

**THE EFFECT LISTEN READ DISCUSS (LRD) ON STUDENTS'  
ACHIEVEMENT IN READING COMPREHENSION**

**SKRIPSI**

*Submitted In Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
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**By**

**FATIMAH HANUM RAMBE**  
**NPM. 13020500226**



**THE FACULTY OF TEACHERS' TRAINING AND EDUCATION  
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA  
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## ABSTRACT

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This research was attempted to investigate learning reading by using Listen read Discuss (LRD) strategy. The objective of this study was to investigate the effect of Listen read Discuss (LRD) on students' achievement in reading comprehension. The method used in this research was an experimental research. This research had been conducted at SMP SWASTA IMELDA MEDAN, Jalan Bilal No.24 Pulo Brayan Darat I Kecamatan Medan Timur. The population of this research were the seventh grade classes in academic year 2017/2018 which consisted of 2 classes, there were 30 students. VII A was as the experimental class that consisted of 30 students and VII B was as the control class which involved 30 students. Each class was given a pre-test, treatment, and post-test. The control class was taught by using Lecturing Strategy, meanwhile the experimental class was treated by using Listen Read Discuss (LRD) strategy. The instrument of this research were 20 items of multiple choicet. The data were analyzed by using t-test formula. Then, the result showed that  $t_{\text{observe}}$  (8,42) was higher than  $t_{\text{table}}$  (2,00) and the degree of freedom ( $df = 48$ ) for two-tailed test ( $8,42 > 2,00$ ). It meant that the null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_a$ ) was accepted. In conclusion, the students' achievement in reading by using Listen Read Discuss (LRD) strategy was more significant than using lecturing strategy.

**Keyword: *Listen Read Discuss (LRD), Students' Achievement, Reading Comprehension.***

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Hopefully the findings of this research are expected to be useful for those who read this study and interested to the topic. Finally, the researcher realizes that her study is still far from being perfect in spite of the fact she has done her best in completing this work. Therefore, construction criticism, comments, suggestion are welcomed for further improvement of this study.

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The Researcher

**Fatimah Hanum Rambe**  
**NPM. 1302050226**

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## **CHAPTER I INTRODUCTON**

### **A. The Background of the Study**

In learning English, there was four skills that have to be learned by the students. They are listening , speaking, reading, and writing. One of the English skill that is very important to learn is reading. In this case reading is not only focusing on the printed word, but also reading has some meanings that should be known by everyone especially for the students. According to Farrell (2009) states that, “reading is not passive, but it involves the reader in active interaction with the text”. It means that reading is activity where the readers have to interaction with the text. After reading the reader will be asked to understand the meaning of the text that they have read then they should find the problem solving about everything they do not understand about the text. And then for many students, reading is by far the most important of the four language skills in order to make their successful study. However a second language, particularly in English as a second or foreign language. Quite simply, without solid reading proficiency, second language readers cannot perform at levels they must success in reading.

Reading skill is very important to learn by the students in order to make then more successful in doing their activities. In Indonesia, the standard competency of reading for Junior High School at seventh grade expects that the students are able to comprehend the sort functional texts such as descriptive text in the daily context. It means that after learning reading, the students are expected to comprehend reading text easily including generic structure and the language

features of those texts. In fact, not all students could success to attain the golden reading.

In English curriculum in Indonesia, reading is taught from elementary school up to university level. Most of the schools in Indonesia use Education Unit Level Curriculum (*Kurikulum Tingkat Satuan Pendidikan: KTSP*) as their education orientation. In Junior High School, reading is taught interactive with other skill. Based on KTSP for Junior High School (*Sekolah Menengah Pertama: SMP*) on the seventh grade about standard competence in reading states that students are expected to be able to comprehend the functional meaning of the text and write short essays a very simple in the form of descriptive text and procedure text relating to the environment. In this case, descriptive text becomes one of important reading text to be learn.

In reality, most of the students at Junior High School have problems in reading comprehension. Based on the researcher's experience in real teaching practice (PPL) in SMP SWASTA IMELDA MEDAN academic year 2016/2017 at Jalan Bilal No. 24 Pulo Brayan Darat I Kecamatan Medan Timur, there are some problems or difficulties of the students in reading comprehension: (a) the students do not know about the meaning of the words. It is caused by the vocabulary mastery of the students', in still less they just read the text but they do not know what the text is actually about. This happens because they seldom use foreign language especially English. (b) the students do not able to summarize and re-told the text. Because they do not understand the sentence structure. They have lack of grammar or structure of that language. (c) in addition, the students cannot answer

the question from the text. Because they are difficult to understand the main idea of the text. They do not understand the meaning of the text, they just see the text that is similar with the question, then, they choose it as the answer. It may be caused by the teacher's strategy in teaching learning process.

The problems above are caused factors external and internal that make the students have low ability in reading comprehension. Their low ability is realized through some indicators. First, the students got difficulty to understand the content of the text because they had limited vocabulary about the text. Then, most of the students could not answer the question of examination and reading text correctly. Second, problems came from the students faced difficulty in comprehending of the text, it means that the students faced difficulty to get the main point or what the text is talking about. Third, however for most students, reading is a boring activity. They were feeling burdened when they asked to read the article. Reading the passage, short or long is not an interesting activity. It can be caused reading is not their hobby or atmosphere created when learning reading is not conducive.

Referring to the problems above, there are many kinds of strategies to be used to improve the students ability in reading, one of them is Listen Read Discuss (LRD) According to Manzo and Casale (1985) Listen Read Discuss offers a simple alternative approach. Simply by changing the sequence of conventional instruction, students are better prepared for reading. It means that Listen Read Discuss is a strategy give the students some alternative, conventional instruction and better prepared for reading and to make the students easy to comprehension

about the text they read. Listen Read Discuss Strategy is one of strategy in teaching English to help the students comprehend text. Before reading, students listen a short lecture delivered by teacher. A guide or organizer can be used to help students follow the information.

Based on the problems above, the researcher was interested improving the students' reading comprehension by using Listen Read Discuss (LRD) Strategy as a solution to make a more active to express their idea or opinion, in order to make teaching process meaningful and interesting, the teacher need a special strategy, is to make the lesson become easier for the students to learn and understand. So, based on the explanation above, the researcher was interest in conducting the research under the title **“The Effect of Listen Read Discuss (LRD) on the Students' Achievement in Reading Comprehension”**.

## **B. The Identification of the Problems**

Based on the background previously stated, the problems of this study were identified as follows

1. The students have low achievement in reading comprehension.
2. The students were not able to comprehend the text well .
3. The students were lack of vocabulary and grammar .
4. The students feel bored in reading.
5. The teacher still apply the conventional strategy in reading comprehension.

## **C. The Scope and Limitation**

The scope of this study was reading comprehension and it is limited on the literal reading of Listen Read Discuss (LRD) on the student's achievement in reading comprehension especially about descriptive text.

#### **D. The Formulation of the Problem**

Based on the background above, the problem of this study was formulated as the following Is there any significant effect of Listen Read Discuss (LRD) on the students' achievement in reading comprehension?

#### **E. The Objective of the Study**

The objective of this research was to investigate the effect of Listen Read Discuss (LRD) on the students' achievement in reading comprehension.

#### **F. The Significance of the Study**

The findings of this study was expected to be useful theoretically and practically.

Theoretically it will be the available reference or knowledge for the readers, especially the teachers and the students in learning reading comprehension particularly reading descriptive text.

Practically, the result of this research is expected to be useful for the teachers, readers, and researchers. For the students it will help to improve and to increase their achievement in reading by using Listen Read Discuss (LRD) strategy. And then, for the teacher the result of this study to contribute in applying



their teaching strategies particularly Listen Read Discuss (LRD) in order to increase the students' ability in reading. Finally for the researchers it is help the further research especially in reading comprehension.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

##### **1. Reading Comprehension**

There are a lot of reading. Linguists give definitions about reading, their opinion reading vary. Reading is the one of the most important skills in learning language. Grabe (2002) said, reading is ability to draw meaning from printed page and interpret this information appropriately. Reading understands written text by extracting the required information may be explicit or implicit. Then, reading is getting out of the text, as nearly as possible, the message that writer put on it. It means that reading is done on written text aim of its process is to get the information that is needed or not only for pleasure or it can be said that reading is a process in which the readers is to find information given by the writer in the written from. Then, according to Frank (2004) “Reading is the process to get, to understand, to catch, the content of the reading and extracting information from the print”. Meanwhile, Debora (2004) states that reading is an active process that depends on both an out door’s ability to convey meaning using words and your ability to create meaning from them. Reading is an interactive process that goes on between the reader and the text, resulting in comprehension.

