

**THE EFFECT OF USING LISTEN READ DISCUSS STRATEGY
ON THE STUDENTS' ACHIEVEMENT IN READING
COMPREHENSION**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirments
for the Degree of Sarjana Pendidikan (S.Pd.)
English Education Program*

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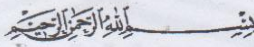


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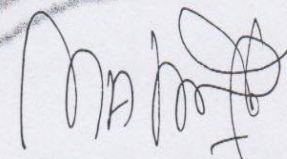
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ABSTRACT

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The study deals with the effect of using Listen Read Discuss strategy in reading comprehension. Therefore, the experimental research was conducted to acquire the data. The research based on the descriptive quantitative method. The population was 2017/2018 the tenth grade students of SMA Al-Hidayah Medan. The number of population were 60 students. All population were taken by attendance list as do sample. The test was ten items, consisting 10 questions which students have to. Each correct answer was given 1 score and incorrect answer was given 0 score. The finding showed that the students who taught by using Listen Read Discuss strategy got the better score than those who taught by using Conventional strategy. From this research, it was found that using Listen Read Discuss strategy could cause positive effect on the students' achievement in reading comprehension, which was proven from the result of analysis showed t-observed (4.42) was reater than t-table (0.05)(2.00), t-observed (4.42), t-table (2.00). the result showed that the hypothesis had significant effect of using Listen Read Discuss strategy on the students' achievement in reading comprehension in tenth grade of SMA Al-Hidayah Medan.

Keywords: Effect, Listen Read Discuss, Stretegy, Reading Comprehension.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Education is one of primary aspects in life. It is a primary need for people to prepare success in this globalization era. Education has many important requirements for the future of a nation. It is the reason why people are interested in seeking for the best education. Education needs changes in learning process because it is one of the important activities to achieve education goal. One of the subjects which needs changes in learning process is English. English is very important to master, because it is an international language. People communicate in English in international level, and to master English, students must have the ability in the four language skills, one of the skills is reading.

There are four basic skills in learning English. They are writing, listening, speaking, reading. These four skills are important to be mastered by the students. They are expected to be able to write correctly in grammatical order. Further, they are pursued to be able to listen well in order to make a good interaction between the speaker and the order speaker. On the other hand, while they are reading, they are pronounce the words well and understand the meaning of the text. So that, reading has big role in mastering the four basic skills in learning English.

Reading teaches children about the world around them. Through reading, they learn about people, places and events outside their own experience, they are exposed to ways of life, ideas and beliefs about the world which may be different

from those which surround them. This learning is important for its own sake however it also builds a store of background knowledge which help younger children learn to read confidently and well.

Many students still found difficulties and problems in comprehending the text, especially their lack vocabulary, structure and process of understanding the ideas in the text. The difficulties may be caused by several factors such as background knowledge, interest, attitude and the teacher. It is already known that the suitable technique and strategies can help both teacher and learners in teaching process. In this case, the writer try to use LRD strategy in classroom especially in teaching personal and biographical descriptive text to the students.

Manzo and Casele (1985) points out that it's leteracy strategy that help students comprehend text. It is comprehension strategy that builds students; prior knowledge before they read a text. LRD (Listen Read Discuss) is a powerful tool for engaging struggling readers in classroom discussion. 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.

Based on the explanation above, this study tries to discribed "*The Effect of Using Listen Read Discuss Strategy on the Students' Achievement in Reading Comprehension*". The writer assumes that students still have problems in comprehending the reading text because the lack of prior knowledge. The writer use this strategy is not only to teach descriptive text to the students but also to solve the problems in reading comprehension. Moreover, the writer hope this strategy can improve their reading comprehension.

B. The Identification of the Problem

The formulated of the study are formulated as follows:

1. The students difficult in learning and comprehend the text they read.
2. The students lack of prior knowladge and they are not able understand the text well.
3. The students is less motivation to listen teacher's explanation.

C. Scope and Limitation

The scope of this study is on the reading comprehension. The limitation is descriptive text.

D. The Formulation of the Problem

The problems of the study will be formulated as follows:

Is there any significant effect of using LRD strategy on the students achievement in readin comprehension?

E. The Objective of the Study

The objective of the study is:

To investigate the effect of using LRD strategy could improve the students' ability in comprehending descriptive text.

F. The Significant of the Study

The findings of this research are expected to be useful theoretically and practically.

1. Theoretically

Theoretically the study gave useful and interesting way in teaching reading comprehension through Listen Read Discuss Strategy.

2. Practically, This study and result of the study are expected to be meaningful for:

- a. To give useful information to English teacher to encourage students' motivation.
- b. To enlarge the students' knowledge and motivate them in learning English especially in comprehending the text.
- c. The principal intention in this research is to increase the writer's knowledge in learning and teaching English subject.

CHAPTER II

REVIEW OF LITERATURE

A. The Theoretical Framework

1. Defenition of Reading

Reading is language process, it means reading is not just saying but also it must be mening getting process. At an over simplified level, reading has been equated with word calling. At this level, reading includes only the the pronunciation of a written from. An exention of this defition would be the correct pronunciation of the world aloud by the reader followed by comprehension of that word as it known spoken vocabulary.

Grabe & Stoller (2011:9), reading is the ability to draw meaning from the printed page and interpret this information appropriately. The readers tries to reconstuct the meaning that the writer states in the text. From the interaction perspective, it requires information from context and combine elements into a new whole in order to construct the meaning, to make sense out of text.

Based on the quation above, it can be conclude that reading is very complex process. Reading is more than just a visual task, not only see and identyfy the simbol it front of him, but he must interpret what he read in the light of this own background, associate it with past experience, rising up the ideas, judgements, applications and conclusion.

2. Definition of Comprehension

Comprehension is a complex process that has been understood and explained in a number of ways. The RAND Reading Study Group (2002) stated that comprehension is “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language” (p. 11). Duke (2003) added “navigation” and “critique” to her definition because she believed that readers actually move through the text, finding their way, evaluating the accuracy of the text to see if it fits their personal agenda, and finally arriving at a self-selected location. A common definition for teachers might be that comprehension is a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text. As these different definitions demonstrate, there are many interpretations of what it means to comprehend text. This article synthesizes the research on comprehension and makes connections to classroom practice. I begin by introducing a visual model of comprehension.

3. Description of Reading Comprehension

Reading comprehension is the act of understanding of a text. It is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing. Lorraine and Anne (2004: 253) define that reading comprehension is an important academic skill. It is the process of

simultaneously extracting and constructing meaning through involvement with written language.

