

**INCREASING THE STUDENTS' READING COMPREHENSION THROUGH  
LISTEN-READ-DISCUSS METHOD**

**(A Classroom Action Research At the Second Year Students of A Class  
of SMP Negeri 3 Baebunta Kabupaten Luwu Utara)**

**SKRIPSI**



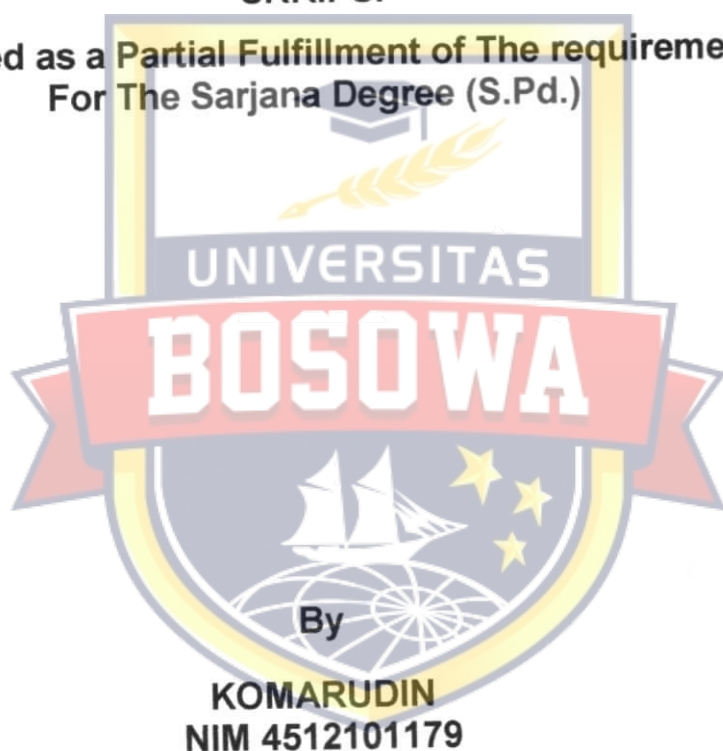
**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF TEACHER TRAINING AND EDUCATION  
BOSOWA "45" UNIVERSITY MAKASSAR  
2015**

# **INCREASING THE STUDENTS' READING COMPREHENSION THROUGH LISTEN-READ-DISCUS METHOD**

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Of SMP Negeri 3 Baebunta Kabupaten Luwu Utara)**

**SKRIPSI**

**Submitted as a Partial Fulfillment of The requirements  
For The Sarjana Degree (S.Pd.)**



**ENGLISH EDUCATION DEPARTEMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
BOSOWA '45' MAKASSAR  
2015**

SKRIPSI

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LISTEN-READ-DISCUSS METHOD

(A Classroom Action Research At The Second Year Students of A Class of SMP  
Negeri 3 Baebunta Kabupaten Luwu Utara)

Submitted by

KOMARUDIN  
NIM 4512101179



Had been defended in front of Skripsi Examination Committee  
October 2<sup>nd</sup>, 2015

Approved by:

Supervisor I,

Supervisor II,

Drs. Nikolaus Pasassung, M.A., Ph.D.  
NIDN. 001007076110

Dra. Dahlia D. Moelier, M.Hum.  
NIDN. 0912096701

Cognizant of

Dean

Faculty of Teacher Training and Education,

Head

English Education Department,

Prof. Dr. Muhammad Yunus, M.Pd.  
NIP. 196212311989031030

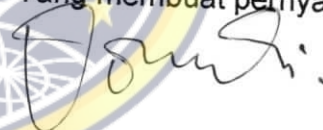
Rampeng, S.Pd., M.Pd.  
NIK. D. 450335

## PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul "Increasing the Students' Reading Comprehension through Listen-Read-Discuss Method" (A Classroom Action Research at the Second Year Students of A Class of SMP Negeri 3 Baebunta Kabupaten Luwu Utara)" beserta seluruh isinya adalah benar-benar hasil karya saya sendiri, bukan hasil plagiat. Saya siap menanggung risiko/sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam hasil karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, 27 September 2015

Yang membuat pernyataan,



Komarudin

## ABSTRAK

**KOMARUDIN. 2015** *"Meningkatkan Pemahaman Membaca Siswa melalui metode Mendengar-Membaca-Berdiskusi" (Penelitian Tindakan Kelas pada Kelas VIII-A SMP Negeri 3 Baebunta Kabupaten Luwu Utara)*. Skripsi, Program Studi Pendidikan Bahasa Inggris. Dibimbing oleh Drs. Nikolaus Pasassung, M.A., Ph.D. and Dra. Dahlia D. Moelier, M.Hum.

Objek penelitian ini adalah untuk menemukan peningkatan pemahaman membaca siswa melalui metode Mendengar-Membaca-Berdiskusi pada kelas VIII-A SMP Negeri 3 Baebunta Kabupaten Luwu Utara.

Penelitian ini menggunakan Penelitian Tindakan Kelas yang mana terdiri dari dua siklus. Satu siklus terdiri dari empat pertemuan. Penelitian Tindakan Kelas ini dilakukan di SMP Negeri 3 Baebunta Kabupaten Luwu Utara untuk subjek Bahasa Inggris. Sebagai subjek pada penelitian ini adalah kelas VIII-A tahun ajaran 2014/2015 yang mana terdiri dari 29 siswa. Mereka terdiri dari 17 perempuan dan 12 laki-laki.

Hasil dari tes membaca siswa pada siklus I dan siklus II memiliki perbedaan nilai yang mencolok. Ada keuntungan peningkatan yang lebih baik dari akhir penelitian tindakan kelas pada siklus kedua. Penemuan penelitian ini menunjukkan bahwa penggunaan metode Mendengar-Membaca-Berdiskusi bisa meningkatkan pemahaman membaca siswa dan setelah pengayaan pada siklus I dan II, nilai rata-rata meningkat dari 61,8 pada siklus I menjadi 75,66 pada siklus kedua atau dikategorikan bagus. Berdasarkan hal tersebut dapat dinyatakan bahwa pemahaman membaca siswa kelas VIII-A SMP Negeri 1 Baebunta Kabupaten Luwu Utara berada pada level agak baik pada siklus I dan meningkat ke level baik pada siklus II.

Kata Kunci: peningkatan, pemahaman, metode dengar, baca, diskusi.

## ABSTRACT

**KOMARUDIN. 2015** *"Increasing the Students' Reading Comprehension through Listen-Read-Discuss Method" (A Classroom Action Research at the Second Year Students' of A Class of SMP Negeri 3 Baebunta Kabupaten Luwu Utara)*. Skripsi, Program Studi Pendidikan Bahasa Inggris. Supervised by Drs. Nikolaus Pasassung, M.A., Ph.D and Dra.Dahlia D. Moelier, M.Hum.

The objective of the research was to find out the improvement students' reading comprehension by Listen-Read-Discuss Method at the second year students of SMP Negeri 3 Baebunta Kabupaten Luwu Utara.

The research used Classroom Action Research that consisted of two cycles. One cycle consisted of four meetings. This classroom action research was done at SMP Negeri 3 Baebunta Kabupaten Luwu Utara for English subject. As subject in this research was VIII-A class in 2014/2015 academic years which consisted of 29 students. Those consisted of 17 women and 12 men. The instruments used were reading comprehension test and observation sheet.

The results of the students' reading test in cycle I and cycle II had significantly different scores. There was a better increase of gains by students at the end of action of second cycle. The research findings indicated that the use of Listen-Read-Discuss method could increase the students' reading comprehension and after evaluation in cycles I and II, the means scores increased from 61.8 in the first cycle to 75.66 in the second one which was categorized good. It could be stated that the students' reading comprehension at the second year students of SMP Negeri 1 Baebunta Kabupaten Luwu Utara was in fairly good level in the first cycle and increase to good level in the second cycle.

Key words: Improvement, Comprehension, L-R-D Method

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2. Prof. Dr. Muhammad Yunus, S.Pd., M.Pd. the Dean of Faculty of Teacher Training and Education "45" University Makassar.
3. Rampeng, S.Pd., M.Pd. the Head of English Education Department of FKIP "45" University Makassar.
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May Allah *Subhanahu wata'ala* always bless and with us, give us power and guidance to keep our believe till the end of our life. Aamiin.

Makassar, 27 September 2015

The Writer



**Komarudin**



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# CHAPTER I

## INTRODUCTION

### A. Background

English is one of the most widely spoken languages in the world, Especially in Indonesia. The main goal of teaching English in Indonesia is to enable student to use English for communication and for reading book and reference writing in English. In Indonesia English is one lesson in the classroom because understandings English give much information and can increasing knowledge, technology, and science students.

In Indonesia, English lesson is an important subject for student. In curriculum there are four English skills. They are writing, listening, speaking and reading. Reading skill is a part of receive skill that is given the first priority in the language curriculum. Reading skill is important because of the fact that global dissemination of information that is the printed information is very dominant nowadays. Through reading the students can improve their knowledge in many fields of science. Reading is a key of knowledge and important instrument to the advance and successful. According to Charles in Tahir (2001:5) reading is a transmitting of information process where author tells all the readers about his ideas or message such as, the author is regard as the information's (sender) and the reader on the another it means that the reader can be done during reading activity is only grasping and decoding

information, meanwhile he can not author directly. The most important thing as a Muslim, reading is the first ordered that come from Allah Subhanahu Wata'ala "Read in the name of your lord Who created" (Alqur'an: Al-Alaq, Verse 1).

Reading occupies position and also has very important role in human life context. Particularly at the information and communications era like this time. Reading is also as a bridge for any body who wishful wherever reach for successfulness and progress, either in literacy reading representing 'Quanon Sine Conditio' (prerequisite absolute) for every someone which wishes to obtain change.

Prof. Leo Fay (1980) president of IRA (International Reading Association) said that "reading possesses a power for transcending whatever physical human can muster. Then Hartoonian (politician from USA) said that, "If we want to be a super power we must have individuals with much higher levels of literacy (read and write).

Based on the curriculum objective of KTSP in junior high school especially at reading skill, the students are expected to be able to respond and understand meaning many genres of text, in which there are several kinds of text in Junior high school. They are descriptive, recount, narrative, and functional text such as advertisement, personal letter, memo, invitation, etc. The process of teaching and learning in classroom needs some strategies that enable students to involve actively in learning process.

Therefore the teachers as facilitators of learning process in classroom should be creative in designing a strategy or framework of teaching to make the process and the result of learning more be better. Because we have known that approach, method, strategy and technique are not always suitable for the learning problem both teachers and students in the classroom. Analysis of problem is needed to know what problem actually occur in learning process, with the result that the students score are still low.

When the writer conducted observation in SMP Negeri 3 Baebunta, at the time the writer taught a second year (Class A). After conducted a test for students, especially at reading skill, students got low score of reading comprehension test. The standard minimum criteria (KKM) is 6,5 while the most of students only got 5,6 even 4,4. It indicates that there was a problem in learning process, so that the objective was not be achieved. There are many factors that cause students got low score based on the research point of view they are; they difficulty to concentration, low motivation, afraid if don't understand it, etc. Too often, students have no plan when they begin reading, so when they finish, they have no clear idea of what they have and also teacher as a facilitator of teaching and learning process still used *teacher-centered approach* where the students only were instructed to answer the reading question without giving enough time to enjoy the reading material and the students were not actively engaged in reading activity.

Based on the description above, the students are needed to engage actively in reading activity, in order to make them enjoy and gratify in learning especially at reading. Students should be given much time to do their reading and the teacher give guidance to the students how to read and understand the meaning of reading materials. Actually there many methods and strategies that can be applied in overcoming the problem on reading one of those is Listen-Read-Discuss method.

Listen-Read-Discuss are comprehension strategy that builds students' prior knowledge before they read a text. During the first stage, students listen as you present the content of their reading through a lecture, often paired with a graphic organizer. Next, students read the text and compare what they learned during the lecture to their understanding of reading the text on their own. Finally, students discuss their understanding of the text with other students in their Small group or large group.

## **B. Problem Statement**

Based on the background above, the writer is interesting in formulating problem that will be examined in research as follow:

"How does Listen-Read-Discuss method increase the students' Literal Reading Comprehension at SMP Negeri 3 Baebunta?"

### **A. Objective of the study**

Based on the problem statement above the objectives of the research are in the following:

“the objective of the research is to increase of students’ reading comprehension through Listen-Read-Discuss method”.

### **B. Significance of the Study**

The result of the research is expected to be useful information and a reference for the English in general, particularly the teacher. And also it will be expected to give a new insight in increasing English reading achievement.