Additionally, Raharja (2004), agreed on reading as a cognitive process of making interaction with print and monitoring comprehension to establish meaning which involves the process of identification (the ability of the reader to identify

or determine what the text says) and the process of interpretation (the readers' activity to make sense or to draw out the meaning of the reading text they read).

According to Troyoko and Theweatt (2009) say that reading comprehension is a complex, diverse process. This opinion is in the line with Anderson (2003). She says that reading comprehension is a process that involves meaningful construction on an author's message by the use prior knowledge of language. Most foreign language reading specialist view reading as interact reader interact with the text to create meaning as reader's mental processes work together of different levels. And additionally, Gillet and Temple in Juniari (2003) stated that reading comprehension is search for meaning, actively using our word knowledge of the world to understand new things we read. We need knowledge of the world to understand new things, need to be familiar with various text structure encountered and need to be active in seeking meaning to rise up from the passage.

Those statement above show the various definitions of reading, so conclusion from definition reading that reading is a complex process thinking in assigning meaning from printed materials which involve most of the reader's intellectual act such as pronunciation and comprehension in order to receive ideas or information extended by the text. It can be seen that reading is not only looking at word in the form of graphic symbols but also getting meaning from word to understand the text content and get information.

## **1.1 Purpose of Reading Comprehension**

Grabe and Stollner (2002) pointed up seven purposes for reading comprehension. The main purpose of reading is to catch the idea or information in paragraph or text like what has been stated before. Some of other reading purposes are: First, reading for details or facts, that is reading to get detail information or fact, for example we want to know some new invest medical, health, etc. Second, reading for main idea, that is to know the reasons of some activities, idea of human being. Third, reading for sequence or organization, that is we read it to know what happen in each part of stories, action, etc. Fourth, reading for inference, that is to find out the conclusion from the action of the idea in the text. Fifth, reading to classify, that is reading to classify some information of action of the writer in the text or paragraph. Sixth, reading to evaluate, that is to evaluate the writer has done or what he tries to explain or contrast. And the last, reading to compare or contrast, that is the reader compares the plot of story of contents, whether having similarity with it self or contrast.

## **1.2 Levels of Reading Comprehension**

According to Barret in Brassel and Rasinski (2008) state there are three types of action with his three level taxonomy of reading comprehension: (a), literal comprehension, (b), inferential comprehension, and (c), critical comprehension.

**a. Literal Comprehension**

In this level, the readers get information and ideas that are explicitly stated in the text. Literal comprehension requires a reader to be able to retell or recall the facts or information presented in a text. Literal comprehension focuses on ideas and information explicitly stated in the selection.

**b. Inferential Comprehension**

Inferential comprehension refers to the ability of a reader to take in information that is inferred or implied within a text. It is stimulated by purposes for reading and teacher's questions which demand thinking and imagination that goes beyond the printed page. In this level, the student uses the ideas and information implicitly stated, his intuition and personal experiences as a basis for conjecturing and hypothesizing.

**c. Critical Comprehension**

Critical comprehension involves a reader making critical judgments about the information presented in the text. Critical comprehension refers to the ability to make judgment about the ideas and information a writer offers. A competent reader will measure them against what they already know, accepting or rejecting them in whole or part or withholding judgment until confirmation is reached.

So, it means that the three levels of literal comprehension mentioned above are important and needed to be mastered by the students to be successful in reading.

### **1.3 Steps of Reading**

According to Hill (2008) there are three main steps in reading comprehension, namely before reading, during reading, and after reading.

- a. Before reading, the teachers build up the students' prior knowledge and link this to the book being read. Sometimes teachers talk through the book or build up semantic webs so that the new vocabulary in the book can be discussed and classified.
- b. During reading, teachers often use prompts to support students to problem solve and use several information sources such as the meaning, syntax to figure out the print.
- c. After reading, teachers plan a range of activities for the students to practice what they need so they can become more independent readers.

Based on the statements above, it is important to know the steps of reading comprehension. They are used as guidance for the teacher of how to teach reading through good steps. It means that the process of teaching and learning should be arranged systematically.

### **1.4 Types of Reading**

Brown (2001) explains the types of reading. In this case of reading, variety of performance is derived more from the multiplicity of types of the text than from the variety of overt types of performance. Nevertheless, several types of reading are very identity as follows:

### **a. Perceptive**

Perceptive reading tasks involve attending to the components of larger stretches of discourse: letter, words, punctuation and other graphemic symbols. Bottom-up processing is apply.

### **b. Selective**

In other to know one's reading recognition of lexical, grammatical, or discourse feature of language within a very short story, selective reading apply.

### **c. Interactive**

Include among interactive are stretches of language of several paragraphs to one page or more in which the reader mist, psycholinguistic sense, interact with the text. That is, reading is the process of negotiating meaning, the reader brings the text a set of schema for understanding it and in take is the product of interaction.

### **d. Extensive**

Extensive reading applies to text of more than a page, up to and including professional articles, essays, technical reports, short stories and books.

## **1.5 Basic Skill of Reading Comprehension**

Mc Neil (2002) defines the basic skill of reading as follows:

### **a. Pronunciation**

Pronunciation is the utterance of any sound symbol or word. It is important in recognizing a word because the correct pronunciation o a word would help the reader to retell the meaning of it. Stress intonation are under this part.

## **b. Structural System**

Structural system is the parts of a word that forms unit of meaning or second. The unit may be parts of an inflectional ending, a compound word, a prefix, suffix, and syllable.

## **c. Vocabulary**

Vocabulary is a lists of words in reader can find words to express the meaning. In other words recognition vocabulary is much large than production vocabulary.

## **d. Comprehension**

Comprehension is the combination of knowledge in structure and vocabulary in which situation the language is use.

## **2. Descriptive Text**

According to Pardiyo (2006), descriptive text is one of the writing types, beside of narrative, recount, information report, discussion, explanation, procedure, anecdote, advertisement persuasive exposition. Description or descriptive text is a text that the descriptive of an object, both living things and dead things, including human and animals.

### **2.1. Concept of Descriptive Text**

Knapp and Watkins (2005) state the genres of describing are one of the fundamental functions of any language system and one of the first skills emergent language users learn to control. They also state that descriptions enable the



categorization or classification of an almost infinite range of experiences, observations and interaction into a system that orders them either objectively or subjectively, depending on the learning area or intent of the write. It means that descriptive text is the text that describes something in order the readers or listeners are able to get the same sense as what the writer experienced with his/her six senses: looks, smells, feels, acts, tastes, and sounds. So, it helps another to understand your experience.

Then Apriliawati (2009) utters that descriptive text describes particular person or thing in detail. It means that descriptive text is a text which describe about the features and characteristics of a certain thing in detail. So, it is important the students to master descriptive text well because it will help the students how to describe something, particularly the learning subject.

Sudarwati and Eudia (2005) mention that there are two components of the generic structure of descriptive text. They are identification; identify phenomenon to be described and description; describes parts, qualities, and characteristics. They add that the language features for descriptive text are focus on specific participants, use of attributive and identifying process, frequently use classifiers in nominal groups, and use of Simple present. It means the readers need to know the components in descriptive text because descriptive text has structural organization which make the readers clearly when read descriptive text. So, the readers not confused when reading descriptive text.

Based on explanations previously, it can be concluded that descriptive text is the genre of describing are one of the fundamental functions of any language system that are describes particular person or animals, places, and things.

## **2.2 Generic Structure**

In writing descriptive text, it should consist of generic structure, such as identification, description, and conclusion. Hammond (1992) divided into three generic structure of descriptive text namely is identification, description, and conclusion.

### **a. Identification**

Identification (introduction) is a general opening statement in the first paragraph or the first sentence that introduces the subject of the description to the audience. Besides, it can give the audience brief details about the when, where, who, or what of the subject described.

### **b. Description**

Description is a series of paragraph about the subject about the subject where each paragraph usually begins with a topic sentence. The topic sentence previews the details that will be contained in the remainder of the paragraph. Moreover, each paragraph should describe one feature of the subject and all paragraphs build the description of the subject. The description can be physical appearance of the subject, the qualities of the subject like degree of beauty, excellence or value, and other characteristics of the subject which is like the unique of the special aspects that the subject has.

### **c. Conclusion**

Conclusion is the last part of the descriptive text is optional. In this part, the writer concludes the text or restates the identification or description. A conclusion is not absolutely necessary, however it is often very helpful to the reader because it usually concludes signals the end of the text. In addition, it reminds the reader of the important point or in other word it is to emphasize the reader to imagine the subject.