Reading with comprehension means understanding what has been read. It is an active, thinking process that depends not only on comprehension skills but also on the student's experiences and prior knowledge. Comprehension is a construction process because it involves all of the elements of the reading process working together as a text which is read to create a representation of the text in the reader's mind. Comprehension is powerful because the ability to construct meaning comes from the mind of the reader.

In line with, John Lagan (2002: p 359) states that one misleading idea that some students have about reading is that comprehension should happen all at once. But, what such students do not realize is that good comprehension is usually "a process". Very often, comprehension is achieved gradually, as we move from a general feeling about something means to deeper level of understanding.

Researchers have established that children's early attainment of decoding skill is a reliable predictor of later reading achievement (Juel 1998; Pressley 1998; Chapman and Tunmer 2003). It has been well established that skilled reading comprehension requires the reader to be able to process the written symbols of text at an appropriate level. This is reinforced by the fact that poor decoders, both in and out of school, read considerably less than average readers (Beck and Juel 1992). However, reading and the comprehension of text is a complex interactive process, and there is more to reading and comprehension than just decoding or word calling.

4. The Level of Comprehension

Level of Comprehension refers to the degree in which a reader can be categorized as good as poor reader, proficiency readers. It means that how far the student understands information gotten from the text and which levels that has been achieved.

According to Douglas, H. Brown (2004:38) states that there are four levels of comprehension, there are literal comprehension, interpretative comprehension, critical comprehension, and creative comprehension:

Literal comprehension includes the process to take in ideas or understanding the ideas and information explicitly in the passage. The basic of literal comprehension is recognizing state main ideas, details, causes, effects and sequence. Mastering the basic of literal comprehension can be done through understanding of vocabulary, sentence meaning and paragraph meaning.

The literal level is the easiest level of reading comprehension because a reader is not required to go beyond what the author actually said. In this level, the reader knows the word meaning or to recall of details directly in own words.

Interpretative comprehension refers to the ability to go beyond what is stated directly, to understand what the writer means by looking for the inside meaning. Readers identify and derive ideas and meaning from a text they are explicitly stated. It can be said that interpretative comprehension is the ability to get inferences or implied meaning from the text, understanding of ideas and information not explicitly stated in passage.

The critical comprehension is the ability to make analysis, evaluation and personally reacting about the ideas of information that the writers offers in a passage. The critical comprehension must be active reader, quistioning, searching for fact and suspending judgement until he or she has considered all of the material.

Creative comprehension refers to the ability of the reader to use his/her imagination when reading the passage skill for creative reading comprehension includes the understanding cause-effect relationship on a story solving problem and producing the creation. In this level the reader able to product a new idea develop his new in sight through the reading material.

So reading comprehension is the act of understanding what you are reading. Reading comprehension is a process of extracting information from text. Readers extract this information by using comprehension skill. Comprehension is making sense out of text from interaction perceptively.

There has been so many difinitions put forward by language specialist or language profesional concerning what reading comprehension actually. The various clarification given us many information to reading comprehension reflect and that has different definition forward of language specialiist or language profesional concerning it means that there is no enough word for explaining reading comprehension due to its complexity. Thought it is difficult to best define, however many language specialist especially whose concern is in the field of reading continuously make hard attempt in order to reach a complete, definite and acceptable definition of reading.

5. Description of Learning Strategy

According to Kamp (in Rusman 2011:132) strategy is a learning activity that must be done so that the teacher and student learning objectives can be achieved effectively and efficiently. Efforts to implement lesson plans that have been prepared in real activity so that the goals can be achieved optimally prepared, we need a method that is used to realize a predetermined strategy. Thus, one possible teaching strategy could be used expository lecture as well as question and answer method or even discussion by utilizing the available resources including the use of instructional media. Therefore, both of strategies and methods are different. The strategy suggests a plan of corporation achieving something, while the method is a way in achieving something. (Rusman. 2010. Model-Model Pembelajaran: Mengembangkan Profesionalisme guru. Jakarta: Rajawali Pers.)

Teaching strategy is a teaching approach that is used either in solving a classroom problem or in improving instruction. Teaching strategy represents the combination of specific procedures or operations, grouped and ordered in definite sequence that teachers can use in the classroom to implement both cognitive and effective objectives.

6. Description of LRD Strategy

Liste-Read-Discuss (Manzo & Casale, 1985) is a comprehension strategy that builds students' prior knowledge can be explained as a combination of the learners' preexisting attitudes, experiences, and knowledge. (Kujawa & huske, 1995):

Attitudes: Beliefs about ourselves as learners/readers, awareness of our individual interests and strengths and motivation and our desire to read.

Experiences: Everyday activities that relate to reading, events in our lives that provide background understanding and family and community experiences that we bring to school with us.

Knowledge: Of the reading process itself, of content (literature, science, and math), of topics (fables, photosynthesis, fractions), of concepts (main idea, theory, numeration), of different types of style and form (fiction and nonfiction), of text structure (narrative or expository) and of the academic and personal goals

During the first stage, in LRD strategy, students listen as teacher presents the content of their reading through a lecture, often paired with a graphic organizer. A graphic organizer is a visual display that is used to depict the relationship between facts, terms and/or ideas within a learning task. They form a powerful visual picture of the information and this allows the mind to discover patterns and relationships it otherwise may have missed. It uses visual symbols to convey meaning. Its purpose is to facilitate learning by presenting the most complete picture of all the available facts and the potential relationships that could develop among them.

Graphic organizers can be constructed with a number of different structures or designs. They are called by different names such as knowledge maps, concept maps, story maps, cognitive organizers or concept diagrams. Teacher can keep a chart of a student's reading progress, discovering at a glance which strategies are working and which are not.

Next, the second stage of LRD Strategy is the students read the text and compare what they learned during the lecture to their understanding of reading the text on their own. In this stage, the students read the text by doing silent reading. Finally, students discuss their understanding of the text with other students in their small group or large group.

Based on Cavanugh in 2001, the importance of classroom discussion are:

1. Humans process events verbally
2. Speech thinking "visible," concrete
3. Discussion is a way of testing and exploring new ideas
4. Students acquire knowledge and insight from diverse points of view
conversation provides practice with problems and concept
5. Students' awareness of, and tolerance for, ambiguity or complexity increases
6. Students recognize and investigate their assumptions
7. Attentive, respectful listening is encouraged
8. Intellectual agility is increased
9. Students become connected to a topic
10. It shows respect for the students' voices and experiences
11. Students are affirmed as co-creators of knowledge

12. It develops the capacity for the clear communication of ideas and meaning it develops habits of collaborative learning

13. Students develop skills of synthesis integration

LRD is 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.

