

# CHAPTER I

## INTRODUCTION

This chapter is about the presentation of the study. Some of the explanations in this chapter are about the background of the problem, the formulation of the problem, the limitations of the problem, the formulation of the problem, the purpose of the research and the significance of the research. Finally, the definition of the main research term is discussed.

### **A. Background of the Problem**

Reading is a way for one or more people to learn many things, such as informations and knowledge. One of the important skills that students must have is reading. By reading, the student gains a lot of information about everything he reads. According to Sirait et al (2021, p. 93) that reading is the process of improving students' language skills based on what they read so that they have a lot of information about health, technology, art, politics, culture, and sports. That is, many media can be used to improve students' reading skills and knowledge. Based on the above definition it can be concluded that reading is the process of updating insights and can expand vocabulary from various sources of knowledge. That means that all important information and knowledge can be gained by the process of reading written text from newspaper books, article texts, magazines and others.

New information and knowledge can be obtained from the reading process. Reading is always in a relationship with understanding so that it cannot be separated. This statement is supported by Sudibyoy, Wibowo, and Hatam (2018,

p. 62) stated that reading comprehension of the text they read can help students gain information. In addition, Sirait et al (2021, p. 95) stated that reading comprehension is a process that shows a person's ability to understand a text by analyzing the structure of the text, understanding the content, and interpreting the text. That means that reading comprehension is indispensable in reading text to get important points.

Reading has many types such as extensive reading, intensive reading, aloud reading, silent reading, critical reading, and others. This research focused on silent reading which is very good to make Students are more focused on understanding the reading text. Students must understand the information written by the author. Besides that students also have to know the type of text when they read a text. Therefore, there are several texts that students must study, especially narrative texts.

The reading phenomenon faced today is getting lower. Many are less interested in reading because they are preoccupied with watching television, playing games, listening to music, and more now in the digital era so they are more likely to use smartphones and social media. It is expected that in today's digital age reading becomes a necessity but not like even the interest in reading it is getting lower.

Similarly, based on the observations of researcher from English teachers at MAN 1 Rokan Hulu on February 10, 2022, researcher found that students had problems with reading comprehension, especially in narrated texts. *First*, some students had difficulty identifying the main idea, the teacher said that students cannot find and understand the subject of thought that the author wanted to

convey in a story. So that messages from the text were not conveyed properly. *Second*, in the reading text read by students, some students had difficulty in finding important things in the text, making it difficult to find important information in the text. *Third*, students had problems mastering vocabulary. Vocabulary was very important in reading text. Due to the lack of vocabulary, students couldn't understand the words and meaning of the text. Because, thanks to a large vocabulary, the student knew the transformation of the text he reads, especially in narrative text. *Fourth*, students had difficulty referencing words. Students had difficulty finding pronouns in text. There were many strategies that work to improve reading skills. In this research, the researchers applied the strategy Listen-Read-Discuss (LRD) to improve reading skills, focused on narrative text. According to Aulia Rohman & Suwandi(2021, p. 446), The listen-read-discussion strategy is the right strategy for teaching reading comprehension. In addition, according to Terasne et al (2018, p.11), the Listen-Read-Discuss strategy is an understanding strategy that helps students with the text they read. Based on the definition above, the researcher concluded that the Listen-read-discuss strategy was a strategy that could guide students to be more active and can have a better understanding of reading.

Based on the explanation above, researchers should conducted research with the title: *The Effect Of Using Listen-Read-Discuss (LRD) Strategy on students' Reading Comprehension on Narrative Text At The Tenth Grade of MAN 1 Rokan Hulu .*

## **B. Setting of the Problem**

Based Against the background of these problems, several problems were found in students' reading comprehension in narrative texts:

1. Some students couldn't identify the main idea.
2. Some students had trouble reading important information from the text they read.
3. Some students had problems with vocabulary.
4. Some students had trouble finding the use of the word reference.

## **C. Limitation of the Problem**

Based on the above formulation of the problem, the researcher limited the problem. In the narrative text of Man 1 Rokan Hulu, the author focuses on the main problem of students' reading comprehension.

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

The formulation of the Research is "Is there any significant effect of Using Listen-Read-Discuss (LRD) Strategy on Students' Reading Comprehension on narrative text at the tenth grade of MAN 1 Rokan Hulu?"

## **E. Purpose of the Research**

Based on the aforementioned design, this study aimed to determine the influence of the Listen-Read-Discuss (LRD) strategy on reading comprehension and narrative text comprehension of class X Man 1 Rokan Hulu students.

## **F. Significance of the Research**

The researcher hope the finding in this research would give several benefits for students, teachers, and next researcher.