### **2.3 Types of Descriptive Text**

According to Floming and Glathom (2002), descriptive can be useful of writing. But it can also stand alone. There is no set pattern for arranging sentences in a descriptive text. It is not necessary to begin wit one another. Nevertheless, the sentences should not be randomly arranged. The description must be organized so that reader can vividly imagine being describe.

The arrangement of the detail in your description depend on your subject and purpose. When painting a picture with words, you can begin from the left to right. From the right to left, from top to bottom, or from bottom to top. Sometimes, there is an object that dominates the scene or something that in unusual in the scene. In this case, maybe desirable to focus on that object and describe if first, since it is the first thing noticed. In the paragraph describing a room, for example, the first thing the writer describes is the first thing the viewer sees: the walls, ceiling, and the bed straight ahead. There are some examples of descriptive text as follow: (a) descriptive person or animal, (b) describing places, and the last (c) describing object or thing.

### **a. Descriptive Person or Animal**

If someone wants to describe a person, the first thing that he does is to recognize his/her individual characteristics. He needs describe people occur fairly in areas or physical attribute (hair, eyes), emotional (warm, nervous), moral attributes (greedy, trust worthy), and intellectual (clever, perception).

In describing a person's appearances in many ways. He can describe the person's clothes, manner of walking, color and style of hair, facial appearance, body shape, and expression. He can also describe the person's way of talking, and select depend on the topic and purpose.

### **b. Describing Places**

As people, there is a commonly occurring need to describe places. The best way to describe a place is by presenting concrete, for example a home, a school and so on. It is not necessary to begin with one area and then process to another area.

The arrangement of the details in descriptive paragraph depend on the subject. The selection and the description of details depend on the describer's purpose. In this describing place, people should now what should they describe first. There is no set pattern for arranging sentences, they can start from the wall, the floor, or another area. The description must be organized so that the reader can vividly imagine the scene being described. The arrangement for the details in descriptive text depends on the subject. The selection and the description of details depend on the describer's purpose.

### **c. Describing Object or Thing**

The best way to describe an object or things accurately is by providing the physical characteristics of an object such as the color, the form. Shapes, and so on. Therefore the researcher will be easily describe the object.

### **2.4 Characteristic of Descriptive Text**

There are some characteristics of descriptive text. According to Spencer (2007), there are four characteristics of good descriptive text as follows:

- a. Good descriptive include many vivid sensory details that paint a picture and to all of the reader's sense of the sight, hearing, touching, smell, and taste when appropriate. Descriptive may also pain pictures of in wig the feelings the person, place or thing invoke in the writer.
- b. Good descriptive often makes used of figurative such as analogies, similar and metaphor ton help paint the picture in the reader's mind.
- c. Good descriptive uses precise language. General adjective, nouns, and passive verbs do not have a place in good descriptive. Use specific adjective nouns and strong action verbs to give life to the picture you are painting in the reader's mind.
- d. Good descriptive is organized. Some way to organize descriptiveinclude: chronological (time), spatial (location) and order of importance. When describing a person, you might begin with a physical description, followed by how that person thinks, feels and acts.

### **3. Listen Read Discuss (LRD)**

Manzo and Casale (1985) explain that Listen Read Discuss offers a simple alternative approach. Simply by changing the sequence of conventional instruction, students are better prepared for reading. It means that Listen Read Discuss is a strategy give the students some alternative, conventional instruction and better prepared for reading and to make the students easy to comprehension about the text they read. Listen Read Discuss Strategy is one of strategy in teaching English to helps students comprehend text. Before reading, students listen a short lecture delivered by teacher. A guide or organizer can be used to help students follow the information.

The students the read a text selection about the topic. This explanation is compared with the information from the lecture. The passage from textbook should cover the same information introduced in the lecture. Long reading assignments that bring in order topics are not appropriate. The teachers should let the students know that the purpose for reading is to experience another explanation of the topic and to compare it to the information they have just heard.

After reading, there is a large group discussion or students engage in small group discussion about the topic. During the discussion, students compare and contrast the information they read. Question should be encouraged. Students maybe asked to complete an information sheet or a writing activity to further develop understanding. First, It helps students comprehend material presented orally. Second, It builds students' prior knowledge before they read a text. Third, In engages struggling readers in classroom discussions. And the last, This simple, flexible strategy can be used across all curriculum area with almost any text.

Then, Elabsy (2013) states that Listen Read Discuss is a strategy assists students in comprehending the text before reading or during reading with small groups or with the whole class. In this strategy, students listen to a brief lecture by teacher paired with a graphic organizer to facilitate comprehension. Then the teacher grants students the opportunity to read and to discuss what they read in detail with the whole class. It means Listen Read Discuss is a strategy help the students to comprehend the text before and during reading in small groups discussion. In this strategy the teacher use graphic organizer as facilitate to give introduction after that the students read the text it self then to make the students more understand the teacher ask to discuss in small group.

### **3.1 Steps of Listen Read Discuss (LRD)**

In addition, Elabsy (2013) says that there are some procedures in Listen Read Discuss: (a) The teacher presents information utilizing a graphic organizer, giving a brief introduction on the topic about which they will read. (b) The teacher asks the students to start reading and make a comparison between what they listened to and what they read. (c) The teacher asks the students to discuss either during reading and or after reading what they read, to deepen their understanding of the reading. It means that there are some procedures in Listen Read Discuss : First, the teacher presents about the topic will be read to the students. Next, the teacher asks the students to read the text and ask the students to compare the idea based on what they listen and what they read. Finally, the teacher asks the students to discuss about the text.

Based on the explanation above, it can be concluded that Listen Read Discuss is a strategy that helps the students to comprehend the text with small group discussion. In this paper, the teacher chooses Elabsy (2013) procedures for the Listen Read Discuss strategy. First, the teacher gives a brief explanation about the topic to the students. Second, the teacher asks the students to read the text and make a comparison between what they listen to and what they read. Finally, the teacher asks the students to discuss in small groups to deepen their understanding about the text they read.

### **3.2 Advantages and Disadvantages of Listen Read Discuss (LRD)**

Manzo and Casale (1995) explain the benefits of using LRD strategy are: First, it helps students to comprehend the material presented orally. Second, it builds students' prior knowledge before they read a text. And the last, it engages struggling readers in a classroom discussion.

McKenna (2002) adds about the advantages of using Listen Read Discuss strategy has been found to be a powerful means of improving reading comprehension and content learning in both weak and proficient readers. Lynne (2004) adds that the advantage of Listen Read Discuss is effective with low ability readers. And a disadvantage of Listen Read Discuss (LRD) is the first, it is difficult to use on a daily basis because developing the lecture and the students' prior knowledge is time intensive. Second, the students lack prior knowledge about and need more support with as Listen Read Discuss text.

### **4. Lecturing Strategy**



Lecture method of teaching is the oldest teaching method applied in educational institution. This teaching method is one way channel of communication of information. students' involvement in this teaching method is just to read and sometimes pen down some notes if necessary during the lecture, combine the information and organized it. Meanwhile according to McKeachi (2006) The lecture strategy is approach you take early on in a course may differ from the approach you take later in a course. Initially, you might change to a more analytic approach as students have a better conceptual foundation of the course's content. And additionally, Sumantry (1998), lecturing strategy is a lecture or talking technique. Places students in a passive rather than an active role. In this strategy. A does not have teaching media. Lecturing strategy is very simply and does not need a teaching media. From that statement, it can be said the teacher is active in talking to give the teaching material and students only hear and take it.

In lecturing strategy, students cannot express their ideas, opinions, thoughts and experiences. They only accept what teacher teaches to them but also develop what they get from the teacher.

#### **4.1 Advantages of Lecturing Strategy**

Any some advantages of lecturing strategy according to Paiman (2006), first, In this teaching method a large amount the topics can be covered in a single class period. Second, using of this strategy exclude the using of any equipment or Lab. Third, learning material is not required. Forth students listening skills development. Fifth logical arrangement of the material in order to present it orally .And the last, help to learn languages.

## **4.2 Disadvantages of Lecturing Strategy**

And this is any three disadvantages of lecturing strategy according to Paiman (2006). First ,psychologically this strategy is acceptable because individuals are not like. Teacher delivers the same lecture to both the students without the recognizing the individual differences. Second, attention level is not the same while the students listening the lecturing. And the third, language using in the lecture is above the standard of the students. They are not able get full advantage of the lecture.

## **B. Conceptual Framework**

Teaching is the process of giving instruction to somebody to know are able to do something. In teaching a subject matter the teacher should have a strategy that is important in order to increase the learning process and in the end is increase the students achievement. This, the use of discussion group, group work and pair work is advocated in teaching language, typically the group is used to provide a change and to increase the amount of the students' participant in their lesson.