6.1. The Advantages of LRD

Manzo and Casale (1995:10) explain the benefits of using LRD strategy are:

1. It helps students comprehend material presented orally.
2. It builds students' prior knowledge before they read a text.
3. It engages struggling readers in classroom discussions.
4. This simple, flexible strategy can be used across all curriculum areas with almost any text.

6.2. The Disadvantages of LRD

1. It is difficult to use on daily basis because developing the lecture and the students' prior knowledge is time intensive.
2. The students lack prior knowledge about and need more support with as LRD text.

6.3. The Steps of Applying LRD in Teaching Reading Comprehension

The LRD (Manzo & Casale, 1985) offers a simple alternative to this approach. Simply by changing the sequence of conventional instruction, students are better prepared for reading. Notice in the steps below, how this approach quickens the pace instruction and provides for several repetition of the information.

Steps in the Listen-Read-Discuss:

Steps 1 : Select a portion of text to be read.

Steps 2 : Present the information from that portion text in a well organized lectured format for about 5-15 minutes

Steps 3 : Have students read the book's version of the same material, Students now will be reading in an empowered way'. Since they have just listened to an over view information.

Step 4 : Discuss the material students now have heard and then read. Three question, adapted from Smith (1978), are useful in guiding this post reading discussion:

1. What did you understand most from what you heard and read?
2. What did you understand least from what you heard and read?
3. What questions or thoughts did the lesson raise in your mind about the content and/or about effective reading and learning?

Several variations on the LRD have been designed to each other components of strategic teaching and strategic reading. These variations also serve

to keep the learning process fresh and on-going for both teacher and students. The variations are listed below (Manzo, 1995:378):

1. Have students reread the information covered in the LRD format rapidly to increase their speed of reading and thought processing. Reading speed tends to rise as a result of increases in prior knowledge, although it can also be easily improved simply by systematic attention and practice.
2. Inform the class that as you tell them about the content material, you will intentionally leave out a few important details that they will need to read their text to discover. This gives practice in careful reading and in recognizing what is not yet known or experienced. This can be supplemented with an incomplete graphic as known ahead.
3. Inform the class that your presentation will cover all the details of the material, but that they will need to read to discover what questions these details answer. This is one way to teach students to actively seek an understanding of the concept, or main idea around which an area of study is focused.
4. Inform that class that a quiz will follow the LRD sequence. Allow a short study period. This is recommended to activate a high level of focused attention, give practice in test taking, and set the stage for questions and discussion about how to study effectively.
5. Invert the core process occasionally by having the class LRD: read (for about 15 minutes), then listen, then discuss. This variation tends to focus and improve independent reading as well as the ability to learn from subsequent listening a frequent format in all further schooling. This can be even more

effective when combined with the other listening activities and note taking techniques covered in the study strategies section of this chapter.

6. Watch an informative videotape on a text topic before reading. This format is compatible with the habits of contemporary youngsters and can help them build new bridges to print.
7. Ask students which parts of the text seemed most difficult. Ask if it was poorly written or poorly organized, or just poorly explained. This can help students learn when to ask or help with reading. It also helps the teacher become more alert to students learning needs. Analysis of the writing in the text is also a good way to informally teach some of the basics of effective writing.
8. Give students clear purpose for reading and discussion that will require critical and/or creative expression or application. State that purpose clearly on the chalkboard for easy reference. "As you read this section on the steam engine, try to figure out why it was sure to be replaced by the gasoline engine."
9. Have a post reading discussion on teaching and learning strategies . make the discussion positive by asking students what they or you may have done that helped them learn. Such discussion give credit to students intuition and develops "meta cognitive" processing or thinking about thinking. It also builds rapport with and regard for the teacher as a source of proposal help and comfort, as much as of challenge and for criticism.

10. Create research teams and provide time for students to delve into a topic in greater depth. One group could simply see what other textbooks say on the topic. Another could check with other.

Those leader of variation can be taught a suggested sequence for further exploring and developing knowledge and skill base as a reflective strategic teaching of content area reading. Using the basic LRD and the ten variations could be self-guided, year-long profesional development project in itself. The LRD has been found to be a powerful means of improving reading comprehension and content learning in both weak and proficient readers (Watkins. Et al, 1993).

7. Conventional Strategy

Conventional strategy is traditional teaching methods are described as being teacher-oriented, in a teacher style and are inflexible. Lessons are usually taught by the teacher introducing skills using a blackboard accompanied by a verbal explanation. Practical work for students is then assigned, followed by feedback from the teacher, classroom-based and consists of lectures and direct instructions conducted by the teacher. This teacher-centered method emphasizes learning through the teacher's guidance at all times. Students are expected to listen to lectures and learn from them.

7.1. The Advantages

Normal tests that are given in the classroom are created by the teachers, as well as graded. This makes them highly subjective, about what the teacher believes and has taught. It doesn't create a standard and average for testing the student's knowledge in the way that standardized testing does.

7.2. The Disadvantages

A disadvantage of this traditional method is that students who have learning difficulties are unable to cope with how the lessons are delivered. Above-average students are also disadvantaged because the lessons aren't challenging enough. This means that students in either category are at an instant disadvantage compared to an average student without a learning disability.

B. Conceptual Framework

Reading is a process of activating prior knowledge to help a reader in understanding certain text. Reading comprehension is the mental process by which readers take the words encoded by a researcher use to construct an interpretation of what they think the researcher intended to convey. As reading is one of the language ability that should be acquired by the students. But some the students have problems to comprehend the reading text. Therefore, it is necessary to find an effective strategy in teaching reading comprehension in order to let the students achieve better understanding in reading text.

The succes in teaching reading is influencedby the strategy used in teaching process. Listen Read Discuss Strategy is suitable to be applied in

teaching process. It can improve students' reading comprehension achievement because this strategy helps students organize the meaning from the text. Through this strategy, the students can select appropriate information and make connection among words to organize the ideas of the text that they have been read.

C. Hypothesis

Base on the explanation of both theoretically and conceptual framework above it can get hypothesis of the research. The hypothesis formulated as:

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

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

CHAPTER III
METHOD OF RESEARCH

A. Location

This research was conducted at SMA Al-Hidayah Medan Jl. Letda Sujono Gg. Perguruan No. 4 Kecamatan Medan Tembung Kota Medan on academic year of 2017/2018. The school was selected because the reseacher found the problem in reading comprehension and same had never conducted before. So it was needed to find out whether the Listen Read Discuss strategy could improve the students' achievement in reading comprehension.