### **C. Scope of the study**

This research will be limited to apply reading comprehension of the second grade students of SMP Negeri 3 Baebunta through Listen-Read – Discuss method to increase the students’ literal reading comprehension. Listen-Read-Discuss method here focuses on giving literal reading comprehension namely identifying specific information, sequencing events or ideas and following instruction.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Research Finding

There have been many researches done related to reading some of them are presented below:

Hasindo, (2004). Reported from her thesis the classroom learning strategies in reading comprehension by the second year students of SLTP Negeri 1 Bissapu Bantaeng, the students' mean score in the reading comprehension test through met cognitive strategies was 6,05 classified as a "fair score", Cognitive strategies was 6,05 classified as a "poor score", social strategies was 6,05 classified as a "fair score", and then combination strategies was 7 classified as "fair score". The indicated that this strategies which the most effective to increase reading comprehension.

Alam, (2008). Reported from his thesis that improving reading comprehension ability of the second year students of MA Syech Yusuf Sungguminasa through Directed Reading Activity (DRA) is very effective. It is proved by the t-test value (3,5) which is higher than the t-test value (1,70).based on the fact; the writer concluded that using directed reading activity effective to improve the reading comprehension.



Nurbaya Basri (2010) reported in her thesis *Developing Students's Reading Comprehension through Cooperative Integrated Reading and Composition (CIRC) Method at the second year students of SMPN 1 Galesong Selatan*. The result of the data analysis showed that the students reading achievement in pre-test (5,28) and post – test was (2,45) the value of the t-test 7,74 which was greater than the value of the t-table (2,45). Based on the result of data analysis, CIRC method is effective to develop reading comprehension students.

Herlina Sutarman, (2010) reported in her thesis *Improving Reading Comprehension through Purpose Setting Method at SMAN I Gowa*. The result of the data analysis showed that the students reading achievement in pre-test (6,75) and post – test was (8,31). It means that Purpose Setting Method was effective in improving students' reading comprehension. It proved in the mean score of the post-test was higher than the mean score of the pre-test.

Jumriana (2010) reported in her thesis *Improving reading comprehension through authentic material at SMP Muhammadiyah 6 Makassar*. The research finding indicated that the students reading achievement in cycle 1 was 69 and cycle 2 was 82. It was concluded that the implementation of authentic material was effective. It was proved by the students' improvement was 10.40%. it means that there was significant improvement of the students' ability in reading comprehension after implementing authentic material.

From the four researches finding above, the writer concluded that in teaching reading comprehension by using a method, technique or strategies can improve the students' achievement in reading. In teaching reading comprehension, the teacher should make the students interest in reading English material. In order that the students easy to understand the content of the material, and easy to answer the question from the teacher.

## B. Listen-Read-Discuss Method

### a) What is the Listen-Read-Discuss Method?

Listen-Read-Discuss (Manzo & Casale, 1985) is a comprehension strategy that builds students' prior knowledge before they read a text. During the first stage, students listen as you present the content of their reading through a lecture, often paired with a guide or graphic organizer. That is can be used to help students follow the information. Next, students read the text and compare what they learned during the lecture to their understanding of reading the text on their own. Finally, students discuss their understanding of the text with other students in their small group or large group (Manzo & Casale, 1985). Listen-Read-Discuss are a powerful tool for engaging struggling readers in classroom discussions. Since the content is initially covered orally, students unable to read the entire text on their own are able 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 text during the reading stage (Manzo & Casale, 1985).

The Listen-Read-Discuss (LRD) method was developed by Manzo and Casale (1985).

Effective learning, including learning how to be an effective teacher, needs something to get it started, something to keep it going, and something to keep it from becoming random or misguided (Brunner, 1971).

The L-R-D method (Manzo and Casale, 1985) tends to meet these requirements for both teacher and students. It is a simple lesson design that can be tried almost immediately and that offers several variations that can be phased in as a personal program of professional development.

The L-R-D is a heuristic, or hands-on, activity designed to induce self-discovery about effective teaching by teachers about effective learning by students.

## b) Steps In The Listen-Read-Discuss Method

### a. Presentation

Before reading students listen to a short lecture delivered by the teacher. A guide or graphic organizer can be used to help students

The definition of reading here, dealing with this research is that reading is a complex activity, which has been variously described as a process. Reading is not only reading written symbols but also requires that the reader follows the line of thought which author has expressed, followed by recalling, reasoning, evaluating, imagining, organizing, applying, and problem solving process.

## 2. The Purpose of Reading

Dalman in Andi Nurmasita (2009:20) state that the degree of desired comprehension will depend in part upon the purpose of the reader. One of the characteristics of the efficient reader is the extent to which he can adjust the degree of his objective. There are some purposes of reading as follows:

### a. Reading to Find the Main Idea

One of the most common reasons for reading is to get the general idea of a selection. Reading is of evicition usually done for this purpose.

### b. Reading to Answer Questions

Reading to find the answer to one more questions is one of the common goals for reading in the elementary school. Even in high school and college and in life outside of school it often forms the purpose for reading. Answers are relatively easy to find when the questions are party couched in the exact words of the writer.

c. Reading to Summarize and Organize

To make an adequate summary or to organize what has been read, it is not enough for the reader to know what the main idea is and what the significant details are. Reader must also be able to sense the relationship between the main points and the details as well as the interrelationship among the details. Furthermore, he often needs to know either how to make these relationships clear to others or how to record them for later rereading.

d. Reading Evaluate Critically

Critical evaluation is not meant the attitude of suspecting every statement read of being false. The different skills of the reading are related to the ways of reading.

Grellet, (1981:4) proposed ways of reading as follows:

1. Skimming: quickly running one's eyes over a text to get the gist of it.
2. Scanning: quickly going through a text to find a particular piece of information.
3. Extensive reading: reading longer texts, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding.
4. Intensive reading: reading shorter text, to extract specific information. This is more an accuracy activity involving reading for details.

## D. Reading Comprehension

### 1. What is Reading Comprehension?

According to Kustaryo (1988), reading comprehension is understanding what has been read, it is an active thinking process that process that depends not only on comprehension skill but also the students experiences and prior knowledge comprehension in involves understanding the vocabulary , seine in relationship among words and concept, organizing ideas, recognizing author purpose, making judgment and evaluating. From this point of view, we can say that in reading comprehension there are some factors that can influences the students to understanding the reading material quickly such as mastery of vocabulary, and it is very important for the students, to make them understand with the reading material by they have read because without understand it, they can not catch and identify the ideas of the writer.

Turner in Rahman says that reading comprehension involves taking meaning from a text in order to obtain meaning. Based on the content above, the researcher can conclude that reading comprehension is the ability to drive meaning from the reading materials have read. Without comprehending the students do no really read.

## 2. Literal Comprehension

Literal Comprehension refers to the acquisition of meaning of ideas or information that is explicitly stated in the text. Some specific reading skills at the literal level of comprehension are: identifying specific information or noting details, sequencing ideas when explicitly signals are given, and following instructions. These skills, specially the first two, are scanning skills.

### a) *Identifying Specific Information.*

This reading requires one to focus his attention only on one or some particular information or detail which he needs from a text; the rest of the text may not be read anymore. That information may be a name, a date, a scientific term, or a place or just anything, the search for which motivates the person to read. In looking for a detail, the reader must look for signals in the environment of the needed information or in the information itself.

### b) *Sequencing Events or Ideas.*

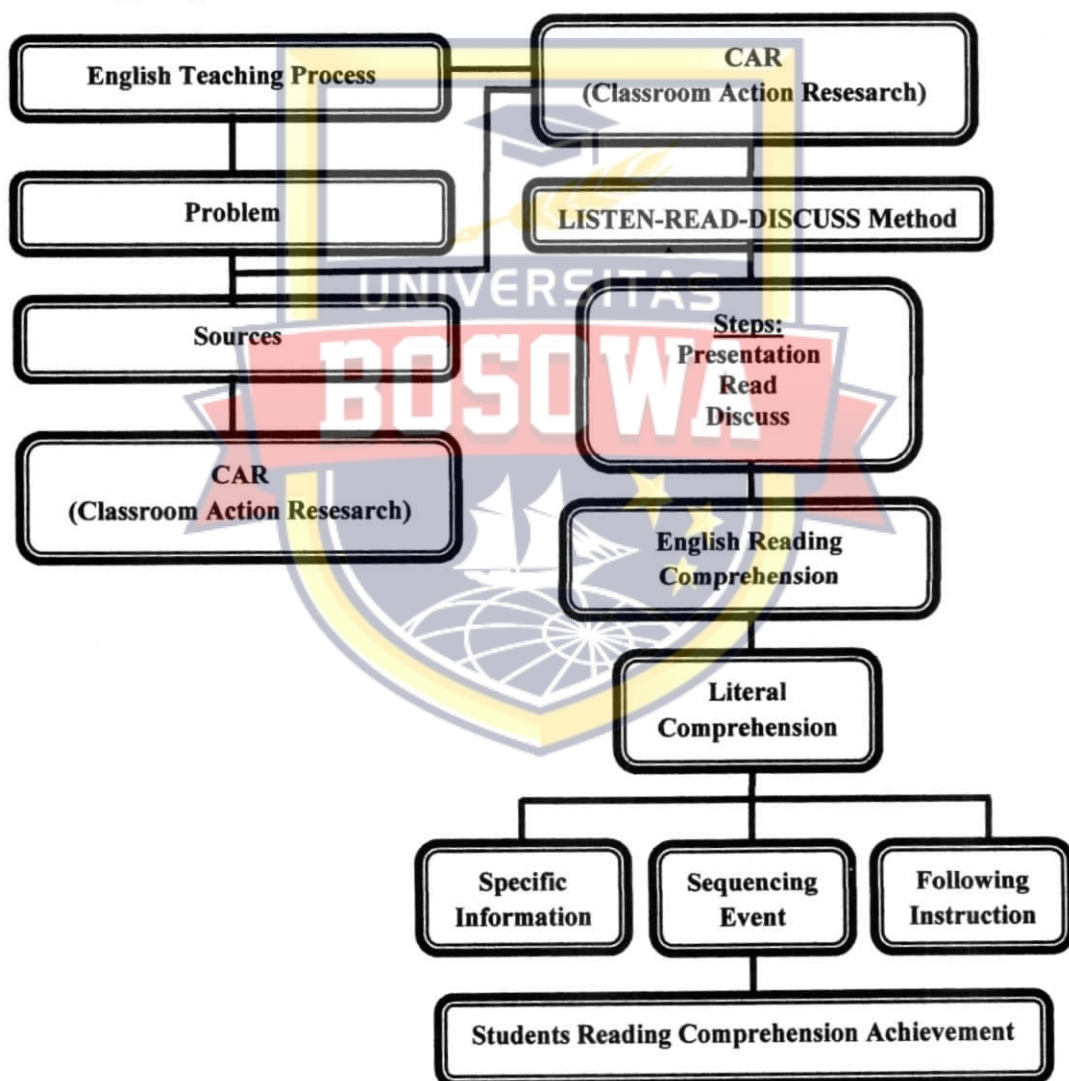
Meaningful reading results from the reader's ability to follow the flow of thought of the writer. This is so because any discourse is made up of words and sentences which are not only grammatically linked to one another, but are also logically related and sequenced. The reader's ability to grasp the sequence of ideas as presented by the writer enables him to summarize, outline and infer correctly.

c) *Following Instructions*

Students can take the lesson and knowledge from the reading.

### E. Conceptual Framework

The conceptual framework underlying this research is presented in the following diagram:





The conceptual framework above shows the process of the research to increase the students' reading comprehension. The comprehensions that are going to increase in this research is literal that covers identifying specific information, sequencing events or idea and following instruction in reading through Listen-Read-Discuss Method. The teacher using classroom action research in applying Listen-Read-Discuss Method. First the teacher explain the Listen-Read-Discuss method and its advantages to the students, after that students listen to a short lecture delivered by the teacher and instruct to read and discuss. Answer question the text given by using the strategy that will have been taught to them. In the end of cycle 1 the teacher will conduct an evaluation whether the use of Listen-Read-Discuss Method to increase the students' literal comprehension success or not. The aim of this research is the increase of students' reading comprehension.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Setting

This research used classroom action research which conducted through two cycles. Each cycle consist of planning, observation, action, and reflection.

##### 1. *Research Location*

This research conducted with the students of the second year students of SMP Negeri 3 Baebunta Desa Salulemo Kecamatan Baebunta Kabupaten Luwu Utara.

##### 2. *Reasearch Time*

This research conducted on April 2015.

##### 3. *Reasearch Cycle*

This research will be conducted in two cycles.

#### B. Research Subject

Research subject in this classroom action research were the second year students of Class A of SMP Negeri 3 Baebunta Kabupaten Luwu Utara. This class consisted of 29 students, 12 males and 17 females. It was chosen because the researcher found that the students in that class found difficulties in reading comprehension.