This research focuses on the effect of Listen Read Discuss (LRD) on the Students' Achievement in Reading Comprehension, as we know that Listen Read Discuss are the material that always taught in any course of study especially in English, but sometimes it becomes problems for students especially when to reading comprehend.

### **C. Hypothesis**

Based on the review literature and framework related above in this study Alternative Hypothesis (Ha) and Null Hypothesis (Ho) are formulated as the following:

Ha: There is a significant effect of Listen Read Discuss (LRD) on the students' achievement in reading comprehension.

Ho: There is no significant effect of Listen Read Discuss (LRD) on the students' achievement in reading comprehension.

## **CHAPTER III**

### **METHOD OF RESEARCH**

#### **A. Location and Time**

This research was conducted at SMP SWASTA IMELDA MEDAN at Jalan Bilal No. 24 Pulo Brayan Darat I Kecamatan Medan Timur. It is over three months (August until October) of academic year 2017/2018. The reason for choosing this school because the researcher found the students' achievement in reading comprehension is still low.

#### **B. Population and Sample**

The population of this research were the seventh grade students of SMP SWASTA IMELDA MEDAN at academic year 2016/1017. The population of this research consists of two classes, VIIA and VIIB. Each class consists of 30 students. So, the total population are 60 students. In this research, total sampling technique is applied in determining the sample. Then, sample is divided into two groups. 30 students in experimental group and 30 students in control group

**Table 3.1**  
**Population and Sample**

| <b>Class</b> | <b>Population</b> | <b>Sample</b> |
|--------------|-------------------|---------------|
| VIIA         | 30                | 30            |
| VIIB         | 30                | 30            |
| <b>TOTAL</b> | <b>60</b>         | <b>60</b>     |

### **C. Research Design**

This research was conducted by quantitative method with pre-test and post-test experimental design. The design utilize the different classes as the sample of this study. One of the classes is assigned to be control group which is taught by lecturing strategy and the other to be experimental group. Pre-test and post-test will be given to both groups. The design is applied in order to investigate the effect of Listen Read Discuss in Reading Comprehension. The description of design is illustrated in the following table.

**Table 3.2**  
**Research Design for Experimental Group and Control Group**

| <b>Group</b> | <b>Pre- test</b> | <b>Treatment</b>    | <b>Post-test</b> |
|--------------|------------------|---------------------|------------------|
| Experimental | ✓                | Listen Read Discuss | ✓                |
| Control      | ✓                | Lecturing strategy  | ✓                |

#### **1. Pre-test**

Before giving the treatment of research by applying Listen Read Discuss, a pre-test was administered to the sample, the experimental group and control group. The pre-test was used to measure the students' homogeneity getting treatment. The test is reading test where the students are asked to read descriptive text.

#### **2. Treatment**

The experimental and control group were taught by using same skill, that was reading skill but different in treatment. It means that the experimental group were taught by using Listen read Discuss, while in the control group is taught by using Lecturing Strategy.

### **3. Post-test**

After having the treatment, the post-test was given to the students of both groups. The post-test were the same as the pre-test. The post-test is the final test in this research, especially in measuring in treatment, whether it was significant or not. It means to know whether the treatment gives effect or not on the students' achievement in reading comprehension.

### **D. Instrument of the Research**

In collecting the data, a written test was administrated. It consists of 20 items of multiple choice. Then the students' answer sheets was given score 1 for each correct answer . So, total score was gained by dividing the number of correct answers and the total number of items. Furthermore, it is multiplied to 100 %.

### **E. Techniques of Analyzing Data**

In analyzing the data, some techniques was taken as follow:

1. Reading the students' answer sheet.
2. Identifying the students' answer sheet.
3. Scoring the students' answer.
4. Listing their scores in two scores tables; first for experimental group scores as X variable and second for control group scores as Y variable.
5. Calculating the mean of the students' score.
6. Measuring Standard Deviation of variable X and variable Y.
7. Finding out a standard error of mean of bothvariable.

8. Finding out the Standard Error difference between mean of both variables.
9. Testing the hypothesis by applying T-test.

#### **F. Statistical Hypothesis**

The value of t-observe must be bigger than the value of t-table so that  $H_0$  is rejected and  $H_a$  is accepted. In other hand, if value of t-observe less than t-table, so the  $H_a$  is rejected and  $H_0$  is accepted.

If  $t\text{-observe} > t\text{-table} = H_a$  is accepted and  $H_0$  is rejected

If  $t\text{-observe} < t\text{-table} = H_a$  is rejected and  $H_0$  is accepted

Where :

$H_a$  : There is the effect of Listen Read Discuss (LRD) on the Students' Achievement in Reading Comprehension. (the hypothesis will be accepted).

$H_0$  : There is not effect of Listen Read Discuss (LRD) on the Students' Achievement in Reading Comprehension. (the hypothesis will be rejected).

## CHAPTER IV

### DATA AND DATA ANALYSIS

#### A. The Data

The data of this research were students' key answer. There were 30 students as sample involved in this research. Sample were divided into two groups, namely experimental and control groups which were given pre test and post test. The score pre test and post test in each group were presented in Table 4.1 and Table 4.2

#### 1. Score of Experimental Group

**Table 4.1**  
**The Score of Pre Test and Post Test of Experimental Group**

| No  | Students' Initial | Pre Test (X1) | Post Test (X2) |
|-----|-------------------|---------------|----------------|
| 1.  | AA                | 64            | 91             |
| 2.  | AN                | 76            | 85             |
| 3.  | AR                | 67            | 72             |
| 4.  | AY                | 76            | 86             |
| 5.  | AZ                | 74            | 86             |
| 6.  | CWRSS             | 53            | 89             |
| 7.  | DAZ               | 79            | 90             |
| 8.  | DSH               | 74            | 92             |
| 9.  | DH                | 73            | 86             |
| 10. | FA                | 74            | 92             |
| 11. | FD                | 67            | 89             |
| 12. | HJG               | 78            | 88             |
| 13. | KAT               | 69            | 88             |
| 14. | KA                | 64            | 92             |
| 15. | KP                | 83            | 91             |
| 16. | LHS               | 69            | 86             |
| 17. | MP                | 73            | 88             |
| 18. | MA                | 80            | 88             |
| 19. | MHP               | 73            | 88             |
| 20. | MMS               | 63            | 72             |
| 21. | NS                | 64            | 90             |



|     |       |      |      |
|-----|-------|------|------|
| 22. | NR    | 71   | 83   |
| 23. | OD    | 51   | 72   |
| 24. | RST   | 69   | 88   |
| 25. | RAA   | 70   | 92   |
| 26. | RFS   | 81   | 89   |
| 27. | RSS   | 79   | 89   |
| 28. | RS    | 66   | 81   |
| 29. | R     | 56   | 71   |
| 30. | S     | 65   | 73   |
|     | Total | 2101 | 2567 |

Based on Table 4.1 above it showed the total score of pre-test was 2101 with the lowest score 51 and the highest was 83 it was caused by the other factor the students did not know about descriptive text because the researcher was not given explanation about descriptive text. Meanwhile, the total score of post-test was 2567 with the lowest score was 71 and the highest score was 92, because in the post-test the researcher using Listen Read Discuss (LRD) Strategy in teaching reading descriptive text and there was significant effect of Listen Read Discuss (LRD) on students' achievement in reading comprehension, it was make the students easier to comprehend the text, so they were can answer the question more than in pre-test. After getting the students' score in pre-test and post-test of both classes, it was known that there was a difference of students' achievements in reading comprehension after receiving the treatment.

## 2. Score of Control Group

**Table 4.2**  
**The Score of Pre Test and Post Test of Control Group**

| No  | Students' Initial | Pre Test (Y1) | Post Test (Y2) |
|-----|-------------------|---------------|----------------|
| 1.  | AFP               | 72            | 76             |
| 2.  | ARA               | 71            | 75             |
| 3.  | AS                | 60            | 66             |
| 4.  | AV                | 50            | 56             |
| 5.  | DA                | 69            | 71             |
| 6.  | DKN               | 67            | 69             |
| 7.  | DSN               | 67            | 74             |
| 8.  | ES                | 60            | 63             |
| 9.  | GA                | 63            | 67             |
| 10. | KTR               | 79            | 82             |
| 11. | MAA               | 79            | 85             |
| 12. | MAHSM             | 76            | 78             |
| 13. | MIA               | 71            | 73             |
| 14. | MM                | 76            | 81             |
| 15. | MH                | 67            | 71             |
| 16. | NI                | 78            | 81             |
| 17. | NL                | 61            | 65             |
| 18. | R                 | 68            | 73             |
| 19. | RA                | 71            | 75             |
| 20. | RD                | 69            | 71             |
| 21. | RP                | 44            | 50             |
| 22. | SAK               | 65            | 68             |
| 23. | SH                | 69            | 71             |
| 24. | SM                | 70            | 74             |
| 25. | RDP               | 55            | 63             |
| 26. | RHP               | 60            | 67             |
| 27. | SA                | 68            | 71             |
| 28. | SAZHF             | 69            | 62             |
| 29. | ST                | 67            | 69             |
| 30. | TNA               | 55            | 58             |
|     | Total             | 1907          | 2105           |

Based on the Table 4.2, it showed that the total score of pre-test was 1907 with the lowest was 44 and the highest one was 79, it was caused by the factor the students did not know about the descriptive text, they are less understand about

descriptive text because the researcher was not given explanation about descriptive text. Meanwhile, the total score of post-test was 2105 with the lowest score was 50 and the highest score was 85, because in the post-test the researcher was given the explanation about descriptive text, there was a little increase the students' scores in post-test was higher than pre-test.