B. Population and Sample

1. Population

The population of this research was the X year students of SMA Al-Hidayah medan, academic year 2017/2018 which consisted of two classes, they were X-1 and X-2 and the total numbers of population were 60 students.

Table 3.1.
Population

No	Class	Population
1	X-1	30
2	X-2	30
Total		60

2. Sample

If the subject less than 100, it is better all subject be sample in the research, then if the subject more than 100 it can take 10%-15% or 20%-50%, or more be sample in this research. So, the reseacher took all the population as the sample. The technique in this reseach is called by total sampling by Arikunto.

C. Design of Research

This research was conducted by applying experimental design. This experimental design showed whether using Listen Read Discuss Strategy was a better method study. Experimental and control group was taught by different treatment. It could be seen from the following table

Table 3.2.

Pre-tes and post test design

Group	Pre-test	Treatment	Post-test
Experimental	√	Listen Read Discuss	√
Control	√	Conventional	√

X : The experimental group, where the sample will be taught by using Listen
Read Discuss

Y: The control group, where the sample will be taught by using Conventional
Method

Pre-test and post-test ware given to experimental and control group, then
the experimental group was using Listen Read Discuss Startegy in reading

descriptive text, while the control group was using conventional strategy. Each group were given three components, they were pre-test, treatment and post-test.

D. The Instrument of the Research

The instrument for collecting data of this research was be multiple choice test. Students was read descriptive text. The test was be given a score which is focus to testing the ability and achievement of students to comprehend about descriptive text. This part will be divided into three steps, namely pre-test, treatment and post-test. The test consist 10 items, the score of the test was ranged between 1 to 10, each one correct will scored 1 and incorrect will 0.

1. Pre-test

Pre-test was given the class before giving treatment or teaching presentation. A pre-test was administrated to the experimental group and control group with the same test. The pre-test was useful to know the mean score of experimental and control group.

2. Treatment

The treatment was conducted to the experimental group. The experimental group was taught by using Listen Read Discuss Strategy. Meanwhile, the control group was taught by using conventional method. The procedure of the treatment in each group could be seen in the Lesson Plan.

3. Post-test

Post-test was given to both groups, experimental and control group after treatment. In order to find out the students' achievement in reading comprehension by using Listen Read Discuss Strategy and conventional method.

E. The Technique for Analyzing Data

The following steps will be applied in analyzing the data.

- a. Scoring the students' answer for the correct answer is analyzed by using experimental technique. The steps are follows

$$S = \frac{R}{N} \times 100$$

Note :

S = The score

R = The number of correct answer

N = The number of test Item

- b. Listing score in two score table, first for the experimental group and second for the control group scores.
- c. Calculating the mean of the students' score by using formula :

$$M = \frac{\sum x}{N}$$

Where:

M : Mean

$\sum x$: Total students' score

N : Total students'

d. Measuring the standard deviation variable X and Y by using Sudijono's formula (Sudijono 2011:157)

a) Standard deviation of sample 1 (experimental group):

$$SD_1 = \sqrt{\frac{\sum X^2}{N}}$$

For Variable X

b) Standard deviation of sample 2 (control group):

$$SD_2 = \sqrt{\frac{\sum Y^2}{N}}$$

For Variable Y

Note :

SD_1 = The standard deviation of variable X (Experimental Group)

SD_2 = The standard deviation of variable Y (Control Group)

$\sum X^2$ = The total deviation ($X_2 - X_1$)

$\sum Y^2$ = The total deviation ($Y_2 - Y_1$)

N = Number of cases

e. The calculating the Standard Error between both variable by using Sudijono's formula (Sudijono 2011:282)

a) Standard Error of sample 1 (experimental group)

$$SE_{M1} = \frac{SDx}{\sqrt{N-1}}$$

b) Standard Error of sample 2 (control group)

$$SE_{M2} = \frac{SDy}{\sqrt{N-1}}$$

Note :

SE_{M1} = The standard error mean of variable X

SE_{M2} = The standard error mean of variable Y

SD = Standard deviation of the sample

N = Number of cases

- f. Finding out the standard error deviation between M_1 and M_2 by using sudijono's formula (Sudijono 2011:283)

$$SE_{M1-M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2}$$

Note :

SE_{M1-M2} = The error of standard deviation

SE_{M1} = The standard error of X

SE_{M2} = The standard error of Y

- g. Testing hypothesis by applying T-test by using Sudijono's formula (Sudijono 2011:284)

$$T_0 = \frac{M_1 - M_2}{SE_{M1-M2}}$$

Note :

T_0 = The score of T-observed

M_1 = The mean of X

M_2 = The mean of Y

SE_{M1} = The standard error of variable X

SE_{M2} = The standard error of variable Y

$$df = (N_1 + N_2 - 2)$$

$$t_{table} = \left(1 - \frac{1}{2}a\right)^{df}$$

Note :

SD_x = Standard Daviation of experimental group

SD_y = Standard daviation of control group

X^2 = The total score of $(X_1 - M_1)^2$

Y^2 = The total score of $(Y_2 - M_2)^2$

N_1 = Total sample of experimental group

N_2 = Total smple of control group

SE_{MX} = The mean of standard error in experimental group

SE_{MY} = The mean of standard error in control group

SE_{MX-MY} =The different of error standard daviation

T_0 = Test Observation

df = Degree of freedom

CHAPTER IV
THE DATA ANALYSIS

A. The Data Collection

The data were collected by giving the students a test that consisted of ten (10) items. the correct answer was given 1 score and highest score was 10, and incorrect answer was given 0 score. In this reseach, the sample was devided in two groups, the experimental and control group. That consist of 30 students in experimental group (X-1) and 30 students (X-2). Each group was given pre-test and post-test. The data of this reseach, the initial of students (sample) and students' score in the pre-test and post-test of two groups can be seen in table 4.1 that is the result of the pre-test and post-test in exprerimental group and table 4.3 that is result of pre-test and post-test in control group.