## C. Research Variables and Indicators.

### 1. Research Variables

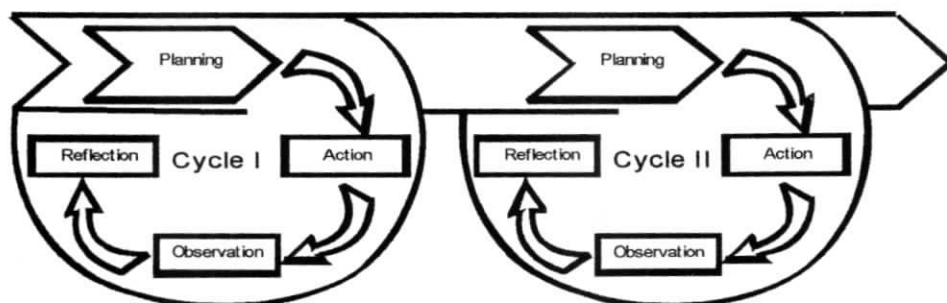
There were two variables in this research, the uses of Listen-Read-Discuss as independent variable and the students' comprehension in reading a text based on literal comprehension as dependent variable.

### 2. Research Indicators

The indicator in this research is the students' increase in reading a text in the end of every cycle after learning process using Listen-Read-Discuss Method that focus on literal comprehension.

## D. Research Procedure

This research used classroom action research which conducted through two cycles to increase the students' comprehension in reading a text using Listen-Read-Discuss Method each cycle consist of planning, acting, observing, and reflecting. The cycle was described through the scheme of action research phases as follows:



The cycle of Classroom Action Research (Hopkins, 1993:48)

## **Cycle 1**

### **a. Planning**

Before doing the classroom action research, there are some preparations that the teacher will make in order to smooth treatment in learning teaching process like as follows:

- 1) The teacher gave the students pre-test to know the students' comprehension in reading before using Listen-Read-Discuss method.
- 2) The teacher make lesson plann of reading comprehension using Listen-Read-Discuss method.
- 3) Prepared the media or teaching aids.
- 4) Will prepare instrument evaluation to be used in this research cycle.
- 5) Prepared observation form for observer.

### **b. Action**

The teacher applied Listen-Read-Discuss method in increasing the students reading comprehension. The implementation of Listen-Read-Discuss method the class as follows:

- 1) The teacher explained about how to apply Listen-Read-Discuss method in reading. Besides that, the teacher gave prior knowledge about reading comprehension in text to the students.

- 2) Students listened to a short lecture delivered by the teacher. A guide or graphic organizer can be used to help students follow the information.
- 3) Students read the text and compare what they learned during the lecture to their understanding of reading the text on their own.
- 4) Students discussed their understanding of the text with other students in their small group or large group.

#### **c. Observation and Evaluation**

In this phase, the teacher observed the students' activity in teaching learning process using observation sheet and in the end of the first cycle, the researcher through Listen-Read-Discuss method.

#### **d. Reflection**

Reflection intended to see the whole first cycle action process. Reflection mean as analyzing, understanding, evaluating, and making conclusion activity. The researcher analyzed the first action cycle as reconciliation for the second cycle.

#### ***Cycle II***

The second cycle in this classroom action research mostly same with the procedures in the first cycle and the stages in the second cycle was the revision from the first cycle.

### a. Planning

The procedures of planning in the second cycle as follows:

- 1) The teacher reviewed lesson plan of reading comprehension using Listen-Read-Discuss method.
- 2) Prepared the media or teaching aids.
- 3) Made instrument evaluation was used in classroom action research cycle.
- 4) Prepared observation form for observer.

### b. Action

The teacher applied Listen-Read-Discuss Method in increasing the students reading comprehension. The implementation of Listen-Read-Discuss Method as follows:

- 1) The teacher explained about how to apply Listen-Read-Discuss method in reading. Besides that, the teacher gave prior knowledge about reading comprehension to the students.
- 2) Students listened to a short lecture delivered by the teacher. A guide or graphic organizer can be used to help students follow the information
- 3) Students read the text and compare what they learned during the lecture to their understanding of reading the text on their own
- 4) Students discussed their understanding of the text with other students in their Small group or large group.

### c. Observation and Evaluation

In this phase, the teacher observed the students' activity in teaching learning process using observation sheet and in the end of the first cycle, the researcher through Listen-Read-Discuss method.

### d. Reflection

Reflection intended to see the whole the second cycle action process. The researcher analyzed the students' test value in the second cycle to see the improvement of the students' reading comprehension achievement after implementing Listen-Read-Discuss method.

### E. Research Instrument

The instrument of the research were in form of essay test as the instrument of collecting the data, which given twice. The first test is in the end of first cycle and the second test is in the end of second cycle to know the students improvement in reading narrative text using Listen-Read-Discuss Method.

The answers of the students were scored through the following ways:

Giving score of the students' integrative process comprehension through the following criteria:

POINT	CRITERIA
4	The answer must be based on the correct passage and supported with information and/or examples from the passage, as asked for in the question.

3	The information in the answer is correct, but more supporting information and/or examples based on the passage are needed.
2	The information in the answer may be correct and based on the passage, but may not be clearly written, or exact enough. More supporting information and/or examples may be needed.
1	The answer may be incomplete, may have several mistakes or inaccuracies, and may not fulfill the task required by the question.
0	The answer is incorrect or not based upon the passage, or the student gives no response.

Pearson Education (2003:4)

Besides that, observation used to get data about the students' participation and activeness in teaching learning process and to get data about the implementation Listen-Read-Discuss Method in reading a text.

## F. Data Collection

### a. Data Source

In this research, data source consisted of some sources they were students and teacher and collaborator.

#### a. Students

Students will uses to get data about achievement and motivation in teaching reading using Listen-Read-Discuss method.



### b. Teacher

Teacher will uses to monitor implementation of Listen-Read-Discuss method in reading.

### b. Kinds of Data

Kinds of data in this research were qualitative and quantitative data, which consisted of the students' achievement in reading, students' participation and activeness in teaching reading.

### c. Procedure

- a) Observation sheet aimed to find out the students' data about their presence and activeness in teaching learning process
- b) Test was used in the end of every cycle using criteria of reading to measure students' reading achievement.

## G. Techniques of Data Analysis

The data get from cycle I and cycle II is analyzed quantitatively through the following steps:

1. Calculating the Students' score of reading test by applying the formula:

$$\text{Score} = \frac{\text{Students' answer}}{\text{maximum score}} \times 10$$

Sudjana (1990:83)

2. Calculating the means score by applying the formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

$\bar{X}$  = mean score

$\Sigma X$  = total score of the students' response

n = the number of students/ sample

Gay (1981:298)

3. Tabulating the score of the students formula into the following classification:

No	Rate of Score	Categories
1	9.6-10	Excellent
2	8.6-9.5	Very good
3	7.6-8.5	Good
4	6.6-7.5	Fairly good
5	5.6-6.5	Fair
6	3.6-5.5	Poor
7	0.0-3.5	Very poor

Depdiknas (1985:6)

4. Calculating the percentage of the students' activity in learning process using formula:

$$P = \frac{f}{N} \times 100$$

Note:

P : Percentage

F : Frequency

N : Total Number of Subject

Sudjana (1990:36)

5. To know the improvement of the students' reading comprehension, the researcher used percentage formula as follows:

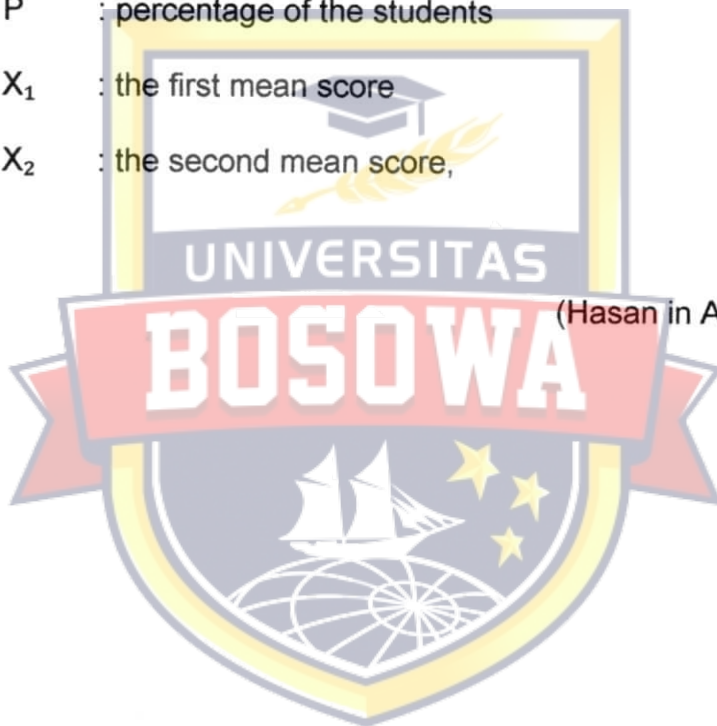
$$P = \frac{X_2 - X_1}{X_1} \times 100$$

Where:

P : percentage of the students

X<sub>1</sub> : the first mean score

X<sub>2</sub> : the second mean score,



(Hasan in Arief, 2011:32)

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter consists of findings of the research and its discussion. The findings of the research presents the result of the students' activeness observation in teaching and learning process, the improvement of the students' reading comprehension that covers the students' literal reading comprehension and the discussion of the research covers further explanation of the findings. All the data is presented based on the action that has been conducted.

#### **A. Findings**

In this section, the researcher described the result of data analysis based on the problem statement. The result of data analysis indicated that there was an improvement of the students' literal reading comprehension through Listen-Read-Discuss Method at the third year of SMP Negeri 3 Baebunta. The students' improvement could be seen clearly in the following explanation:

#### **1. The Improvement of the Students' Reading Comprehension in term of Specific Information**

The application of Listen-Read-Discuss Method in improving the students' specific information means here particular information or detail which he needs form a text. the indicator had total score and it was

divided by sum of students so it resulted as means score in D-Test, cycle I, and cycle II. So, the improvement of the students' specific information in reading can be seen clearly in the following explanation:

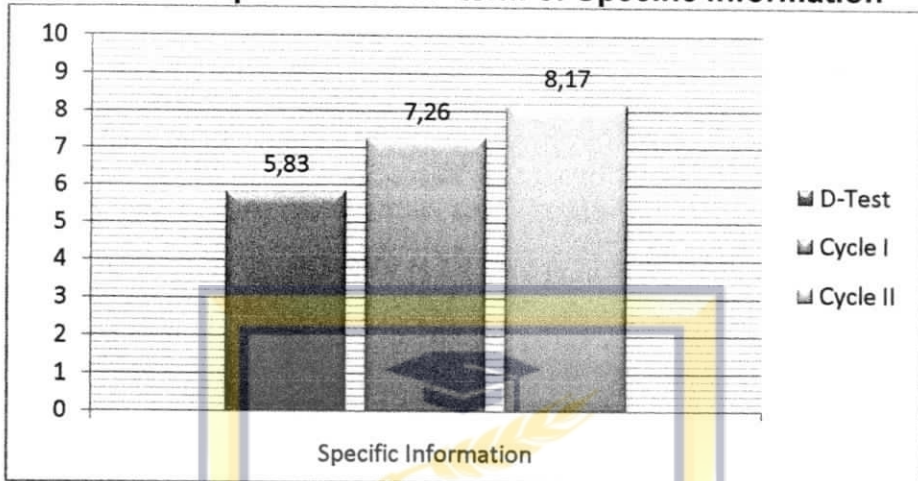
**Table 1: The Improvement of the Students' Reading Comprehension in term of Specific Information**

Indicators	Specific Information			Improvement (%)	
	D- Test	Cycle I	Cycle II	D-test to C-I	C-I to C-II
Mean score	5,83	7,26	8,17	24,53	12,53

The table above indicated that there was improvement of the students' specific information from D-Test to cycle I and cycle II, where in D-Test the students' mean score achievement specific information in reading was 5,83 but after evaluation in cycle I the students' specific information became 7,26, so the improvement of students' specific information achievement from D-Test to cycle I was 24,53%. There was also a significant improvement of students' specific information from cycle I to cycle II where the students' specific information in cycle I was 7,26 and in cycle II was 8,17, so the improvement of students' specific information achievement from cycle I to cycle II was 12,53%.

To see clearly the improvement of the students' specific information, the following chart is presented:

**Chart 1: The Improvement of the Students' Reading Comprehension in term of Specific Information**



The chart above showed the improvement of the students' Specific Information in cycle II was higher 8,17 than cycle I 7,26 and D-Test 5,83. It also showed that the result of D-Test was the lowest achievement. After evaluation in cycle I and cycle II, there was a significant improvement of the students' Specific Information in reading that shown clearly in the chart after taking an action in cycle through Listen-Read-Discuss Method.