## B. The Data Analysis

Based on the data from the test, the score were analyzed in order to get the differences of pre-test and post-test of the experimental group and control group.

**Table 4.3**  
**The Differences Between Pre Test and Post Test of Experimental Group**

| No  | Students' Initial | Pre Test (X1) | Post Test (X2) | X (X2-X1) |
|-----|-------------------|---------------|----------------|-----------|
| 1.  | AA                | 64            | 91             | 27        |
| 2.  | AN                | 76            | 85             | 9         |
| 3.  | AR                | 67            | 72             | 5         |
| 4.  | AY                | 76            | 86             | 10        |
| 5.  | AZ                | 74            | 86             | 12        |
| 6.  | CWRSS             | 53            | 89             | 36        |
| 7.  | DAZ               | 79            | 90             | 11        |
| 8.  | DSH               | 74            | 92             | 18        |
| 9.  | DA                | 73            | 86             | 13        |
| 10. | FA                | 74            | 92             | 18        |
| 11. | FD                | 67            | 89             | 22        |
| 12. | HJG               | 78            | 88             | 10        |
| 13. | KAT               | 69            | 88             | 19        |
| 14. | KA                | 64            | 92             | 28        |
| 15. | KP                | 83            | 91             | 8         |
| 16. | LHS               | 69            | 86             | 17        |
| 17. | MP                | 73            | 88             | 15        |
| 18. | MA                | 80            | 88             | 8         |
| 19. | MHP               | 73            | 88             | 15        |
| 20. | MMS               | 63            | 72             | 9         |
| 21. | NS                | 64            | 90             | 26        |

|     |       |      |      |     |
|-----|-------|------|------|-----|
| 22. | NR    | 71   | 83   | 12  |
| 23. | OD    | 51   | 72   | 21  |
| 24. | RST   | 69   | 88   | 19  |
| 25. | RAA   | 70   | 92   | 22  |
| 26. | RFS   | 81   | 89   | 8   |
| 27. | RSS   | 79   | 89   | 10  |
| 28. | RS    | 66   | 81   | 15  |
| 29. | R     | 56   | 71   | 15  |
| 30. | S     | 65   | 73   | 8   |
|     | Total | 2101 | 2567 | 466 |

Based on the Table 4.3 the mean score of experimental group was calculated as the follow:

$$\begin{aligned}
 Mx &= \frac{\sum x}{N} \\
 &= \frac{466}{30} \\
 &= 15,53
 \end{aligned}$$

Which:

$Mx$  : The mean score of experimental group

$\sum x$  : The score of  $X_2 - X_1$

$N$  : Sample of experimental group

**Table 4.4**  
**The Differences Between Pre Test and Post Test of the Control Group**

| No | Students' Initial | Pre Test (Y1) | Post Test (Y2) | Y (Y2-Y1) |
|----|-------------------|---------------|----------------|-----------|
| 1. | AFP               | 72            | 76             | 4         |
| 2. | ARA               | 71            | 75             | 4         |
| 3. | AS                | 60            | 66             | 6         |
| 4. | AV                | 50            | 56             | 6         |
| 5. | DA                | 69            | 71             | 8         |
| 6. | DKN               | 67            | 69             | 3         |
| 7. | DSN               | 67            | 64             | 3         |

|     |       |      |      |     |
|-----|-------|------|------|-----|
| 8.  | ES    | 60   | 63   | 3   |
| 9.  | GA    | 63   | 67   | 4   |
| 10. | KTR   | 79   | 82   | 3   |
| 11. | MAA   | 79   | 85   | 6   |
| 12. | MAHSM | 76   | 78   | 2   |
| 13. | MIA   | 71   | 73   | 2   |
| 14. | MH    | 76   | 81   | 5   |
| 15. | MM    | 67   | 71   | 4   |
| 16. | NI    | 78   | 81   | 3   |
| 17. | NL    | 61   | 65   | 4   |
| 18. | R     | 68   | 73   | 5   |
| 19. | RA    | 71   | 75   | 4   |
| 20. | RD    | 69   | 71   | 5   |
| 21. | RP    | 44   | 50   | 6   |
| 22. | SAK   | 65   | 68   | 3   |
| 23. | SH    | 69   | 71   | 2   |
| 24. | SM    | 70   | 74   | 4   |
| 25. | RDP   | 55   | 63   | 8   |
| 26. | RHP   | 60   | 67   | 7   |
| 27. | SA    | 68   | 71   | 3   |
| 28. | SAZHF | 59   | 62   | 3   |
| 29. | ST    | 67   | 69   | 2   |
| 30. | TNA   | 55   | 58   | 3   |
|     | Total | 1986 | 2105 | 125 |

Based on the Table 4.4 the mean score of experimental group was calculated as the follow:

$$\begin{aligned}
 My &= \frac{\sum y}{N} \\
 &= \frac{125}{30} \\
 &= 4,16
 \end{aligned}$$

Which:

$My$  : The mean score of control group

$\sum y$  : The score of Y2-Y1

N : Sample of control group

Based on the mean score of both sample groups, the following tables were the tables for calculating standard deviation scores in both groups.

### 1. Standard Deviation of Experimental Group

**Table 4.5**  
**Calculation of Standard Deviation of Experimental Group**

| No. | Students' Initial | X <sub>2</sub> -X <sub>1</sub> (X) | X-M <sub>x</sub> | (X-M <sub>x</sub> ) <sup>2</sup> |
|-----|-------------------|------------------------------------|------------------|----------------------------------|
| 1.  | AA                | 27                                 | 11,47            | 131,5609                         |
| 2.  | AN                | 9                                  | -6,53            | 42,6409                          |
| 3.  | AR                | 5                                  | -10,53           | 110,8809                         |
| 4.  | AY                | 10                                 | -5,53            | 30,5809                          |
| 5.  | AZ                | 12                                 | -3,53            | 12,4609                          |
| 6.  | CWRSS             | 36                                 | 20,47            | 419,0209                         |
| 7.  | DAZ               | 11                                 | -4,53            | 20,5209                          |
| 8.  | DSH               | 18                                 | 2,47             | 6,1009                           |
| 9.  | DA                | 13                                 | -2,53            | 6,4009                           |
| 10. | FA                | 18                                 | 2,47             | 6,1009                           |
| 11. | R                 | 22                                 | 6,47             | 41,8609                          |
| 12. | HJG               | 10                                 | -5,53            | 30,5809                          |
| 13. | KAT               | 19                                 | 3,47             | 12,0409                          |
| 14. | KA                | 28                                 | 12,47            | 155,5009                         |
| 15. | KP                | 8                                  | -7,53            | 56,7009                          |
| 16. | LHS               | 17                                 | 1,47             | 2,1609                           |
| 17. | MP                | 15                                 | -0,53            | 0,2809                           |
| 18. | MA                | 8                                  | -7,53            | 56,7009                          |
| 19. | MHP               | 15                                 | -0,53            | 0,2809                           |
| 20. | MMS               | 9                                  | -6,53            | 42,6409                          |
| 21. | NR                | 26                                 | 10,47            | 109,6209                         |
| 22. | NR                | 12                                 | -3,53            | 12,0409                          |
| 23. | OD                | 21                                 | 5,47             | 29,9209                          |
| 24. | RST               | 19                                 | 3,47             | 12,0409                          |
| 25. | RAA               | 22                                 | 6,47             | 41,8609                          |
| 26. | RFS               | 8                                  | -7,53            | 56,7009                          |
| 27. | RSS               | 10                                 | -5,53            | 30,5809                          |
| 28. | RS                | 15                                 | -0,53            | 0,2809                           |
| 29. | R                 | 15                                 | -0,53            | 0,2809                           |
| 30. | S                 | 8                                  | -7,53            | 56,7009                          |
|     | Total             |                                    |                  | 1535,467                         |