Table 4.1
The Students Score in Experimental Group

No	Initial Name	Score	
		Pre-Test	Post-Test
1	ARL	5	9
2	AW	5	9
3	ASHB	5	7
4	ADS	3	4
5	AR	5	10
6	AMP	5	8
7	A	5	9
8	AR	5	9

9	AS	4	8
10	AFL	4	9
11	AAM	3	7
12	AIL	4	8
13	CS	4	7
14	DR	4	8
15	DL	4	8
16	DAN	5	8
17	EW	5	8
18	EKS	5	7
19	ED	4	8
20	EM	5	8
21	EIN	4	8
22	FHS	5	9
23	FAN	3	7
24	BL	5	8
25	AH	5	8
26	A	5	8
27	ESS	4	8
28	EP	4	7
29	DAL	5	7
30	CSR	4	6

The data on the table 4.1 showed the result of pre-test and post-test in experimental group. Based the table above, it can be seen that there was the differences between pre-test and post-test score in experimental group before conduct by the formula : $S = \frac{R}{N} \times 100$

Table 4.2**The Scores of the Pre-Test and Post-Test in Experimental Group**

No	Initial Name	Score	
		Pre-Test	Post-Test
1	ARL	50	90
2	AW	50	90
3	ASHB	50	70
4	ADS	30	40
5	AR	50	100
6	AMP	50	80
7	A	50	90
8	AR	50	90
9	AS	40	80
10	AFL	40	90
11	AAM	30	70
12	AIL	40	80
13	CS	40	70
14	DR	40	80
15	DL	40	80
16	DAN	50	80
17	EW	50	80
18	EKS	50	70
19	ED	40	80
20	EM	50	80
21	EIN	40	80
22	FHS	50	90
23	FAN	30	70
24	BL	50	80
25	AH	50	80
26	A	50	80
27	ESS	40	80
28	EP	40	70
29	DAL	50	70
30	CSR	40	60
Total		$\sum X_1=1330$	$\sum X_2=2350$

The data in table 4.1 showed the result of the pre-test and post-test in experimental group. Based on the table above, it can be seen that there was the differences between pre-test and post-test score in experimental group. The highest score of the pre-test (X1) in the experimental group was 50 and the lowest as 30. While the highest score of the post-test (X2) was 100, after the treatment given and the lowest 40. After calculated the data for the experimental group above the score for the pre-test is $\sum X_1=1330$ and the score for the pre-test is $\sum X_2=2350$, it means the score for post-test is higher than pre-test.

Table 4.3
The Students Score Control Group

No	Initial Name	Score	
		Pre-Test	Post-Test
1	FAP	3	5
2	FA	4	6
3	FL	5	7
4	FR	3	7
5	GR	3	6
6	HMS	4	7
7	HPA	4	6
8	HT	5	8
9	ISL	5	8
10	I	3	6
11	IZ	2	3
12	J	4	5
13	M	5	7
14	MP	3	4
15	MCD	3	7
16	MKN	5	7
17	MA	5	7
18	MH	3	5

19	MKN	5	8
20	MR	3	6
21	MRM	3	7
22	MIS	4	6
23	MRA	4	5
24	MRH	4	7
25	MN	3	6
26	MNW	3	6
27	MZK	4	6
28	NS	5	7
29	NHR	4	6
30	NL	3	5

The data on the table 4.3 showed the result of pre-test and post-test in control group. Based the table above, it can be seen that there was the differences between pre-test and post-test score in control group before conduct by the

formula : $S = \frac{R}{N} \times 100$

Table 4.4

The Students Score Control Group

No	Initial Name	Score	
		Pre-Test	Post-Test
1	FAP	30	50
2	FA	40	60
3	FL	50	70
4	FR	30	70
5	GR	30	60
6	HMS	40	70
7	HPA	40	60
8	HT	50	80
9	ISL	50	80
10	I	30	60

11	IZ	20	30
12	J	40	50
13	M	50	70
14	MP	30	40
15	MCD	30	70
16	MKN	50	70
17	MA	50	70
18	MH	30	50
19	MKN	50	80
20	MR	30	60
21	MRM	30	70
22	MIS	40	60
23	MRA	40	50
24	MRH	40	70
25	MN	30	60
26	MNW	30	60
27	MZK	40	60
28	NS	50	70
29	NHR	40	60
30	NL	30	50
Total		$\sum Y_1=1140$	$\sum Y_2=1860$

The data in table 4.4 showed the result of the pre-test and post-test in control group. Based on the table above, it can be seen that there was the differences between pre-test and post-test score in control group. The highest score of the pre-test (X1) in control group was 50 and the lowest as 20. While the highest score of the post-test (X2) was 80, after the treatment given and the lowest 50. After calculated the data for the experimental group above the score for the pre-test is $\sum X_1=1140$ and the score for the pre-test is $\sum X_2=1860$, it means the score for post-test is higher than pre-test.

B. The Data Analysis

Based on the table 4.1 and 4.3, the following table showed the different scores between pre-test and post-test of the experimental and control group.

Table 4.5

The Differences Score of the Pre-Test and Post-Test in Experimental Group

No	Initial Name	Score		
		Pre-Test	Post-Test	$t_2-t_2(X_1)$
1	ARL	50	90	40
2	AW	50	90	40
3	ASHB	50	70	20
4	ADS	30	40	10
5	AR	50	100	50
6	AMP	50	80	30
7	A	50	90	40
8	AR	50	90	40
9	AS	40	80	40
10	AFL	40	90	50
11	AAM	30	70	40
12	AIL	40	80	40
13	CS	40	70	30
14	DR	40	80	40
15	DL	40	80	40
16	DAN	50	80	30
17	EW	50	80	30
18	EKS	50	70	20
19	ED	40	80	40
20	EM	50	80	30
21	EIN	40	80	40
22	FHS	50	90	40
23	FAN	30	70	40
24	BL	50	80	30
25	AH	50	80	30
26	A	50	80	30

27	ESS	40	80	40
28	EP	40	70	30
29	DAL	50	70	20
30	CSR	40	60	20
Total				$\sum X_1=1020$

Based on the table 4.5 above, the mean scores (M1) of experimental group were calculated as follows.

$$M = \frac{\sum X_1}{n}$$

$$= \frac{1020}{30}$$

$$= 34$$

Table 4.6

The Differences Score of the Pre-Test and Post-Test in Control Group

No	Initial Name	Score		
		Pre-Test	Post-Test	$t_2-t_1(Y_1)$
1	FAP	30	50	20
2	FA	40	60	20
3	FL	50	70	20
4	FR	30	70	40
5	GR	30	60	30
6	HMS	40	70	30
7	HPA	40	60	20
8	HT	50	80	30
9	ISL	50	80	30
10	I	30	60	30
11	IZ	20	30	10
12	J	40	50	10
13	M	50	70	20

14	MP	30	40	10
15	MCD	30	70	40
16	MKN	50	70	20
17	MA	50	70	20
18	MH	30	50	20
19	MKN	50	80	30
20	MR	30	60	30
21	MRM	30	70	40
22	MIS	40	60	20
23	MRA	40	50	10
24	MRH	40	70	30
25	MN	30	60	30
26	MNW	30	60	30
27	MZK	40	60	20
28	NS	50	70	20
29	NHR	40	60	20
30	NL	30	50	20
Total				$\Sigma Y_1=720$

Based on the table 4.6, the mean score (M2) of control group are calculated as follows.

$$M = \frac{\Sigma Y_1}{n}$$

$$= \frac{720}{30}$$

$$= 24$$

Based on the mean scores of both sample group, the following tables were the tables for calculating the correlation between scores in both group.