## **2. The Improvement of the Students' Reading Comprehension in term of Sequence Events or Idea**

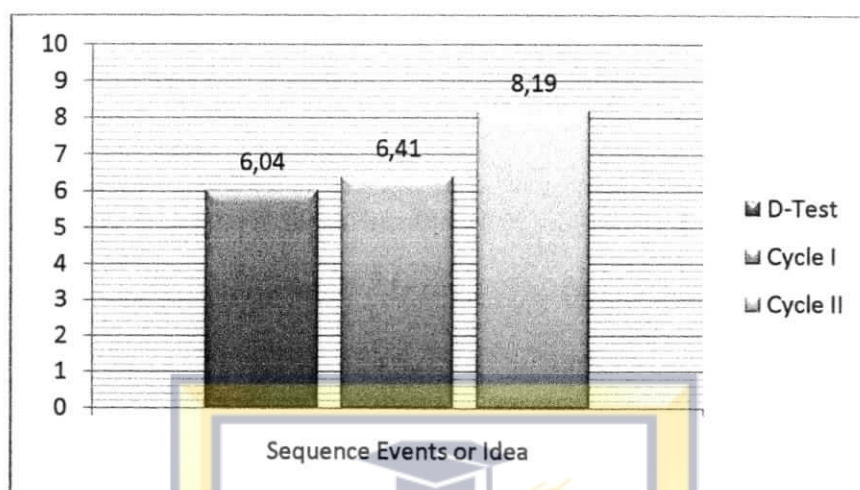
The application of Listen-Read-Discuss Method in improving the students' Sequence Events or Idea means here is ability to follow the flow of thought of the writer which the indicator had total score and it was divided by sum of students so it resulted as means score in D-Test, cycle

I, and cycle II. So, the improvement of the students' Sequence Events or Idea in reading can be seen clearly in the following explanation:

**Table 2: The Improvement of the Students' Reading Comprehension in term of Sequence Event or Idea**

Indicators	Sequence Event or Idea			Improvement (%)	
	D- Test	Cycle I	Cycle II	D-test to C-I	CI to C-II
Mean score	6,04	6,41	8,19	6,12	27,77

The table above indicated that there was improvement of the students' Sequence Event or Idea from D-Test to cycle I and cycle II, where in D-Test the students' mean score achievement Sequence Event or Idea in reading was 6,04 but after evaluation in cycle I the students' Sequence Event or Idea became 6,41, so the improvement of students' Sequence Event or Idea achievement from D-Test to cycle I was 6,12%. There was also a significant improvement of students' Sequence Event or Idea from cycle I to cycle II where the students' Sequence Event or Idea in cycle I was 6,41 and in cycle II was 8,19, so the improvement of students' Sequence Event or Idea achievement from cycle I to cycle II was 27,77%.



**Chart 2: The Improvement of the Students' Reading Comprehension in term of Sequence Event or Idea**

The chart above showed the improvement of the students' Sequence Event or Idea in cycle II was higher 8,19 than cycle I 6,41 and D-Test 6,04. It also showed that the result of D-Test was the lowest achievement. After evaluation in cycle I and cycle II, there was a significant improvement of the students' Sequence Event or Idea in reading that shown clearly in the chart after taking an action in cycle through Listen-Read-Discuss Method.

### **3. The Improvement of the Students' Reading Comprehension in term of Following Instruction**

The application of Listen-Read-Discuss Method in improving the students' Following instruction means here Students can take the lesson and knowledge from the reading. the indicator had total score and it was divided by sum of students so it resulted as means score in D-Test, cycle



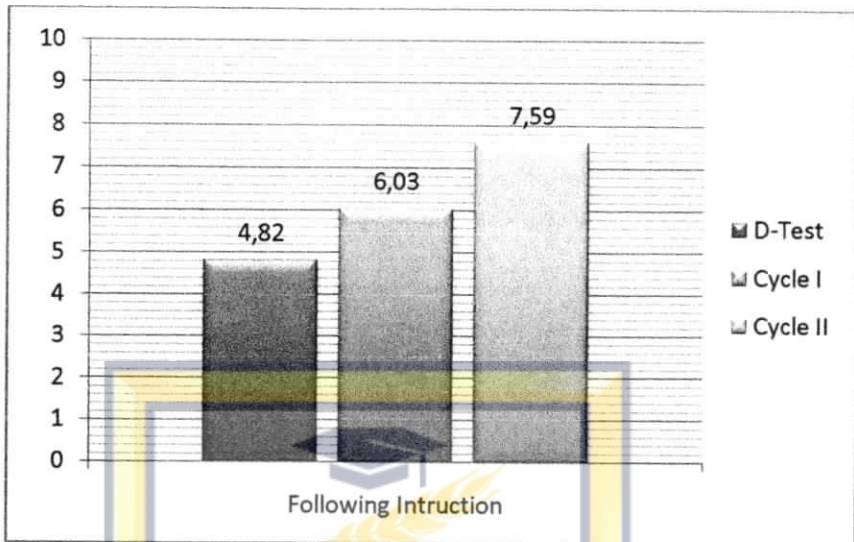
I, and cycle II. So, the improvement of the students' Sequence Events or Idea in reading can be seen clearly in the following explanation:

**Table 3: The Improvement of the Students' Reading Comprehension in term of Following Instruction**

Indicators	Following Instruction			Improvement (%)	
	D- Test	Cycle I	Cycle II	D-test to CI	CI to CII
Mean score	4,82	6,03	7,59	25,10	25,87

The table above indicated that there was improvement of the students' Following Instruction from D-Test to cycle I and cycle II, where in D-Test the students' mean score achievement Following Instruction in reading was 4,82 but after evaluation in cycle I the students' Following Instruction became 6,03, so the improvement of students' specific information achievement from D-Test to cycle I was 25,10%. There was also a significant improvement of students' specific information from cycle I to cycle II where the students' following instruction in cycle I was 6,03 and in cycle II was 7,59, so the improvement of students' following instruction achievement from cycle I to cycle II was 25,87%.

To see clearly the improvement of the students' specific information, the following chart is presented:



**Chart 3: The Improvement of the Students' Reading Comprehension in term of Following Instruction**

The chart above showed the improvement of the students' Following Instruction in cycle II was higher 7,59 than cycle I 6,03 and D-Test 4,82. It also showed that the result of D-Test was the lowest achievement. After evaluation in cycle I and cycle II, there was a significant improvement of the students' following Instruction in reading that shown clearly in the chart after taking an action in cycle through Listen-Read-Discuss Method.

#### **4. The Improvement of the Students' Reading Comprehension in term of Literal Reading Comprehension**

The application of Listen-Read-Discuss Method in improving the students' Literal Reading Comprehension deals with Specific Information (SI), Sequence Event or Idea (SEI) and Following Instruction (FI). This improvement could be seen clearly in the following table:

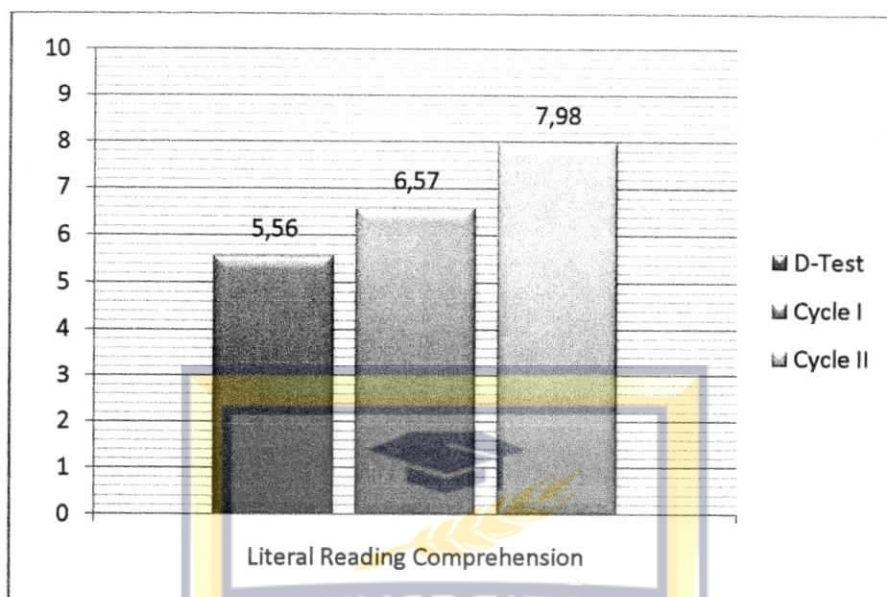
**Table 4: The Improvement of the Students' Reading Comprehension in term of Literal Comprehension**

	Literal Reading Comprehension									Improvement (%)	
	D- Test			Cycle I			Cycle II			D-T to CI	CI to CII
	SI	SEI	FI	SI	SEI	FI	SI	SEI	FI		
<b>Mean Score</b>	5,83	6,04	4,82	7,26	6,41	6,03	8,17	8,19	7,59		
	5,56			6,57			7,98			18,16	21,46

The table above indicated that there was improvement of the students' literal reading comprehension from D-Test to cycle I and cycle II, where in D-test the students' mean score achievement in literal reading comprehension was 5,56 but after evaluation in cycle I the students' literal reading comprehension became 6,57. So the improvement of students' literal reading comprehension from D-Test to cycle I was 18,16%. There was also a significant improvement of students' literal reading comprehension from cycle I to cycle II, where in cycle I was 6,57 and in cycle II was 7,98. So the improvement of students' Literal reading Comprehension from cycle I to cycle II was 21,46%.

The table above showed that there was a significant improvement of students' literal reading comprehension after taking an action in cycle I and cycle II through the application of Listen-Read-Discuss Method.

To see clearly the improvement of the students' literal reading comprehension, following chart was presented:



**Chart 4: The Improvement of the Students' Reading Comprehension in term of Literal Comprehension**

The chart above showed the improvement of the students' Literal Reading Comprehension in cycle II was higher 7,98 than cycle I 6,57 and D-Test 5,56. It also showed that the result of D-Test was the lowest achievement. After evaluation in cycle I and cycle II, there was a significant improvement of the students' Literal Reading Comprehension that shown clearly in the chart after taking an action in cycle through Listen-Read-Discuss Method.

#### **5. The Percentage of the Students' Reading Comprehension in term of Specific Information**

The following table showed the percentage of students' Specific Information in D-Test, cycle I and II through Listen-Read-Discuss Method.

**Table 5: The Percentage of the Students' Reading Comprehension in term of Specific Information**

No	Classification	Range	Non L-R-D		The Application of L-R-D			
			D-Test		Cycle I		Cycle II	
			Freq	%	Freq	%	Freq	%
1	Excellent	9.6 – 10	-	-	-	-	-	-
2	Very good	8.6 – 9.5	-	-	-	-	11	37,93
3	Good	7.6 – 8.5	1	3,45	3	10,34	9	31,03
4	Fairly good	6.6 – 7.5	6	20,69	24	82,76	9	31,03
5	Fair	5.6 – 6.5	11	37,93	2	6,90	-	-
6	Poor	3.6 – 5.5	11	37,93	-	-	-	-
7	Very poor	0 – 3.5	-	-	-	-	-	-
<b>Total</b>			<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>

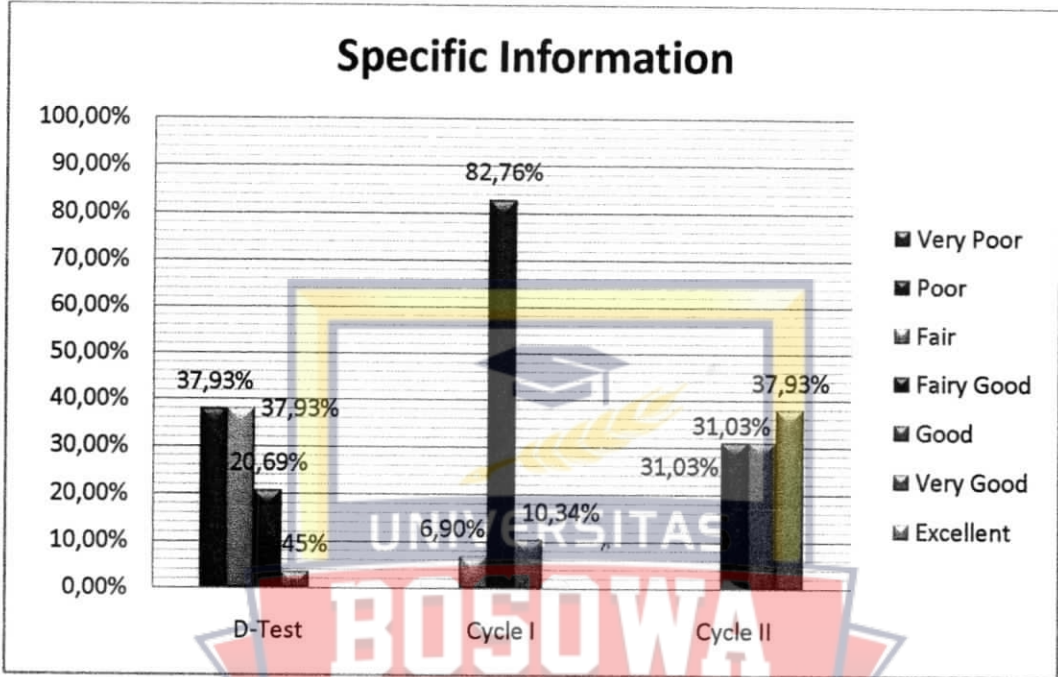
The table above showed that the percentage of the students' Specific Information in diagnostic test indicated that 11 students (37,93%) got poor, 11 students (37,93%) fair, 6 students (20,69%) got fairly good, and 1 students (3,45%) good.