Based on Table 4.5 above, the standard deviation of experimental group was calculated as the follows:

$$\begin{aligned}
 SD_x &= \sqrt{\frac{\sum X^2}{N}} \\
 &= \sqrt{\frac{1535,467}{30}} \\
 &= \sqrt{51,18} \\
 &= 7,15
 \end{aligned}$$

## 2. Standard Deviation of Control Group

**Table 4.6**  
**Calculation of Standard Deviation of Control Group**

| No  | Students' Initial | Y (Y2-Y1) | Y-My  | (Y-My) <sup>2</sup> |
|-----|-------------------|-----------|-------|---------------------|
| 1.  | AFP               | 4         | -0,16 | 0,0256              |
| 2.  | ARA               | 4         | -0,16 | 0,0256              |
| 3.  | AS                | 6         | 1,84  | 3,3856              |
| 4.  | AV                | 6         | 1,84  | 3,3856              |
| 5.  | DA                | 8         | 3,84  | 14,7456             |
| 6.  | DKN               | 3         | -1,16 | 1,3456              |
| 7.  | DSN               | 3         | -1,16 | 1,3456              |
| 8.  | ES                | 3         | -1,16 | 1,3456              |
| 9.  | GA                | 4         | -0,16 | 0,0256              |
| 10. | KTR               | 3         | -1,16 | 1,3456              |
| 11. | MAA               | 6         | 1,84  | 3,3856              |
| 12. | MAHSM             | 2         | -2,16 | 4,6656              |
| 13. | MIA               | 2         | -2,16 | 4,6656              |
| 14. | MH                | 5         | 0,84  | 0,7056              |
| 15. | MM                | 4         | -0,16 | 0,0256              |
| 16. | NI                | 3         | -1,16 | 1,3456              |
| 17. | NL                | 4         | -0,16 | 0,0256              |
| 18. | R                 | 5         | 0,84  | 0,7056              |
| 19. | RA                | 4         | -0,16 | 0,0256              |
| 20. | RD                | 5         | 0,84  | 0,7056              |
| 21. | RP                | 6         | 1,84  | 3,3856              |

|       |       |   |       |         |
|-------|-------|---|-------|---------|
| 22.   | SAK   | 3 | -1,16 | 1,3456  |
| 23.   | SH    | 2 | -2,16 | 4,6656  |
| 24.   | SM    | 4 | -0,16 | 0,0256  |
| 25.   | RDP   | 8 | 3,84  | 14,7456 |
| 26.   | RHP   | 7 | 2,84  | 8,0656  |
| 27.   | SA    | 3 | -1,16 | 1,3456  |
| 28.   | SAZHF | 3 | -1,16 | 1,3456  |
| 29.   | ST    | 2 | -2,16 | 4,6656  |
| 30.   | TNA   | 3 | -1,16 | 1,3456  |
| Total |       |   |       | 84,168  |

$$\begin{aligned}
 SD_y &= \sqrt{\frac{\sum y^2}{N}} \\
 &= \sqrt{\frac{84,168}{30}} \\
 &= \sqrt{2,8056} \\
 &= 1,67
 \end{aligned}$$

Based on the calculation above, the following facts were obtained:

$$SD_x = 7,15$$

$$SD_y = 7,67$$

$$N_1 = 30$$

$$N_2 = 30$$

$$X = 466$$

$$Y = 125$$

$$M_x = 15,53$$

$$M_y = 4,16$$

$$(X - M_x)^2 = 1535,467$$



$$(Y-My)^2 = 84,168$$

Therefore, the following formula were implemented to calculated the both of experimental group and control group:

Standard Error of Experimental Group

$$\begin{aligned} SE M_1 &= \frac{SD_1}{\sqrt{N_1 - 1}} \\ &= \frac{7,15}{\sqrt{30-1}} \\ &= \frac{7,15}{\sqrt{29}} \\ &= \frac{7,15}{5,38} \\ &= 1,32 \end{aligned}$$

Standard Error of Control Group:

$$\begin{aligned} SE M_2 &= \frac{SD_2}{\sqrt{N_2 - 1}} \\ &= \frac{1,67}{\sqrt{30-1}} \\ &= \frac{1,67}{\sqrt{29}} \\ &= \frac{1,67}{5,38} \\ &= 0,31 \end{aligned}$$

Next, the following was implemented to find out the error standard deviation between Mx-My :

$$SE M_1 - M_2 = \sqrt{SEM_1^2 + SEM_2}$$

$$= \sqrt{(1,32)^2 + (0,31)^2}$$

$$= \sqrt{1,7424 + 0,0961}$$

$$= \sqrt{1,8385}$$

$$= 1,35$$

### C. Testing Hypothesis

The result above, then was applied to test hypothesis by using the formula below:

$$t_o = \frac{M_1 - M_2}{SEM_1 - M_2}$$

$$= \frac{15,53 - 4,16}{1,35}$$

$$= \frac{11,37}{1,35}$$

$$= 8,42$$

The testing hypothesis was aimed to know whether the hypothesis was accepted or rejected. The hypothesis was tested as follow:

Ha : the value of the  $t_{\text{observe}}$  was higher than the value of the  $t_{\text{table}}$  ( $t_{\text{observe}} > t_{\text{table}}$ ).

$$\begin{aligned}df &= N1 + N2 - 2 \\&= 30 + 30 - 2 \\&= 58\end{aligned}$$

Based on the table of distribution, the pride of  $t_{table}$  with the degree of freedom (df) 58 at the level of significance 5% was at 2.00, while the critical value ( $t_{observe}$ ) was 8,42. The result of computing indicate that the  $t_{observe}$  was higher than  $t_{table}$  ( $t_{observe} > t_{table}$  ; 8,42 > 2,00). It meant that hypothesis was accepted.

The conclusion above show the following facts:

$$SDx = 7,15$$

$$SDy = 1,67$$

$$N1 = 30$$

$$Mx = 15,53$$

$$My = 4,16$$

Next the following formulas was implamented to find out the error of the standard deviation between Mx and My.

The result above was applied to test the hypothesis:

After the data above were calculated by using t-test formula, it was found that the result that t-observed was 8,42. The after seeking in the table of

distribution of t-observed as the basic of counting critical in certain of the degree of freedom (df) the calculation showed that df were:

(in the line of 58, showed that final of  $t_{table}$  was  $5\% = 2,00$ )

#### **D. Research Finding**

It was found that the using of Listen Read Discuss (LRD) on students' achievement in reading comprehension gave the significant effect. The students' that were taught by using Listen Read Discuss(LRD) got the higher score than those taught by using lecturing strategy. The result of the test showed that the  $t_{observe}$  was higher than  $t_{table}$  ( $8,42 > 2,00$ ). It means that the Listen Read Discuss Strategy gave the significant effect on the students' achievement in reading comprehension.

So, the researcher concluded the alternative hypothesis was accepted that "there was a significant effect of Listen Read Discuss (LRD) on the students' achievement in reading comprehension".

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After analyzing the data, the conclusions were drawn as following:

1. Based on the data analysis, it was found that there was the significant effect of Listen Read Discuss (LRD) on students' achievement in reading comprehension, which was prove from the total scores of pre-test and post-test before giving treatment, 2101 and 2567 respectively. It was found  $t_{\text{observe}} > t_{\text{table}}$  or  $8,42 > 2,00$  with  $df = 58 (30+30-2)$ .
2. Most of students responded well the lesson by applying Listen Read Discuss (LRD) Strategy. It was characterized by the increase of students' learning outcomes students' activity in learning. So, Listen Read Discuss (LRD) Strategy can be concluded to be effective in teaching reading.

#### B. Suggestion

Referring to the conclusions above, some suggestions were stated as the following:

1. The English teachers are suggested to use Listen Read Discuss (LRD) Strategy in teaching reading. By which the teacher may easily teach reading interestingly because it can be an alternative strategy to motivate the students in reading comprehension. Besides it can be contribution for English teacher to improve their teaching strategies.

2. The students are expected to use Listen Read Discuss (LRD) Strategy by themselves to encourage their confidence in order to improve their achievement in reading.
3. It is suggested to the other researchers to use this finding as source of the research.

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## **APPENDIX I**

### **LESSON PLAN**

(Experimental Group)

School : SMP SWASTA IMELDA MEDAN

Subject : English

Class : VII A

Topic : Descriptive Text

Skill : Reading

Time : 2 x 40 Minutes/Meetings (10 Meetings)

#### **A. Standard Competences**

Understand to meaning in the simple short essay from descriptive text to correctly with daily content.