Table 4.7**The Calculation of Mean Standard Deviation of Experimental Group**

No	Initial Name	Scores		
		$(t_2-t_1)X_1$	(X_1-M_1)	$((X_1-M_1))^2$
1	ARL	40	6	36
2	AW	40	6	36
3	ASHB	20	-14	196
4	ADS	10	-24	576
5	AR	50	16	256
6	AMP	30	-4	16
7	A	40	6	36
8	AR	40	6	36
9	AS	40	6	36
10	AFL	50	16	256
11	AAM	40	6	36
12	AIL	40	6	36
13	CS	30	-4	16
14	DR	40	6	36
15	DL	40	6	36
16	DAN	30	-4	16
17	EW	30	-4	16
18	EKS	20	-14	196
19	ED	40	6	36
20	EM	30	-4	16
21	EIN	40	6	36
22	FHS	940	6	36
23	FAN	40	6	36
24	BL	30	-4	16
25	AH	30	-4	16
26	A	30	-4	16
27	ESS	40	6	36
28	EP	30	-4	16
29	DAL	20	-14	196
30	CSR	20	-14	196
Total				$\Sigma X_2=2520$

Table 4.8

The Calculation of Mean Standard Deviation of Control Group

No	Initial Name	Scores		
		$(t_2-t_1)Y_2$	(Y_2-M_2)	$((Y_2-M_2))^2$
1	FAP	20	-4	16
2	FA	20	-4	16
3	FL	20	-4	16
4	FR	40	16	256
5	GR	30	6	36
6	HMS	30	6	36
7	HPA	20	-4	16
8	HT	30	6	36
9	ISL	30	6	36
10	I	30	6	36
11	IZ	10	-14	196
12	J	10	-14	196
13	M	20	-4	16
14	MP	10	-14	196
15	MCD	40	16	256
16	MKN	20	-4	16
17	MA	20	-4	16
18	MH	20	-4	16
19	MKN	30	6	36
20	MR	30	6	36
21	MRM	40	16	256
22	MIS	20	-4	16
23	MRA	10	-14	196
24	MRH	30	6	36
25	MN	30	6	36
26	MNW	30	6	36
27	MZK	20	-4	16
28	NS	20	-4	16
29	NHR	20	-4	16
30	NL	20	-4	16
Total				$\sum Y_2=2120$

Based on the calculation of the table, the following formula of t-test was implement to find out t-observed value of both groups as the basis t-test the hypothesis of this research.

1. SD Variable X

$$SDx = \sqrt{\frac{\sum X^2}{N1}}$$

$$= \sqrt{\frac{2520}{30}}$$

$$= \sqrt{84}$$

$$= 9.16$$

2. SD Variable Y

$$SDy = \sqrt{\frac{\sum Y^2}{N1}}$$

$$= \sqrt{\frac{2120}{30}}$$

$$= \sqrt{70.66}$$

$$= 8.4$$

The calculation above shows the following facts

$$SDx = 9,16$$

$$SDy = 8,4$$

$$N_1 = 30$$

$$N_2 = 30$$

$$M_1 = 34$$

$$M_2 = 24$$

$$(X_1 - M_1)^2 = 2520$$

$$(Y_2 - M_2)^2 = 2120$$

Therefore the following formula is implement

$$SE_{M2} = \frac{SD_x}{\sqrt{N-1}}$$

$$= \frac{9.16}{\sqrt{30-1}}$$

$$= \frac{9.16}{\sqrt{29}}$$

$$= \frac{9.16}{5.47}$$

$$= 1.67$$

$$SE_{M2} = \frac{SD_y}{\sqrt{N-1}}$$

$$= \frac{8.4}{\sqrt{30-1}}$$

$$= \frac{8.4}{\sqrt{29}}$$

$$= \frac{8.4}{5.47}$$

$$= 1.53$$

Next the following formula is implemented to find out the error standard of deviation between M_1 and M_2 :

$$\begin{aligned}SE_{M_1-M_2} &= \sqrt{SE_{M_1}^2 + SE_{M_2}^2} \\&= \sqrt{1.67^2 + 1.53^2} \\&= \sqrt{2.7889 + 2,3409} \\&= \sqrt{5.1298} \\&= 2.26\end{aligned}$$

The result above then be applied to test hypothesis

$$\begin{aligned}T_0 &= \frac{M_1 - M_2}{SE_{M_1-M_2}} \\&= \frac{34 - 24}{2.26} \\&= \frac{10}{2.26} \\&= 4.42\end{aligned}$$

$$\begin{aligned}df &= n_1 + n_2 - 2 \\&= 30 + 30 - 2 \\&= 58\end{aligned}$$

$$\begin{aligned}t_{table} &= t\left(1 - \frac{1}{2}a\right)^{df} \\&= t\left(1 - \frac{1}{2}0.05\right)^{58}\end{aligned}$$

$$= t(0.975)^{58}$$

$$= 2.00$$

Based on the calculating above, it showed that differences total score between pre-test and post-test experimental group was 1020 and the control group was 720. It showed that differences total score experimental group is higher than control group. At the calculation, it showed that t-observed is higher than t-table with number $4.42 > 2.00$ it means that there was significant effect of using listen read discuss strategy on the students' achievement in reading comprehension.

C. Testing Hypothesis

After analyzing the data, it was applied to see whether the extensive reading strategy significantly affected the students' achievement in reading comprehension compared to the students' achievement who were given the without teach by listen read discuss strategy.