After taking action in cycle I by using Listen-Read-Discuss Method the percentage of the students' Specific Information was 2 students (6,90%) got fair, 24 students (82,76%) got fairly good, and 3 students (10,34%) got good.

In cycle II, the percentage of the Specific Information was 9 students (31,03%) got fairly good, 9 students (31,03%) got good, 11 students (37,93%) got very good.

To know the percentage of the students' Reading Comprehension in term of Specific Information clearly, following chart was presented:

**Chart 5: The Percentage of the Students' Reading Comprehension in term of Specific Information**



The chart above showed that the result of the students' Specific Information in reading. After applying Listen-Read-Discuss Method in cycle II, the percentage of the students' Specific Information was higher than D-Test and cycle I where the students' percentage in cycle II was 37,93% categorized as very good, 31,03% categorized as good and 31,03% categorized as good, while in cycle I was lower than cycle II where the students' percentage in cycle I was 10,34% categorized as good, 82,76% categorized as fairly good, and 6,90% categorized as fair. In D-Test was the lowest where the students' percentage was 3,45% categorized as good, 20,69% categorized as fairly good, 37,93% categorized as fair and 37,93% categorized as poor.

## 6. The Percentage of the Students' Reading Comprehension in term of Sequence Event Or Idea

The following table showed the percentage of students' Sequence event or idea in D-Test, cycle I and II through Listen-Read-Discuss Method.

**Table 6: The Percentage of the Students' Reading Comprehension in term of Sequence Event or Idea**

No	Classification	Range	Non L-R-D		The Application of L-R-D			
			D-Test		Cycle I		Cycle II	
			Freq	%	Freq	%	Freq	%
1	Excellent	9.6 – 10	-	-	-	-	1	3,45
2	Very good	8.6 – 9.5	-	-	1	3,45	13	44,83
3	Good	7.6 – 8.5	1	3,45	3	10,34	8	27,59
4	Fairly good	6.6 – 7.5	9	31,03	10	34,48	7	24,14
5	Fair	5.6 – 6.5	10	34,48	11	37,93	-	-
6	Poor	3.6 – 5.5	9	31,03	4	13,79	-	-
7	Very poor	0 – 3.5	-	-	-	-	-	-
<b>Total</b>			<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>

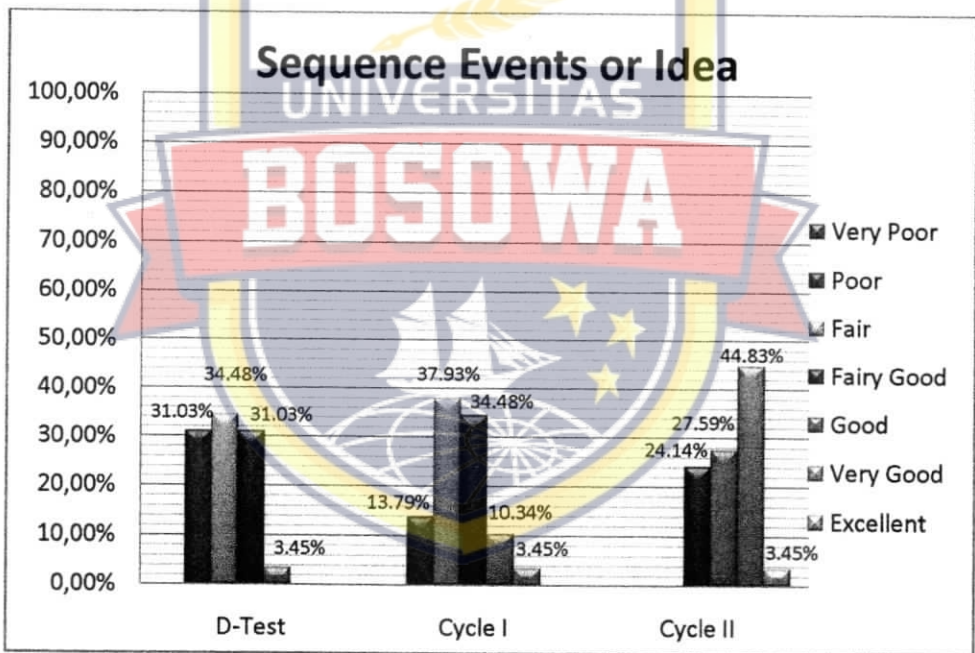
The table above showed that the percentage of the students' Sequence event or idea in Diagnostic Test indicated that 9 students (31,03%) got poor, 10 students (34,48%) got fair, 9 students (31,03%) got fairly good and 1 students (3,45%) got good.

After taking action in cycle I by using Listen-Read-Discuss Method the percentage of the students' Sequence event or idea was 4 students (13,79%) got poor, 11 students (37,93%) got fair, 10 students (34,48%)

got fairly good, 3 students (10,34%) got good and 1 students (3,45%) got very good.

In cycle II, the percentage of the Sequence event or idea was 7 students (24,14%) got fairly good, 8 students (27,59%) got good, 13 students (44,83%) got very good and 1 students (3,45%) got excellent.

To know the percentage of the students' Sequence event or idea clearly, following chart was presented:



**Chart 6: The Percentage of the Students' Reading Comprehension in term of Sequence Events or Idea**

The chart above showed that the percentage of the students' the Sequence event or idea.

After applying Listen-Read-Discuss Method in cycle II, the percentage of students' the Sequence event or idea was higher than D-



Test and cycle I where the percentage of the students in cycle II was 3,45% categorized as excellent, 44,83 categorized as very good, 27,59% categorized as good and 24,14% categorized as fairly good, while in cycle I was lower than cycle II where the percentage of the students in cycle I was 3,45% categorized as very good, 10,34% categorized as good, 34,48% categorized as fairly good, 37,93% categorized as fair and 13,79% categorized as poor. the lowest percentage of the students' sequence events or idea was in D-Test, where 3,45% categorized good, 31,03% categorized fairly good, 34,48% categorized as fair and 31,03% categorized as poor.

#### 7. The Percentage of the Students' Reading Comprehension in term of Following Instruction

The following table showed the percentage of students' Following Instruction in D-Test, cycle I and II through Listen-Read-Discuss Method.

**Table 7: The Improvement of the Students' Reading Comprehension in term of Following Instruction**

No	Classification	Range	Non L-R-D		The Application of L-R-D			
			D-Test		Cycle I		Cycle II	
			Freq	%	Freq	%	Freq	%
1	Excellent	9.6 – 10	-	-	1	3,45	4	13,79
2	Very good	8.6 – 9.5	-	-	-	-	-	-

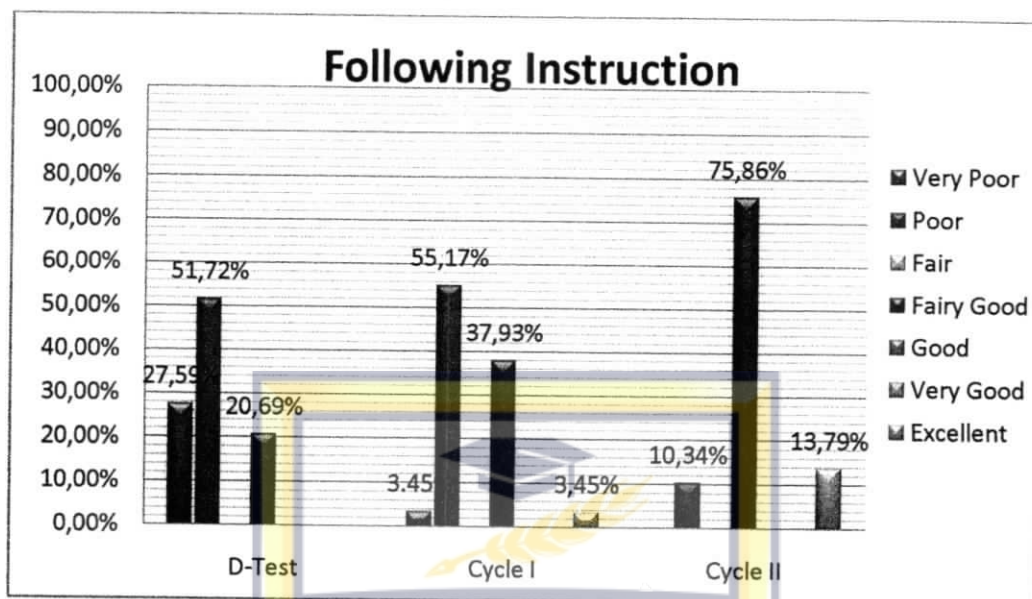
3	Good	7.6 – 8.5	-	-	-	-	-	-
4	Fairly good	6.6 – 7.5	6	20,69	11	37,93	22	75,86
5	Fair	5.6 – 6.5	-	-	-	-	-	-
6	Poor	3.6 – 5.5	15	51,72	16	55,17	3	10,34
7	Very poor	0 – 3.5	8	27,59	1	3,45	-	-
<b>Total</b>			<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>	<b>29</b>	<b>100</b>

The table above showed that the percentage of the students' Following Instruction in Diagnostic Test of reading indicated that 8 students (27,59%) got very poor, 15 students (51,72%) got poor, and 6 students (20,69%) got fairly poor.

After taking action in cycle I by using Listen-Read-Discuss Method the percentage of the students' following Instruction was, 1 students (3,45%) got very poor, 16 students (55,17% ) got poor, 11 students (37,93%) got fairly good and 1 student (3,45%) got excellent.

In cycle II, the percentage of the following instruction was, 3 students (10,34%) got poor, 22 students (75,86%) got fairly good, and 4 students (13,79%) got excellent.

To know the percentage of the students' following instruction clearly, following chart was presented:



**Chart 7: The Percentage of the Students' Reading Comprehension in term of Following Instruction**

The chart above showed that the percentage of the students' Following Instruction. After applying Listen-Read-Discuss Method in cycle II, the percentage of students' Following Instruction was higher than D-Test and cycle I. In cycle II 13,79% categorized as excellent, 75,86% categorized as fairly good and 10,34% categorized as poor. While in cycle I was lower than cycle II where 3,45% categorized as excellent, 37,93% categorized as fairly good, 55,17% students categorize as poor and 3,45% categorized as very poor. In D-Test was the lowest, where 20,69% categorized as, 51,72% categorized as poor, and 27,59% categorized as very poor.

## 8. The Result of the Students' Activeness in Teaching and Learning Process

The result of observation of the students' activeness in teaching and learning process toward the application of Listen-Read-Discuss Method in improving the students' Literal Reading Comprehension at the second year students of SMP Negeri 3 Baebunta which was conducted in 2 cycles was taken by the observer through observation sheet. It could be seen clearly through the following table:

**Table 8: The Result of the Students' Activeness in Teaching and Learning Process**

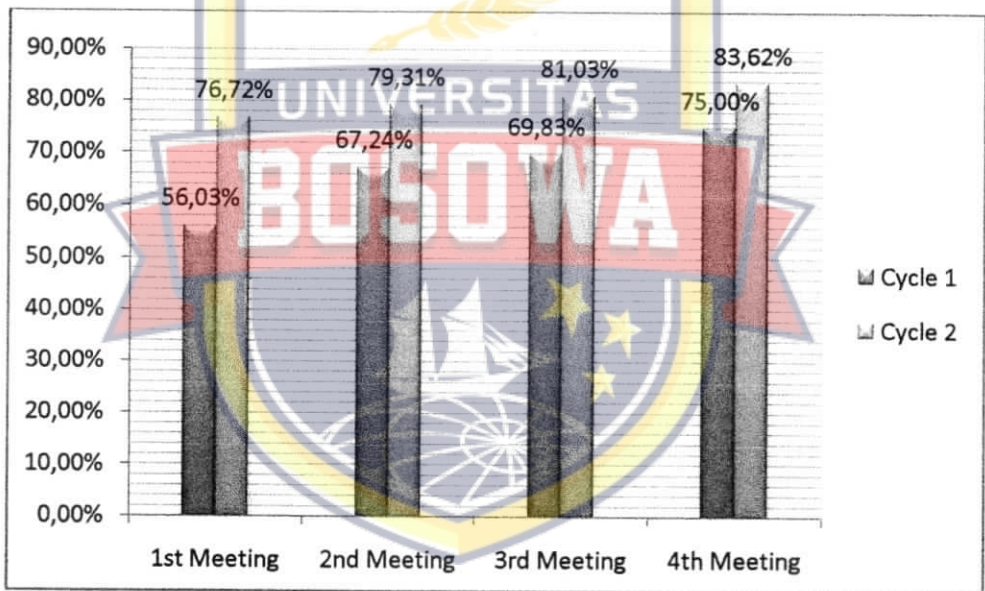
Cycles	The Students' Activeness			
	1 <sup>st</sup> Meeting	2 <sup>nd</sup> Meeting	3 <sup>rd</sup> Meeting	4 <sup>th</sup> Meeting
I	56,03%	67,24%	69,83%	75%
II	76,72%	79,31%	81,03%	83,62%

The table above shows that the result of students' observation in learning process through Listen-Read-Discuss Method in every meeting in cycle 1 to cycle 2 gets improved. It is proved by the percentage of students' activeness is getting higher in every meeting in both cycle I and cycle II.