#### **B. Basic Competence**

Expressing the meaning and theoretical step in the simple short easy accurately, fluently, and acceptable to interact with daily context descriptive text.

#### **C. Indicator**

After learning the students is expected to:

- a. Identifying generic structure of descriptive text
- b. Identifying language features of descriptive text
- c. Reading a descriptive text



## **D. Learning Objectives**

1. Students are able to find the specific information from the text.
2. Students are able to make conclusion of the text.
3. Students are able to understand the whole text.

## **E. Learning Strategy**

Listen Read Discuss (LRD)

## **F. Learning Material**

Meeting 1-2 the definition of descriptive text and types of descriptive text.

Meeting 3 the communicative function of descriptive text

Meeting 4-5 the generic structure of descriptive text.

Meeting 6-7 the linguistic characteristic of descriptive text.

Meeting 8-9 the variety information in the descriptive text.

Meeting 10 giving test to the students to respond or answer the question based on descriptive text.

## **G. Learning Activities**

### **Opening**

- ❖ Greeting the students
- ❖ Asking the students to pray before starting the lesson
- ❖ Checking attendance list
- ❖ Giving the motivation and apperception

### **a. Exploration**

1. The researcher gives the students some questions orally related to the topic.

- Do you know The Eiffel Tower?
  - Where is The Eiffel Tower?
  - Can you tell me about The Eiffel Tower? Just a little.
2. The researcher shows a picture of The Eiffel Tower.
  3. The researcher asks some question related to the picture, such as
    - What picture is it?
    - What is it big a small?
    - How is it? etc.
  4. The researcher asks the students to guess what topic is going to be discuss/the researcher tell the students about the topic to be discuss.

**b. Elaboration**

1. The researcher distributes a reading text to the students
2. The researcher explains descriptive text
3. The researcher explains about LRD Strategy and how to use it
4. After that, the students are given chance to read the text
5. The researcher asks the students to use LRD Strategy to with reading the text
6. The researcher ask the students to answers the questions of reading text individually
7. The students collect their answers and the researcher give the right answers

**c. Confirmation**

1. The researcher gives feedback to the students who finished the works

2. The researcher gives confirmation about the students' work
3. The researcher gives motivation to all the students

### **Closing**

- ❖ The researcher gives chance to the students to ask some questions
- ❖ The researcher gives conclusion about the lesson and close the lesson
- ❖ Greeting

### **H. Learning Sources**

Media: White board, board marker, laptop, script.

### **I. Assessment**

Technique : Test

Types : Multiple Choice

Instrument : Descriptive Text (enclose)

Scoring Guide =  $\frac{\text{correct answer}}{\text{maximum score}} \times 100$

Known by  
English Teacher

Medan..... August 2017  
The Researcher

Rosmalina Saragih, S.Pd.I

Fatimah Hanum Rambe

Headmaster of SMP IMELDA MEDAN

Try Susetyo, S.H

## **APPENDIX 2**

### **LESSON PLAN**

(Control Group)

School : SMP SWASTA IMELDA MEDAN  
Subject : English  
Class : VII B  
Topic : Descriptive Text  
Skill : Reading  
Time : 2 x 40 Minutes/Meetings (10 Meetings)

#### **A. Standard Competence**

Understanding the meaning of short functional text and essay in a form of descriptive text to correctly with daily content.

#### **B. Basic Competence**

Expressing the meaning and theoretical step in the simple short essay accurately, fluently, and acceptable to interact with daily context descriptive text.

#### **C. Indicator**

1. Identifying the definition of descriptive text and types of descriptive text (meeting 1-2)
2. Identifying the communicative function of descriptive text (meeting 3)
3. Identifying generic structure of descriptive text (meeting 4-5)
4. Identifying the linguistic characteristics of descriptive text (meeting 6-7)

5. Identifying a variety of information in the descriptive text (meeting 8-9)
6. Responding the questions based on the descriptive text (meeting 10)

#### **D. Learning Objective**

1. The students are able to identify the definition of descriptive text and types of descriptive text
2. The students are able to identify the communicative function of descriptive text
3. The students are able to identify generic structure of descriptive text
4. The students are able to identify the linguistic characteristics of descriptive text
5. The students are able to identify a variety of information in the descriptive text
6. The students are able to respond the questions based on the descriptive text.

#### **E. Learning Material**

1. Meeting 1-2 the definition of descriptive text and types of descriptive text
2. Meeting 3 the communicative function of descriptive text
3. Meeting 4-5 the generic structure of descriptive text
4. Meeting 6-7 the linguistic characteristic of descriptive text
5. Meeting 8-9 the variety information in the descriptive text
6. Meeting 10 giving test to the students to respond or answer the question based on descriptive text

## **F. Method/Strategy**

Lecturing Strategy

## **G. Learning Activities**

### **Opening**

- ❖ Greeting the students
- ❖ Asking the students to pray before starting the lesson
- ❖ Checking attendance list
- ❖ Giving the motivation and apperception

### **d. Exploration**

1. The researcher gives the students some questions orally related to the topic.
  - Do you know The Eiffel Tower?
  - Where is The Eiffel Tower?
  - Can you tell me about The Eiffel Tower? Just a little.
2. The researcher shows a picture of The Eiffel Tower.
3. The researcher asks some question related to the picture, such as
  - What picture is it?
  - What is it big a small?
  - How is it? etc.
4. The researcher asks the students to guess what topic is going to be discuss/the researcher tell the students about the topic to be discuss.

**e. Elaboration**

1. The researcher distributes a reading text to the students
2. The researcher explains descriptive text
3. The researcher explains about Lecturing Strategy and how to use it
4. After that, the students are given chance to read the text
5. The researcher asks the students to use Lecturing Strategy to with reading the text
6. The researcher ask the students to answers the questions of reading text individually
7. The students collect their answers and the researcher give the right answers

**f. Confirmation**

1. The researcher gives feedback to the students who finished the works
2. The researcher gives confirmation about the students' work
3. The researcher gives motivation to all the students

**Closing**

- ❖ The researcher gives chance to the students to ask some questions
- ❖ The researcher gives conclusion about the lesson and close the lesson
- ❖ Greeting

**H. Learning Sources**

Source : Book and internet

Media : Whiteboard and marker

## **I. Assessment**

Technique : Test

Types : Multiple Choice

Instrument : Descriptive Text (enclose)

Scoring Guide =  $\frac{\text{correct answer}}{\text{maximum score}} \times 100$

Known by  
English Teacher

Medan..... August 2017  
The Researcher

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Fatimah Hanum Rambe

Headmaster of SMP IMELDA MEDAN

Try Susetyo S.H



## **APPENDIX 3**

### **INSTRUMENT OF RESEARCH**

#### **New Friend**

There is a new student in our class. His name is Bayu. Bayu and his family a lot. They used to live in Cilacap, Bandung, and Palembang. They moved to our little town because his father has to work here, in Trenggalek. He is quite big for a boy of his age. His thick eyebrow make him look like a spoilt brat. He makes friends easily. That is because is witty and he smiles a lot. We often laugh when we hear him try to speak Javanese, but he never gets angry. He told us one day that he missed empek-empek, a traditional food from Palembang, though he also said that he really liked the keripiktempe crackers made of soy bean cake.

1. What is the best title for this text?
  - a. Bayu and his family
  - b. Our new friend, Bayu
  - c. Bayu's favorite food
  - d. Bayu's friendly manner
2. Which of the statements below is true about Bayu?
  - a. He is week boy
  - b. His friends like him
  - c. His friends afraid of him
  - d. He does not like empek-empek
3. Where does Bayu live now?
  - a. Cilacap
  - b. Bandung
  - c. Palembang
  - d. Trenggalek

4. 'His thick eyebrow make him look like a spoilt brat'.

What is the meaning of the underline words ?

- a. A rich boy
- b. A naughty boy
- c. A sensitive boy
- d. A handsome boy

5. 'That is because he is witty and he smiles a lot'

What is the synonym of the underline the world?

- a. Bad tempered
- b. Dull
- c. Humorous
- d. Boastful

## Disneyland

Disneyland is the name of four theme parks around the world. There is Disneyland Park in Anaheim, California, Disneyland Paris in French, Tokyo in Japan, and Hong Kong Disneyland in Hong Kong.

In 2001, there are around the park expanded into a resort with three hotels, a shopping and dining area called Downtown Disney and a second theme park, Disney's California Adventure.