Furthermore, one of the characteristic of good hypothesis is test ability. It means that the hypothesis should be done in order to know whether it was accepted or rejected. In testing hypothesis, the basic for testing hypothesis as follows: hypothesis was acceptable if t-observed value was $>$ t-table value and hypothesis was rejected if t-observed was $<$ t-table value. Where t-table value for the degree of freedom (df) was = 58 (obtained from $N_1+N_2-2,;30+30-2 = 58$), in this case it was taken 58 at the level of significant 0.05.

The result of computing the t-test showed that t-observed (4.42) was higher than t-table at the level of significant 0.05 (2.00), or $4.42 > 2.00$. From the result of t-test above, it could be concluded that in the hypothesis, there was significant effect of using listen read discuss strategy on the students' achievement in reading comprehension for the students' of Senior high School. It means that H_a was accepted.

D. The Findings

It was found that the students' who were taught by using listen read discuss strategy got higher score than those were taught without teach by extensive reading strategy. It was proved from result of t-test, in which score of t-observed was 4.42, then t-table (t-observed $>$ t-table : $4.42 > 2.00$). It means that in teaching reading comprehension gave much effect to the students' achievement.

Therefore, if the score of the students were consistent, the test was considered reliable

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis, it can be concluded that there was significant effect of using LRD strategy on the students' achievement in reading comprehension. It was proven from the score of the students who were taught by using LRD strategy was higher than the score those who were taught by using conventional method ($1020 > 720$), and the calculation of the t-test showed that t_{observed} was higher than t_{table} ($4.42 > 2.00$) at the level significant 0.05 and df 58. Based on these, it was concluded that H_1 (alternative) is accepted and H_0 (observed) is rejected which said that there was significant effect of using LRD strategy on the students' achievement in reading comprehension.

B. Suggestions

From the conclusions above, the suggestions were presented as following:

1. It was suggested to the next researcher to improve this method in during the same research in order to increase the students' achievement in reading comprehension.
2. It was suggested that English teacher should teach more intensively in reading. Because it was one of the skill in language should be mastered by the students.

3. Teacher was facilitator in communicate language teaching, should facilitate communication in the classroom. The major responsibility was to establish situation likely to promote communication

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LESSON PLAN (RPP)
CLASS EXPERIMENTAL

Name Of School : SMA Al-Hidayah Medan
Subject : B. Inggris
Aspek/Skill : Reading
Class/Semester : X/II
Time Allocation : 2 x 40 minutes
Material : Descriptive Text

1. Standard Competence

The students are able to understand the meaning of the text if the functional text in form of descriptive text is to give the information and communicate of teaching-learning process.

2. Basic Competence

The students are able to response to the meaning of short functional text accurately.

3. Indicator Achievement

- a. Students are able to identify the tenses that are used from descriptive text.
- b. Students are able to identify language feature and generic structure of descriptive text.

4. Objective

- a. The students are able to define descriptive text.
- b. The students are able to answer the question from the text
- c. The students are able to underline the difficult words from the text
- d. The students are able to mention and identify the generic structures of descriptive text.
- e. The students are able to arrange the paragraph into a correct descriptive text.
- f. The students are able to make sentences in form of simple present tense relating to the topics given.
- g. The students are able to make descriptive text.

5. Activities

- a. Pre-activities
 - 1) The teacher greets the students.
 - 2) The teacher leads to pray together
 - 3) The teacher checks the students` attendance list.
 - 4) The teacher raises the brain storming the students` mind
 - 5) The teacher informs the students that they are going to learn about descriptive text.

b. While activities

- 1) The teacher will give stimulus and introduction about Listen Read Discuss and make students enthusiastic about the idea of Reading Comprehension
- 2) The teacher explains about the definition of descriptive text.
- 3) The teacher gives and shows the example of descriptive text.
- 4) The teacher divide the class into the group to discuss
- 5) The teacher asks the students to read the text silently
- 6) The teacher translates and writes the difficult words on the white board.
- 7) The teacher gives the students exercise descriptive text.
- 8) The teacher asks the students whether any difficulties or not
- 9) The teacher asks the students to make a descriptive text.

c. Post Activities

- 10) The teacher gives the students chance to ask about descriptive text.
- 11) The teacher arises the students reflection by asking them what they have got and what they have learn.
- 12) The teacher closes the class while greeting the students.

6. Source

For Senior High School Students year X, English on Sky

Erlangga 2006

Scoring

Reading aspect:

Penskoran : - untuk setiap soal, jawaban yang benar nilainya 1

- Nilai maksimum adalah 10

- Nilai untuk siswa adalah nilai perolehan Materials

England

Identification England is one of countries located in Europe that has four seasons. They are winter, spring, summer and autumn.

Description In winter, we can find snow every where. It is always very cool. The temperature can be lower than 0oC. you should wear jacket if you want to go out. We usually have winter from December to February. After winter, we have spring from March to May. The snow melts down. It is the time when trees and plants start to grow their leaves. The temperature is warmer than before, we also have a lot of rain. Then, it is summer! We have summer from June to August. The sun shine very bright and it is a holiday time. We finish out school and we can play all day or travel to another place. We usually visit our relatives in difference city. It is sometime very hot and people go to the beach or swimming pool. Autumn comes after summer. We have autumn from September to November. The live on the trees go brown then they fall of. We like playing with falling leaves in our

garden. It is very beautiful. We are sure that people like to visit
England in autumn.

Check your comprehension!!

1. Where is England?
 - a. Europe
 - b. Africa
 - c. Asia
 - d. Australia
2. How many season in England?
 - a. 4
 - b. 2
 - c. 3
 - d. 1
3. When winter season happen in England?
 - a. Agust
 - b. December
 - c. September
 - d. July
4. How cool the temperatur when winter?
 - a. 00 C
 - b. 250 C
 - c. 330 C
 - d. 200C
5. When spring season in England?
 - a. December
 - b. July
 - c. March
 - d. January
6. What will people do when summer?
 - a. Holiday
 - b. Examination
 - c. Work
 - d. Stay at Home

7. When rain fall down?
- a. Spring
 - b. Summer
 - c. Autumn
 - d. Winter
8. When people usually go to beach?
- a. Winter
 - b. Spring
 - c. Autumn
 - d. Summer
9. When autumn season happen?
- a. January
 - b. March
 - c. December
 - d. September
10. What we should do when winter?
- a. Go to beach
 - b. Go to Garden
 - c. Wear a jacket
 - d. Do nothing

Approved By :

Medan, February 2017

Known By

Classroom Teacher

Suriyati S.Pd

Researcher

Amar Akbar

Head Master

Abdul Muhammad Haidir Saragih, M.A.