In the first meeting of cycle I the students activeness is 56,03% and in the first meeting of cycle II 76.72%. In the second meeting of both the cycle I and II the students' activeness are 67.24% and 79.31%. It indicates that the students more actively participate in the second meeting of cycle 1 than cycle

II. In the third meeting of cycle 2 the students also more actively participate than in the third meeting of cycle I. In the cycle I the students' activeness is 69.83% and in the cycle II was 81,03%. Then, in the fourth meeting of cycle I and cycle II also shows a significant improvement where the activeness in the cycle I is 75% and 83.62% in the cycle II.

The result of the students' activeness can also be seen in the following chart:



**Chart 8: The Result of the Students' Activeness in Teaching and Learning Process**

The chart above shows that the students' activeness is getting higher from meeting to meeting in both cycle 1 and cycle 2. In the first meeting of cycle 1 and cycle 2, the students' activeness is 56,03% and 76,72%. In the second meeting of cycle 1 and cycle 2, it is 67,24% and 79,31%. In

the third meeting of cycle 1 and cycle 2, it is 69,83% and 81,03%. And in the fourth meeting of cycle 1 and cycle 2, it is 75% and 83,62%.

## B. Discussion

In this part, discussion deals with the interpretation of findings derived from the result of findings about the observation result of the students' literal comprehension they are specific information, sequence event or idea and following instruction in reading and the observation result of the students' activeness in teaching and learning process by using Listen-Read-Discuss Method.

Before taking a classroom action research through Listen-Read-Discuss Method, the researcher hold diagnostic test to measure the students' prior knowledge in reading comprehension. After gave D-Test, the researcher found that the students' specific information in reading at the second year students of SMP Negeri 3 Baebunta was poor, so it must be improved. The D-Test's score was that 1 students (3,45%) got good, 6 students (20,69%) got fairly good, 11 students (37,93%) got fair and also 11 students (37,93%) got poor classification. In D-Test of sequence event or idea, 1 students (3,45%) got good, 9 students (31,03%) fairly good, 10 students (34,48%) got fair and 9 students (31,03%) got poor classification. In D-Test of following instruction, 6 students (20,69%) got

fairly good, 15 students (51,72%) got poor and 8 students (27,59%) got very poor classification.

To improve the students' reading comprehension, the researcher decided to use Listen-Read-Discuss Method and then prepared to do cycle I that consisted of 4 phases namely: planning, action, observation, and reflecting. In cycle 1, the researcher found that the students still difficult and confused to determine and find the important point in a text that we usually called comprehension. Beside that The students pronunciation and stressing in reading aloud is very low. The difficulty of the students in reading had been analyzed, so the researcher had to think the solution of the problem. The researcher decided to do cycle II by doing revision in the lesson plan. In cycle II, the researcher got a good response from the students. Students are fair active and confident to speak in English. They can enjoy the teaching and learning process, and their score was improved in cycle II.

In cycle I, the students' specific information in reading were 3 students (10,34%) got good, 24 students (82,76%) got fairly good and 2 students (6,90%) got fair. The students' sequence event or idea in reading were 1 students (3,45%) got very good, 3 students (10,34%) got good, 10 students (34,48%) got fairly good, 11 students (37,93%) got fair and 4 students (13,79%) got poor. The students' following instruction reading were 1 student (3,45%) got excellent, 11 students (37,93%) got

fairly good, 16 students (55,17%) got poor and 1 student (3,45%) got very poor.

In cycle II, the students' specific information were 11 students (37,93%) got very good, 9 students (31,03%) got good and also 9 students (31,03%) got fairly good. The students' sequence event or idea were 1 student (3,45%) got excellent, 13 students (44,83%) got very good, 8 students (27,59%) got good and 7 students (24,14%) got fairly good. The students' following instruction were 4 students (13,79%) got excellent, 22 students (75,86%) got fairly good and 3 students (10,34%) got poor.

The mean score of the students' reading comprehension in cycle I was 6,57 and classified as fairly good. While the mean score in cycle II was 7,98 classified as good and the students' improvement was 21,46%. It means that the students' reading comprehension improved significantly through Listen-Read-Discuss Method.

The observation result of students' activeness in teaching and learning process improved significantly through the application of Listen-Read-Discuss Method in increasing the students' reading comprehension. It was proved by the improvement of the students' activeness in cycle I and in cycle II. It also means that there is improvement of the students' activeness in learning reading comprehension through Listen-Read-Discuss Method.



Based on the discussion above, we can know that there was different result between cycle I and cycle II in teaching reading comprehension through Listen-Read-Discuss Method. The researcher may say that teaching reading comprehension through Listen-Read-Discuss Method is a good way to increasing the students' reading comprehension and achieve minimal criteria 6,5.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter contains conclusion and suggestion based on the research findings in previous chapter, the writer puts forward the following conclusion and suggestions:

#### A. Conclusion

Based on discussion proposed in previous chapter, the followings:

1. Listen-Read-Discuss Method as one of alternative method in teaching reading comprehension was able and significant in increasing the students' reading comprehension.
2. The students more actively participated in doing reading by applying Listen-Read-Discuss Method.
3. The reading comprehension of the second year of SMP Negeri 3 Baebunta in 2014/2015 academic year significantly improved through the use of Listen-Read-Discuss Method. This was proved by the result of the test in D-Test, cycle 1, and cycle 2. The mean score in D-Test was 5,56, in cycle 1 was 6,57, while in cycle 2 was 7,98.
4. The students' activeness in learning reading through the application of Listen-Read-Discuss Method at the second year of SMP Negeri 3 Baebunta also improved.

## B. Suggestion

In this term, the researcher stated some suggestions for the English teacher, the students themselves, and the next researcher as follows:

1. Generally, teacher is suggested to create various activities to create teaching and learning process and engage the students lively and interesting in the classroom.
2. It is suggested the English teacher to apply Listen-Read-Discuss Method as one of the alternative ways in improving the students' reading comprehension.
3. The students are expected to increasing their intensity in learning reading trough Listen-Read-Discuss Method.
4. The teacher should apply various kinds of suitable technique in teaching reading to make students more interested in reading English text and to increasing the quality of studying and teaching
5. It is suggested to the English teacher to maximize in giving guidance to the students in teaching and learning process.

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## APPENDIX A

### Research instrument in D-Test

#### Goldilocks And The Three Bears

Once there were three bears that lived in a house in the woods: a papa bear, a mama bear, and a baby bear. One morning they decided to take a walk before breakfast to let their porridge cool.

A little girl named Goldilocks lived with her mother nearby. Goldilocks took a walk through the woods and found the bear's house. She smelled the bowl and finally ate up the porridge in the small bowl.

Then she sat on a big chair, but she didn't like it, because it was hard. Afterwards she sat on the small chair and it was just right. But while she was sitting on it she broke it. After eating the porridge, Goldilocks felt full and sleepy, and then she went upstairs. There she found a small bed. She lay down on it and fell asleep.

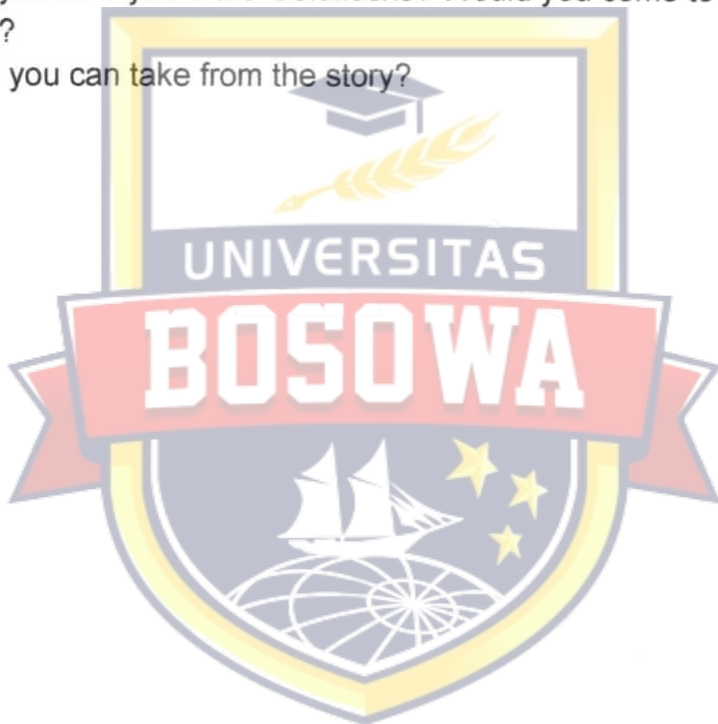
While she was sleeping, the three bears came home. When they went into the kitchen, they got very surprised. Someone had tasted their porridge, even eaten up baby bear's porridge, while they were taking a walk. Moreover the poor baby bear was upset when he found that his little chair broke into pieces. When they went upstairs, they found out that Goldilocks was sleeping. Baby cried out, "someone has been sleeping in my sleeping bed here she is"

Goldilocks woke up when she saw the three bears; she jumped out of bed and ran out of the house to her home. Never again did she make herself at home in anyone else's house.

*Source: www.Wikipedia.com*

**Answer the questions below based on the story above..!**

1. Where did the three bears live?
2. What were the three bears' name who lived in a house in the woods?
3. Who was a little girl name that lived with her mother?
4. What happened to the small chair?
5. What happened when Goldilocks was sleeping?
6. Why were the tree bears surprised?
7. What did Goldilocks do when she saw the three bears?
8. What would you do if you were Goldilocks? Would you come to the bear's house again?
9. What lesson you can take from the story?



## Research instrument in Cycle I

### The Chipmunk That Ran Away

Once upon a time, there was a nervous little chipmunk. She was always afraid that something bad happened to her. One day, she heard a little noise. It was really only an apple that fell to the ground. But the little Chipmunk was afraid and said "The sky is falling in." Then she ran away as fast as she could go.

Soon she met an old brother Chipmunk, who asked, "Where are you running to, little Chipmunk?"

And the little Chipmunk answered, "The sky is falling in, and I am running away." "The sky is falling in?" said the old brother Chipmunk. And he told the story to his brother chipmunk, until at last there were a hundred brother Chipmunks shouting, "The sky is falling in."

Soon the larger animals heard what the Chipmunks were saying. The Deer, the Sheep, the Pig, the Camel, the Tiger, and the Elephant began to know what was happening. He stopped all the animals and asked, "What are you saying?" The brother Chipmunks said, "Oh we heard it from that little Chipmunk!" And the Lion said, "Little Chipmunk, what made you say that the sky was falling in?" And the little Chipmunk said, "I saw it there near the tree." "Well," said the Lion, "Come with me and I will show you how something". "Now get on my back." The Lion took her on his back, and asked the animals to stay where they were until they returned. Then he showed the little Chipmunk that the apple had fallen to the ground. This made the noise that had made her afraid.

The little Chipmunk said, "Oh, I see. The sky is not falling in." The Lion said, "Let's go back and tell the other animals." So they went back. At last all the animals knew that the sky was not falling in.

Source: [www.Wikipedia.com](http://www.Wikipedia.com)

#### **Answer the questions below based on the story above..!**

1. What did the little Chipmunk hear one day?
2. What did the little Chipmunk think the noise was?
3. What did she do then?
4. What did the little Chipmunk say?

5. Did the old brother Chipmunk believe her?
6. Did the other animals believe her?
7. What did the Lion do to show the little Chipmunk that the sky was not falling in?
8. What did the Lion ask the other animals to do?
9. what lesson you can take from the story?





## Research instrument in Cycle II

### Malin Kundang

Long time ago an old woman and her son lived in a little village. Her son was called Malin Kundang. They were very poor but they loved each other very much.

One day Malin Kundang told his mother that he would go to the town and work there. At first his mother did not allow him but finally she let him go with tears.

Malin Kundang worked hard in a big town and in a short time he became a rich man however he completely forgot his poor mother.

Some years later he sailed to a harbour near his village. When his mother heard about this news she came for meet him. Malin Kundang pretended not to know her. He said, "You are not my mother! Go away!" His mother becomes very sad and before she went away, she said, "Oh, Malin Kundang, you are wicked son. You'll never be safe now. You and your money will turn to stone".

Some days later his ship left the harbour. The sea was calm but when he reached the open sea, there was a great storm. The ship was drowned Malin Kundang and his money changed into a stone.

Now people call it Batu Malin Kundang. We can see the stone from Air Manis, a village on the coast of West Sumatra, near Padang.

Source: [www.Wikipedia.com](http://www.Wikipedia.com)

**Read the text carefully and Answer the following questions based on the text above !!**

1. Where Malin kundang and his mother lived?
2. Where did Malin Kundang go?
3. Did his mother allow and let him go?
4. Where did he sail after?
5. What did happen after a short time he works in a big town?
6. What did happen after His mother meet Malin Kundang?