Disney Park is a theme park in Anaheim, California, United States. It is the first Disneyland. It was opened on July 17, 1955 by Walt Disney, the man who invented Mickey Mouse, it is one of the most popular theme parks in the world. Disneyland Park celebrated its golden, or 50th, anniversary on July, 2005.

6. When did Disneyland become a bigger resort?

- a. In 2005
- b. In 2001
- c. In 1955
- d. In 1950

7. 'It is one of the most popular theme parks in the world'

What does the underline word refer to?

- a. Disneyland
- b. California
- c. Mickey Mouse
- d. Walt Disney

8. 'In 2001, the area around the park expanded into a resort with...'  
(Paragraph 2).

What is the antonym of the underline word?

- a. Increase
- b. Become bigger
- c. Get smaller
- d. Enlarge

9. The first Disneyland is the one is...
- a. America
  - b. Hongkong
  - c. Japan
  - d. Tokyo
10. Which statement is NOT true according to the text?
- a. Disneyland was opened 54 years ago
  - b. Disneyland is 50 years old in 2005
  - c. Disneyland is a theme park
  - d. Disneyland can be found only in America

## **My Grandmother**

My grandmother is almost 90 years old. Her hair is white and her skin is wrinkled. She is also quite deaf. However, she is still strong and active, often arguing with my mother over who should mop the floor.

According to the doctor she suffers from Alzheimer's disease. She cannot remember things or gets them all mixed up. So she forgets where she has kept. We have to speak loudly for her to hear..sometimes she says we are scolding her, which makes things worse. We got her a hearing aid. She would not wear it.

It between bouts of crankiness, she sometimes seems normal. But this seems to get lesser as her disease progresses. So we do our best kept her out of harm's way. We lock the medicine cabinet and hide dangerous things from her. It would be disastrous if she swallowed a bottle of pills or get lost while wandering in the streets. The latter has happened before. A kind neighbor brought her home.

11. What does the text discuss?

- a. The writer's old grandmother
- b. The writer's mother
- c. The grandmother's memory
- d. The grandmother's physical appearance

12. Why does she sometimes think that the people's in the writer's in the writer's family scold her?

- a. Because people have to shout for her to hear
- b. Because she does not wear a hearing aid
- c. Because her memory is bad

d. Because she often argues with people

13. What dangerous thing once happened to her/

a. She swallowed a bottle of pills

b. She brought a neighbor home

c. She locked the medicine cabinet

d. She got lost while wandering in the streets

14. 'It would be disastrous if she swallowed a bottle of pills or get lost while wandering in the streets' (Last paragraph)

What does the underlined word refer to?

a. Removed

c. Sold

b. Took

d. Hid

15. 'She cannot remember things or gets them all mixed up'

What does the underlined word refer to?

a. The doctor

c. Mother

b. Grandmother

d. The writer

## The Eiffel Tower

The Eiffel Tower is an iron tower built on the champ de mars beside the Seine River in Paris. The tower has become a global icon of French and is one of the most recognize able structures in world.

Named after its designer, engineer Gustava Eiffel, the Eiffel Tower is the tallest building in Paris. More than, 200,000,000 people have visited the tower since its construction in 1889, including 6,719,200 in 2006, making it the most visited paid monument in the world. Including the 24 m (79 ft) antenna, the structure is 325 m (1, 063 ft) high (since 2000), with is equivalent to about 81 levels in a conventional building.

When the tower was completed in 1889 it was the world's tallest tower a title it retained until 1930when New York City's Chrysler Building (319 m-1,047 ft tall) was completed. The tower is now the fifth tallest structure in French and the tallest structure in Paris, with the second tallest being the tour Montparnasse (210 m-689 ft) although that in soon be surpassed by Tour AXA (225.11 M – 728.36 FT)

16. How old is Eiffel Tower in 2009?

- a. 20 years old
- b. 200 years old
- c.120 years old
- d. 220 years old

17. How tall is Eiffel Tower?

- a. 1,063 ft
- b. 1,047 ft
- c. 689 ft
- d. 738.63 ft

18. Which of the following statements is NOT true according to the text?

- a. The Eiffel tower has an antenna
- b. The Eiffel Tower is made of iron
- c. The Eiffel Tower was designed by Gustava Eiffel
- d. The Eiffel Tower is still the highest building in the world today

19. ‘..... a title is retained until 1930 when New York City’s Chrysler Building (319 m-1,047 ft tall) was completed’ (Paragraph 3)

- a. Wasted
- b. Held
- c. Gave
- d. Ruined

20. ‘When the tower was completed in 1889 it was the world’s tallest tower’.

What does the word ‘It’ refer to?

- a. The Tour Montparnasse
- b. A Conventional building
- c. Tour AXA
- d. The Eiffel Tower



**APPENDIX 4**

**Key Answer**

1. B
2. D
3. B
4. C
5. A
6. B
7. B
8. C
9. A
10. A
11. C
12. A
13. B
14. A
15. C
16. A
17. D
18. B
19. D
20. D

**APPENDIX 5**

**STUDENTS' ATTENDANCE LIST**



|    |                   |  |  |  |  |  |  |  |  |  |  |
|----|-------------------|--|--|--|--|--|--|--|--|--|--|
| 20 | Maulana Syaputra  |  |  |  |  |  |  |  |  |  |  |
| 21 | M. Haikal         |  |  |  |  |  |  |  |  |  |  |
| 22 | Mayrah Pratiwi    |  |  |  |  |  |  |  |  |  |  |
| 23 | Maria Hotmauli P. |  |  |  |  |  |  |  |  |  |  |
| 24 | Novianti Syafitri |  |  |  |  |  |  |  |  |  |  |
| 25 | Natasya Ramadhani |  |  |  |  |  |  |  |  |  |  |
| 26 | Onita Daya        |  |  |  |  |  |  |  |  |  |  |
| 27 | Rachel Stephani   |  |  |  |  |  |  |  |  |  |  |
| 28 | Rafli Arnan A.    |  |  |  |  |  |  |  |  |  |  |
| 29 | Ruth Septiani     |  |  |  |  |  |  |  |  |  |  |
| 30 | Risma             |  |  |  |  |  |  |  |  |  |  |

Medan, August 2017

Headmaster of SMP IMELDA MEDAN

The Researcher

Try Susetyo, S.H

Fatimah Hanum Rambe



|    |                         |  |  |  |  |  |  |  |  |  |  |
|----|-------------------------|--|--|--|--|--|--|--|--|--|--|
| 18 | Naufal Iswara           |  |  |  |  |  |  |  |  |  |  |
| 19 | Nisma Lestari           |  |  |  |  |  |  |  |  |  |  |
| 20 | Rahma Dika<br>Putri     |  |  |  |  |  |  |  |  |  |  |
| 21 | Ramadhan                |  |  |  |  |  |  |  |  |  |  |
| 22 | Risky Hamdilah          |  |  |  |  |  |  |  |  |  |  |
| 23 | Sarah Tsabita           |  |  |  |  |  |  |  |  |  |  |
| 24 | Sachinda Az<br>Zahra    |  |  |  |  |  |  |  |  |  |  |
| 25 | Silvi Nadya<br>Hasibuan |  |  |  |  |  |  |  |  |  |  |
| 26 | Sri Anisah              |  |  |  |  |  |  |  |  |  |  |
| 27 | Syafiq Harit<br>Falah   |  |  |  |  |  |  |  |  |  |  |
| 28 | Tri Nanda Asiah         |  |  |  |  |  |  |  |  |  |  |
| 29 | Sakdah Nadila           |  |  |  |  |  |  |  |  |  |  |
| 30 | Gom Gom<br>Jeksan Jaya  |  |  |  |  |  |  |  |  |  |  |

Medan, August 2017

Headmaster of SMP IMELDA MEDAN

The Researcher

Try Susetyo, S.H

Fatimah Hanum Rambe

## **CURRICULUM VITAE**

### **DATA PERSONAL**

Name : FATIMAH HANUM RAMBE  
Place/Date of Birth :Langga Payung, 26 Januari 1995  
Register Number : 1302050226  
Sex : Female  
Religion : Islam  
Hobbies: : Singing  
Father's Name : H. Akhiruddin Rambe  
Mother's Name :Hj. Mahjanun Siregar  
Address :Jln. Muchtar Basri, Ampera 7 Nomor 19, Medan Timur.  
Phone Number : 082165918479

### **EDUCATION BACKGROUND**

SD NEGERI 115505 UJUNG LOMBANG 2007, Berijazah :  
SMP NEGERI 1 SEI KANAN 2010, Berijazah  
SMA NEGERI 1 SEI KANAN 2013, Berijazah  
UNIVERSITY OF MUHMMADIYAH SUMATERA UTARA 2017, Berijazah