read, Discuss) Strategy toward Reading Comprehension of the Second Year Students at State Junior High School 9 Tapung Kampar Regency". It can be seen from the result of total of questionnaire 1 was 60.44% and questionnaire 2 was 75.44%. The observation check list result showed that the students become active during teaching learning process. It was seen from the total of observation checklist cycle 1 was 57.14% up to 85.71% in cycle 2.

Other research by Talitha Rahma student of UNIVERSITY OF NUSANTARA PGRI KEDIRI**.** The Impact Of Lrd (Listen Read Discuss) Strategy On The Reading Comprehension Of Second Grade Students At Smp N 2 Gurah In Academic Year 2014/2015**.** *This research* nalisys shows that there is significant impact of using listen read discuss on the second grade students of SMP N 2 Gurah.. The result of t-score is 2,244 and the t-table is 2,042. So, t-score is higher than t-table. Based on the result, the researcher determines that using listen read discuss gives a better result in student's reading comprehension.

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.