7. What did Malin Kundang say to his mother?
8. What did His mother say before she go away?
9. What lesson you can take from the story?



## Appendix B

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMP Negeri 3 Baebunta
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII A/ Genap
Pertemuan ke-	: 1-2 (Siklus I)
Alokasi waktu	: 4 x 45 Menit

**Standar Kompetensi:** Memahami makna dalam esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

**Kompetensi Dasar:** 11.1 Membaca nyaring teks fungsional pendek sederhana berbentuk *recount* dan *narrative* dengan ucapan, tekanan dan intonasi yang baik yang berkaitan dengan lingkungan sekitar.

11.2 Merespon makna dan langkah retorika dalam esey pendek sederhana secara akurat, lancer dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*.

#### A. Indikator

- Mengidentifikasi specific Information dalam teks *narrative*
- Mengidentifikasi Sequence Events or Idea dalam teks *narrative*
- Mengidentifikasi Following Instruction dalam teks *narrative*

#### B. Tujuan Pembelajaran

- Siswa dapat mengidentifikasi specific Information dalam teks *narrative*
- Siswa dapat mengidentifikasi Sequence Events or Idea dalam teks *narrative*
- Siswa dapat mengidentifikasi Following Instruction dalam teks *narrative*

**C. Materi Pembelajaran:** Teks esey pendek berbentuk *narrative* .

**D. Metode Pembelajaran :** Listen-Read-Discuss Method

#### E. Langkah-Langkah Pembelajaran

##### 1. Kegiatan Awal

- Salam dan doa
- Mengabsen siswa
- Tanya jawab tentang kondisi siswa
- Giving motivation
- Guru menyampaikan tujuan pembelajaran
- Guru menjelaskan tentang metode yang ingin diterapkan

## 2. Kegiatan Inti

- Guru Membagi siswa kedalam beberapa kelompok secara heterogen.
- Guru menjelaskan gambaran umum materi reading yang berbentuk teks Narrative .
- Siswa mendengarkan materi yang di paparkan oleh Guru dengan seksama.
- Setelah mendengarkan materi maka siswa kemudian membaca seluruhnya materi reading yang telah di bagikan dengan seksama.
- Selesai membaca materi reading, siswa kemudian mendiskusikan bersama-sama dengan kelompok yang lain tentang materi reading yang telah mereka dengar dan mereka baca.
- Siswa mengerjakan soal yang diberikan oleh guru.

## 3. Kegiatan Akhir

- Guru menanyakan hal-hal yang belum dimengerti siswa
- Guru menyimpulkan materi pembelajaran.
- Guru menutup kegiatan pembelajaran.

## F. Sumber Pembelajaran

- Buku English In Focus
- Buku Teks yang relevan

## G. Penilaian: Tes Tertulis

Instrument: Text Narrative

## • Rubrik Penilaian

$$\text{Nilai siswa} = \frac{\text{Skor perolehan}}{\text{Skor Maksimal}} \times 100$$

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP Negeri 3 Baebunta  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : VIII A/ Genap  
 Pertemuan ke : 3 – 4 (Siklus I)  
 Alokasi waktu : 4 x 45 Menit

**Standar Kompetensi:** Memahami makna dalam esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

**Kompetensi Dasar:** 11.1 Membaca nyaring teks fungsional pendek sederhana berbentuk *recount* dan *narrative* dengan ucapan, tekanan dan intonasi yang baik yang berkaitan dengan lingkungan sekitar.

11.2 Merespon makna dan langkah retorika dalam esey pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*.

### A. Indikator

- Mengidentifikasi specific Information dalam teks *narrative*
- Mengidentifikasi Sequence Events or Idea dalam teks *narrative*
- Mengidentifikasi Following Instruction dalam teks *narrative*

### B. Tujuan Pembelajaran

- Siswa dapat mengidentifikasi specific Information dalam teks *narrative*
- Siswa dapat mengidentifikasi Sequence Events or Idea dalam teks *narrative*
- Siswa dapat mengidentifikasi Following Instruction dalam teks *narrative*

**C. Materi Pembelajaran:** Teks esey pendek berbentuk *narrative*.

**D. Metode Pembelajaran :** Listen-Read-Discuss Method

### E. Langkah-Langkah Pembelajaran

#### 1. Kegiatan Awal

- Salam dan doa
- Mengabsen siswa
- Tanya jawab tentang kondisi siswa
- Giving motivation
- Guru menyampaikan tujuan pembelajaran
- Guru menjelaskan tentang metode yang ingin diterapkan.

## 2. Kegiatan Inti

- Guru Membagi siswa kedalam beberapa kelompok secara heterogen.
- Guru menjelaskan gambaran umum materi reading yang berbentuk teks Narrative .
- Siswa mendengarkan materi yang di paparkan oleh Guru dengan seksama.
- Setelah mendengarkan materi maka siswa kemudian membaca seluruhnya materi reading yang telah di bagikan dengan seksama.
- Selesai membaca materi reading, siswa kemudian mendiskusikan bersama-sama dengan kelompok yang lain tentang materi reading yang telah mereka dengar dan mereka baca.
- Siswa mengerjakan soal yang diberikan oleh guru.

## 3. Kegiatan Akhir

- Guru menanyakan hal-hal yang belum dimengerti siswa
- Guru menyimpulkan materi pembelajaran.
- Guru menutup kegiatan pembelajaran.

## 4. Sumber Pembelajaran

- Buku English In Focus
- Buku Teks yang relevan

## 5. Penilaian: Tes Siklus I Instrument: Text Narrative

### • Rubrik Penilaian

No	Aspek yang dinilai	Skor
1.	Menjawab dengan benar sesuai dengan bacaan	4
2.	Menjawab tetapi salah struktur/ kutipan	3
3	Menjawab tetapi salah <i>spelling</i> (ejaan kata)	2
4	Menjawab salah/ tidak berhubungan dengan	1
5.	bacaan Tidak menjawab/tidak melampirkan jawaban	0

Skor perolehan

$$\text{Nilai siswa} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMP Negeri 3 Baebunta
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII A/ Genap
Pertemuan ke-	: 1-2 (Siklus II)
Alokasi waktu	: 4 x 45 Menit

**Standar Kompetensi:** Memahami makna dalam esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

**Kompetensi Dasar:** 11.1 Membaca nyaring teks fungsional pendek sederhana berbentuk *recount* dan *narrative* dengan ucapan, tekanan dan intonasi yang baik yang berkaitan dengan lingkungan sekitar.

11.2 Merespon makna dan langkah retorika dalam esey pendek sederhana secara akurat, lancer dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*.

### H. Indikator

- Mengidentifikasi specific Information dalam teks *narrative*
- Mengidentifikasi Sequence Events or Idea dalam teks *narrative*
- Mengidentifikasi Following Instruction dalam teks *narrative*

### I. Tujuan Pembelajaran

- Siswa dapat mengidentifikasi specific Information dalam teks *narrative*
- Siswa dapat mengidentifikasi Sequence Events or Idea dalam teks *narrative*
- Siswa dapat mengidentifikasi Following Instruction dalam teks *narrative*

**J. Materi Pembelajaran:** Teks esey pendek berbentuk *narrative* .

**K. Metode Pembelajaran :** Listen-Read-Discuss Method

### L. Langkah-Langkah Pembelajaran

#### 4. Kegiatan Awal

- Salam dan doa
- Mengabsen siswa
- Tanya jawab tentang kondisi siswa
- Giving motivation
- Guru menyampaikan tujuan pembelajaran

- Guru menjelaskan tentang metode yang ingin diterapkan

**5. Kegiatan Inti**

- Guru Membagi siswa kedalam beberapa kelompok secara heterogen.
- Guru menjelaskan gambaran umum materi reading yang berbentuk teks Narrative .
- Siswa mendengarkan materi yang di paparkan oleh Guru dengan seksama.
- Setelah mendengarkan materi maka siswa kemudian membaca seluruhnya materi **reading yang telah di bagikan** dengan seksama.
- Selesai membaca materi reading, siswa kemudian mendiskusikan bersama-sama dengan kelompok yang lain tentang materi reading yang telah mereka dengar dan mereka baca.
- Siswa mengerjakan soal yang **diberikan** oleh guru.

**6. Kegiatan Akhir**

- Guru menanyakan hal-hal yang belum dimengerti siswa
- Guru menyimpulkan materi pembelajaran.
- Guru menutup kegiatan pembelajaran.

**M. Sumber Pembelajaran**

- Buku English In Focus
- Buku teks yang relevan

**N. Penilaian: Tes Tertulis**

Instrument: Text Narrative

**• Rubrik Penilaian**

No	Aspek yang dinilai	Skor
1.	Menjawab dengan benar sesuai dengan bacaan	4
2.	Menjawab tetapi salah struktur/ kutipan	3
3	Menjawab tetapi saiah <i>spelling</i> (ejaan kata)	2
4	Menjawab salah/ tidak berhubungan dengan	1
5.	bacaan	0
	Tidak menjawab/tidak melampirkan jawaban	

Skor perolehan

$$\text{Nilai siswa} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$



## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMP Negeri 3 Baebunta
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII A/ Genap
Pertemuan ke	: 3 – 4 (Siklus II)
Alokasi waktu	: 4 x 45 Menit

**Standar Kompetensi:** Memahami makna dalam esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

**Kompetensi Dasar:** 11.1 Membaca nyaring teks fungsional pendek sederhana berbentuk *recount* dan *narrative* dengan ucapan, tekanan dan intonasi yang baik yang berkaitan dengan lingkungan sekitar.

11.2 Merespon makna dan langkah retorika dalam esey pendek sederhana secara akurat, lancer dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*.

### F. Indikator

- Mengidentifikasi specific Information dalam teks *narrative*
- Mengidentifikasi Sequence Events or Idea dalam teks *narrative*
- Mengidentifikasi Following Instruction dalam teks *narrative*

### G. Tujuan Pembelajaran

- Siswa dapat mengidentifikasi specific Information dalam teks *narrative*
- Siswa dapat mengidentifikasi Sequence Events or Idea dalam teks *narrative*
- Siswa dapat mengidentifikasi Following Instruction dalam teks *narrative*

**H. Materi Pembelajaran:** Teks esey pendek berbentuk *narrative*.

**I. Metode Pembelajaran :** Listen-Read-Discuss Method

### J. Langkah-Langkah Pembelajaran

#### 1. Kegiatan Awal

- Salam dan doa
- Mengabsen siswa
- Tanya jawab tentang kondisi siswa
- Giving motivation
- Guru menyampaikan tujuan pembelajaran

- Guru menjelaskan tentang metode yang ingin diterapkan

## 2. Kegiatan Inti

- Guru Membagi siswa kedalam beberapa kelompok secara heterogen.
- Guru menjelaskan gambaran umum materi reading yang berbentuk teks Narrative .
- Siswa mendengarkan materi yang di paparkan oleh Guru dengan seksama.
- Setelah mendengarkan materi maka siswa kemudian membaca seluruhnya materi reading yang telah di bagikan dengan seksama.
- Selesai membaca materi reading.
- siswa kemudian mendiskusikan bersama-sama dengan kelompok yang lain tentang materi reading yang telah mereka dengar dan mereka baca.
- Siswa mengerjakan soal yang diberikan oleh guru.

## 3. Kegiatan Akhir

- Guru menanyakan hal-hal yang belum dimengerti siswa
- Guru menyimpulkan materi pembelajaran.
- Guru menutup kegiatan pembelajaran.