LESSON PLAN (RPP)

CLASS CONTROL

Name Of School	: SMA Al-Hidayah Medan
Subject	: B. Inggris
Aspek/Skill	: Reading
Class/Semester	: X/II
Time Allocation	: 2 x 40 minutes
Material	: Descriptive Text

7. Standard Competence

The students are able to understand the meaning of the text if the functional text in form of descriptive text is to give the information and communicate of teaching-learning process.

8. Basic Competence

The students are able to response to the meaning of short functional text accurately.

9. Indicator Achievement

- c. Students are able to identify the tenses that are used from descriptive text.
- d. Students are able to identify language feature and generic structure of descriptive text.

10. Objective

- h. The students are able to define descriptive text.
- i. The students are able to answer the question from the text
- j. The students are able to underline the difficult words from the text
- k. The students are able to mention and identify the generic structures of descriptive text.
- l. The students are able to arrange the paragraph into a correct descriptive text.
- m. The students are able to make sentences in form of simple present tense relating to the topics given.
- n. The students are able to make descriptive text.

11. Activities

d. Pre-activities

- 6) The teacher greets the students.
- 7) The teacher leads to pray together
- 8) The teacher checks the students` attendance list.
- 9) The teacher raises the brainstorming the students` mind
- 10) The teacher informs the students that they are going to learn about descriptive text.

e. While activities

- 13) The teacher explains about the definition of descriptive text.
- 14) The teacher gives and shows the example of descriptive text.
- 15) The teacher asks the students to read the text silently

- 16) The teacher explains about the generic structures of descriptive text
- 17) The teacher asks the students to find the difficult words and to identify the lexico-grammatical use within the descriptive text.
- 18) The teacher translates and writes the difficult words on the white board.
- 19) The teacher together with the students discuss the generic structure and language feature. The teacher asks the students to arrange the paragraph of descriptive text into good descriptive text.
- 20) The teacher explains about the tenses that are used in the text.
- 21) The teacher gives the students another descriptive text and asks them to do exercise of the text by choosing the right tenses that is suitable with the command.
- 22) The teacher also asks the students to identify the language feature and generic structure of the text.
- 23) The teacher asks the students whether any difficulties or not
- 24) The teacher asks the students to make a descriptive text.

f. Post Activities

- 25) The teacher gives the students chance to ask about descriptive text.
- 26) The teacher arises the students reflection by asking them what they have got and what they have learn.
- 27) The teacher closes the class while greeting the students.

12. Source

For Senior High School Students year X, English on Sky

Erlangga 2006

England

Identification England is one of countries located in Europe that has four seasons. They are winter, spring, summer and autumn.

Description In winter, we can find snow every where. It is always very cool. The temperature can be lower than 0oC. you should wear jacket if you want to go out. We usually have winter from December to February. After winter, we have spring from March to May. The snow melts down. It is the time when trees and plants start to grow their leaves. The temperature is warmer than before, we also have a lot of rain. Then, it is summer! We have summer from June to August. The sun shine very bright and it is a holiday time. We finish out school and we can play all day or travel to another place. We usually visit our relatives in difference city. It is sometime very hot and people go to the beach or swimming pool. Autumn comes after summer. We have autumn from September to November. The live on the trees go brown then they fall of. We like playing with falling leaves in our

garden. It is very beautiful. We are sure that people like to visit
England in autumn.

Check your comprehension!!

1. Where is England?
 - a. Europe
 - b. Africa
 - c. Asia
 - d. Australia
2. How many season in England?
 - a. 4
 - b. 2
 - c. 3
 - d. 1
3. When winter season happen in England?
 - a. Agust
 - b. December
 - c. September
 - d. July
4. How cool the temperatur when winter?
 - c. 00 C
 - d. 250 C
 - c. 330 C
 - d. 200C
5. When spring season in England?
 - a. December
 - b. July
 - c. March
 - d. January
6. What will people do when summer?
 - a. Holiday
 - b. Examination
 - c. Work
 - d. Stay at Home
7. When rain fall down?
 - a. Spring
 - c. Autumn

- b. Summer d. Winter
8. When people usually go to beach?
- a. Winter c. Autumn
- b. Spring d. Summer
9. When autumn season happen?
- a. January c. December
- b. March d. September
10. What we should do when winter?
- a. Go to beach c. Wear a jacket
- b. Go to Garden d. Do nothing

Approved By :

Medan, February 2017

Known By

Classroom Teacher

Researcher

Suriyati S.Pd

Amar Akbar

Head Master

Abdul Muhammad Haidir Saragih, M.A.

Check your comprehension!!

11. Where is England?
c. Europe c. Asia
d. Africa d. Australia
12. How many season in England?
c. 4 (Four) c. 3 (Three)
d. 2 (Two) d. 1 (One)
13. When winter season happen in England?
c. Agust to October c. September to December
d. December to February d. July to August
14. How cool the temperatur when winter?
e. Lower than 0° C c. Lower than 33° C
f. Lower than 25° C d. Lower than 20° C
15. When spring season in England?
c. December to January c. March to May
d. July to August d. January to February
16. What will people do when summer?
c. Holiday c. Work
d. Examination d. Stay at Home
17. When rain fall down?
c. Spring c. Autumn
d. Summer d. Winter
18. When people usually go to beach?
c. Winter c. Autumn
d. Spring d. Summer
19. When autumn season happen?
c. January to February c. December to January
d. March to May d. September to November
20. What we should do when winter?
c. Go to beach c. Wear a jacket
d. Go to Garden d. Do nothing

Key Answer

1. A

2. A

3. B

4. A

5. C

6. A

7. A

8. D

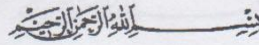
9. D

10. C



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

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LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:


Nama Lengkap : Amar Akbar
N.P.M : 1202050132
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Using Listen Read Discuss Strategy on Students' Achievement in Reading Comprehension

Pada hari Jumat tanggal 13 bulan Januari tahun 2017 sudah layak menjadi proposal skripsi.


Medan, 31 Januari 2017

Disetujui oleh:

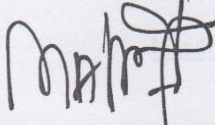
Dosen Pembahas


Pirman Ginting, S.Pd, M.Hum

Dosen Pembimbing


Khairil, S.Pd, M.Hum

Diketahui oleh
Ketua Program Studi,


Mandra Saragih, S.Pd, M.Hum