## 4. Sumber Pembelajaran

- Buku English In Focus
- Buku Teks yang relevan

## 5. Penilaian: Tes Siklus II

Instrument: Text Narrative

### - Rubrik Penilaian

No	Aspek yang dinilai	Skor
1.	Menjawab dengan benar sesuai dengan bacaan	4
2.	Menjawab tetapi salah struktur/ kutipan	3
3	Menjawab tetapi salah <i>spelling</i> (ejaan kata)	2
4	Menjawab salah/ tidak berhubungan dengan	1
5.	bacaan	0
	Tidak menjawab/tidak melampirkan jawaban	

$$\text{Nilai siswa} = \frac{\text{Skor perolehan}}{\text{Skor Maksimal}} \times 100$$

## APPENDIX C

## THE RESULT OF DIAGNOSTIC TEST

Sample	Literal Reading Comprehension		
	Specific Information	Sequence Events or Idea	Following Instruction
1	6,2	5,6	7,5
2	4,4	6,2	5
3	6,2	4,4	5
4	5	6,2	5
5	6,9	7,5	5
6	7,5	8,1	7,5
7	5,6	6,9	5
8	5	6,2	2,5
9	5	6,2	2,5
10	4,4	7,5	5
11	6,2	5,6	5
12	5,6	5,6	2,5
13	7,5	6,9	7,5
14	6,9	7,5	5
15	5	5	2,5
16	5	5	5
17	8,1	7,5	7,5
18	6,2	5,6	5
19	5,6	4,4	5
20	4,4	7,5	5
21	5,6	5	2,5
22	6,2	4,4	5
23	5	6,9	2,5
24	7,5	5	7,5
25	5,6	6,9	2,5
26	5	6,2	5
27	5,6	5	7,5
28	7,5	5	5
29	4,4	5,6	2,5
Total Score	169,1	175,4	140
Mean Score	5,83	6,04	4,82

## I. THE MEAN SCORE FOR STUDENTS D-TEST

### 1. Literal Reading Comprehension

#### 1.1 Specific Information

$$\bar{x} = \frac{\sum x}{N} = \frac{161,1}{29} = 5,83$$

#### 1.2 Sequence Event or Idea

$$\bar{x} = \frac{\sum x}{N} = \frac{175,4}{29} = 6,04$$

#### 1.3 Following instruction

$$\bar{x} = \frac{\sum x}{N} = \frac{140}{29} = 4,82$$

## II. THE MEAN SCORE OF THE STUDENTS READING ACHIEVEMENT

### 1. The Mean Score of Students Diagnostic-Test

#### 1.1 Literal Reading Comprehension; Specific information, Sequence event or idea and following instruction

$$\bar{x} = \frac{\sum x}{N} = \frac{16,69}{3} = 5,56$$

## APPENDIX D

## THE RESULT OF CYCLE I TEST

Sample	Literal Reading Comprehension		
	Specific Information	Sequence Events or Idea	Following Instruction
1	6,9	6,9	7,5
2	7,5	6,9	5
3	6,9	6,9	7,5
4	6,9	6,2	5
5	7,5	5,6	5
6	8,7	8,1	10
7	6,9	4,4	5
8	7,5	6,2	7,5
9	7,5	5,6	5
10	6,9	4,4	5
11	6,9	4,4	5
12	7,5	6,9	7,5
13	6,9	6,9	5
14	6,9	7,5	7,5
15	6,2	6,9	5
16	7,5	5,6	5
17	8,7	8,1	7,5
18	7,5	6,2	7,5
19	6,2	6,9	5
20	7,5	5	7,5
21	6,9	6,2	5
22	6,9	5,6	5
23	7,5	6,2	5
24	7,5	8,1	7,5
25	7,5	6,9	2,5
26	6,9	6,2	5
27	7,5	8,7	7,5
28	7,5	5,6	5
29	7,5	6,9	7,5
<b>Total Score</b>	<b>210,7</b>	<b>186</b>	<b>175</b>
<b>Mean Score</b>	<b>7,26</b>	<b>6,41</b>	<b>6,03</b>

## I. THE MEAN SCORE FOR STUDENTS CYCLE I TEST

### 1. Literal Reading Comprehension

#### 1.1 Specific Information

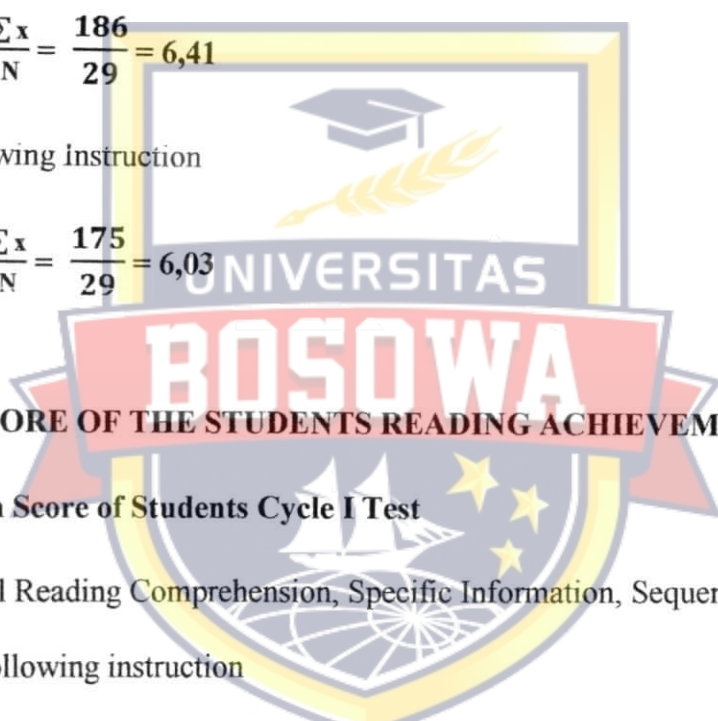
$$x = \frac{\sum x}{N} = \frac{210,7}{29} = 7,26$$

#### 1.2 Sequence Event or Idea

$$x = \frac{\sum x}{N} = \frac{186}{29} = 6,41$$

#### 1.3 Following Instruction

$$x = \frac{\sum x}{N} = \frac{175}{29} = 6,03$$



## II. THE MEAN SCORE OF THE STUDENTS READING ACHIEVEMENT

### 1. The Mean Score of Students Cycle I Test

#### 1.1 Literal Reading Comprehension, Specific Information, Sequence event or idea and following instruction

$$x = \frac{\sum x}{N} = \frac{19,7}{3} = 6,57$$

## APPENDIX E

## THE RESULT OF CYCLE II TEST

Sample	Literal Reading Comprehension		
	Specific Information	Sequence Events or Idea	Following Instruction
1	8,7	8,1	7,5
2	7,5	7,5	7,5
3	7,5	6,9	7,5
4	8,1	7,5	7,5
5	7,5	8,1	7,5
6	9,4	10	10
7	8,7	8,1	7,5
8	7,5	8,7	7,5
9	8,7	7,5	7,5
10	7,5	8,7	7,5
11	8,1	8,1	7,5
12	8,7	8,1	5
13	8,1	8,1	7,5
14	7,5	8,7	7,5
15	8,7	6,9	7,5
16	7,5	8,7	7,5
17	8,7	9,4	10
18	6,9	8,7	5
19	8,1	8,7	7,5
20	8,7	7,5	7,5
21	8,1	8,1	7,5
22	7,5	8,7	5
23	8,7	8,7	7,5
24	8,1	8,7	7,5
25	8,1	7,5	7,5
26	8,7	8,1	10
27	9,4	9,4	10
28	8,1	8,7	7,5
29	8,1	8,7	7,5
<b>Total Score</b>	<b>236,9</b>	<b>237,6</b>	<b>220</b>
<b>Mean Score</b>	<b>8,17</b>	<b>8,19</b>	<b>7,59</b>

## I. THE MEAN SCORE FOR STUDENTS CYCLE II TEST

### 1. Literal Reading Comprehension

#### 1.1 Specific Information

$$X = \frac{\sum x}{N} = \frac{236,9}{29} = 8,17$$

#### 1.2 Sequence Event or Idea

$$X = \frac{\sum x}{N} = \frac{237,6}{29} = 8,19$$

#### 1.3 Following Instruction

$$X = \frac{\sum x}{N} = \frac{220}{29} = 7,59$$

## II. THE MEAN SCORE OF THE STUDENTS READING ACHIEVEMENT

### 1. The Mean Score of Students Cycle II Test

#### 1.1 Literal Reading Comprehension; Specific Information, Sequence event or idea and following instruction

$$X = \frac{\sum x}{N} = \frac{23,95}{3} = 7,98$$



## APPENDIX F

**The Observation Result of the Students' Activeness in Teaching and Learning Process from Cycle I to Cycle II**

Sample	Cycle I				Cycle II			
	I	II	III	IV	I	II	III	IV
1	2	3	2	3	3	3	3	4
2	2	3	2	3	3	3	3	3
3	2	3	3	2	3	3	4	3
4	2	3	3	3	4	3	4	4
5	2	3	3	3	3	3	3	3
6	3	3	3	4	3	4	4	4
7	2	3	3	2	3	3	3	4
8	2	3	3	3	2	3	3	3
9	1	3	2	2	3	3	3	3
10	2	2	3	3	2	3	3	3
11	3	3	3	3	3	3	3	4
12	3	4	2	4	4	3	4	4
13	2	2	3	2	3	3	2	3
14	3	2	3	3	4	3	4	3
15	2	3	3	2	3	3	4	3
16	2	2	3	3	3	3	3	3
17	3	3	4	4	3	4	3	3
18	2	2	3	3	3	3	3	3
19	2	2	2	2	2	3	3	3
20	1	3	3	2	3	3	3	3
21	2	3	3	4	3	3	3	4
22	3	2	3	2	3	3	4	3
23	3	3	3	3	4	3	3	4
24	2	3	2	4	4	3	3	3
25	2	3	3	4	3	4	3	4
26	2	2	3	3	3	3	3	3
27	1	2	2	3	3	3	4	4
28	3	3	3	4	3	4	3	3
29	3	3	3	4	3	4	3	3
<b>Total</b>	<b>65</b>	<b>78</b>	<b>81</b>	<b>87</b>	<b>89</b>	<b>92</b>	<b>94</b>	<b>97</b>
<b>Percentage (%)</b>	<b>56,03</b>	<b>67,24</b>	<b>69,83</b>	<b>75</b>	<b>76,72</b>	<b>79,31</b>	<b>81,03</b>	<b>83,62</b>

**Notes:**

- 4 = Sangat Aktif (SA)  
 3 = Aktif (A)  
 2 = Kurang Aktif (KA)  
 1 = Tidak Aktif (TA)

A = Absent  
 S = Sakit  
 I = Izin

**The Formula for Analysing**

$$P = \frac{FQ}{4 \times N} \times 100$$

**1. Cycle 1**

a. The First Meeting

$$P = \frac{65}{4 \times 29} \times 100$$

$$= 56,03\%$$

c. The Third Meeting

$$P = \frac{81}{4 \times 29} \times 100$$

$$= 69,83\%$$

b. The Second Meeting

$$P = \frac{78}{4 \times 29} \times 100$$

$$= 67,24\%$$

d. The Fourth Meeting

$$P = \frac{87}{4 \times 29} \times 100$$

$$= 75\%$$

**2. Cycle 2**

a. The First Meeting

$$P = \frac{89}{4 \times 29} \times 100$$

$$= 76,72\%$$

c. The Third Meeting

$$P = \frac{94}{4 \times 29} \times 100$$

$$= 81,03\%$$

b. The Second Meeting

$$P = \frac{92}{4 \times 29} \times 100$$

$$= 79,31\%$$

d. The Forth Meeting

$$P = \frac{97}{4 \times 29} \times 100$$

$$= 83,62\%$$

## APPENDIX G

## THE CALCULATION OF STUDENTS' IMPROVEMENT

A. *The Improvement of Students' Reading Comprehension*

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

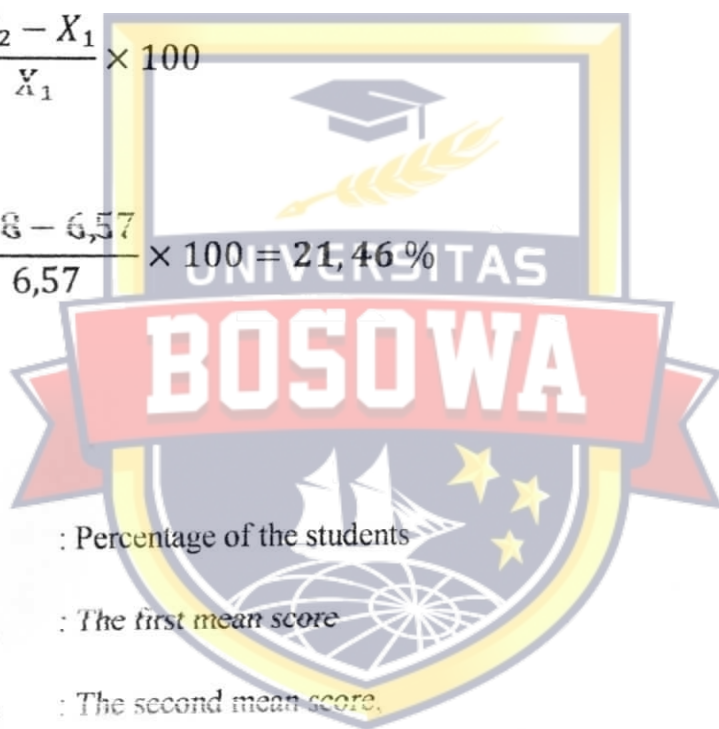
$$P = \frac{7,98 - 6,57}{6,57} \times 100 = 21,46\%$$

Where:

P : Percentage of the students

$X_1$  : The first mean score

$X_2$  : The second mean score.



## BIOGRAPHY



Komarudin. He was born on May, 2 1992 in Masohi, Regency, The Middle of Moluccas. His father is Muh. Neng Dg. Matteru (the late) and mother Hasania. He is the secondchild. He has one sister only.

started his elementary school SD Inpres 2 Waipo, Middle of Moluccas in 1999 and graduated in 2005. He continued his study to junior high school at SMP Negeri 1 Masohi, and graduated in 2008 and continued his study at senior high school at SMA Negeri1 Masohi in 2008 and graduated in 2011. In the same yearhe continued his study at Ambon Darusalam University and converted to Makassar "45" University majoring of English.