1. Students

This research is expected to motivate students to read and improve their reading comprehension, especially when they read narrative texts effectively using listen-Read-Discuss (LRD) strategies.

2. Teacher

To be a reference and additional information for teachers in implementing the Listen-Read-Discuss strategy so that teachers can make learning active, and fun, and motivate students to study hard. More motivated to improve student achievement.

3. Next Researcher

This research it can be used as a guide or reference for other researchers who want to research the same topic and goals in the form of other perspectives.

## **G. Definition of the Key Terms**

There were several terms that were classified to avoid misunderstandings, so it is necessary to explain the following terms:

### **1. Reading comprehension**

According to Varita (2017, p. 236) claims that reading comprehension is the essence of reading process. It means reading and understanding each other, because in order to gain knowledge from reading, you must understand every word and sentence.

### **2. Narrative Text**

According to Desi Sapitri et al (2020, p. 106), a narrative text is a text that tells about the past and has a meaningful narrative. So the purpose

of a narrative text is to entertain the reader of a story written by a writer who has a point of view as a means to convey the story to the reader.

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

According to Manzo and Casale in Adelia & Darmawan (2021, p. 589), Listen-Read-Discuss (LRD) is a strategy that helps students understand text. This is an understanding strategy that aims to develop students' basic knowledge in reading texts. That is, the listen-read-discussion strategy can be used to develop students' initial knowledge of foreign texts so that they can understand the text.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, about the theoretical framework of research. There are several points in this chapter that describe theories as the basis for conducting research. This chapter consists of review of the related theories, review of related finding, conceptual framework, and hypothesis. It is written to show the research process and make it easy for the readers to understand the research

#### **1. Review of Related Theories**

##### **1. The Nature of Reading**

###### **a. Definition of Reading**

There are several definitions of the word "reading" that have been put forward by researchers in language learning. According to Desi Sapitri et al (2020, p. 104) that reading is an important learner's life activity and an attempt to acquire language, communicate with text and can improve writing, speaking, listening, grammar, and other subjects by understanding. Reading is one of the four basic skills that must be taught and possessed by students. Reading is a process performed by a reader to obtain a message conveyed by the writer through a word media or written language (Tawali, 2021, p. 322). It meant reading skill is very important for students to get the ideas displayed in a text written by the author.

Reading is a way of getting information from the written media. According Donal & Niati (2017, p. 370) The aim of reading is to get message and meaning of text. Reading is one of the essential skills for students. In Addition, Purwanti (2017, p. 82), reading is an activity aimed at understanding the meaning of the content and the author's thoughts on a particular topic. Activities that a person

performs to obtain information by understanding parts of the text and other reading media. Furthermore According to Yang inDesi Sapitri et al (2020, p. 104)reading is one of the main means of needingknowledge and information from the world around us. It means that reading is very important for students in life to be able to improve their ability to acquire language and communicate.

Reading is the process used to get ideas from the text. According to Terasne et al (2018, p. 113) Reading is a tool to get information from different types of text, such as: information written or printed in newspapers, magazines,and pamphlets. In addition, reading as one of the language skills plays an important role in making it easier for students to learn a foreign language. Students are expected to find information in the text, recognize key ideas, and recognize explicit ones through reading or suggestions. From understanding the text and the purpose of the text. This means that reading is a person's activity to get other people's information, ideas, and messages in the form of writing.

Reading is a thinking activity to get the message conveyed by the author through writing to the reader. It is an activity to understand the meaning of writing and not just by the reader. In addition,Sudiby, Wibowo, and Hatam (2018, p. 62) stated that Reading is an important activity for students because they can get a lot of information from the texts they read. You can also integrate and expand your language skills. The importance of reading of language instruction is to provide students with the tools they need to access diverse texts and more clearly define their purpose. It means that reading is not only getting information from the text read but it is also a learning process for pronunciation.



Based on the explanation above, the researcher can conclude that reading is very important to get information effectively. And also reading can find the meaning of the text conveyed by the author.

### **b. Reading Comprehension**

Reading comprehension is an important part of reading. In reading, students must understand what they have read and learned. According to Desi Sapitri et al (2020, p. 104) Reading comprehension is the understanding of information between words and sentences used to obtain information about a passage through reading comprehension skills. It means that reading comprehension is the ability to read text, process, and understand its meaning. In Addition, Jannah & Syahropi (2022, p. 123) Reading and reading comprehension are inseparable processes because this process a process that combines activities such as reading texts, journals, articles, or other reading. It means that reading comprehension has special steps to attain perfect understanding.

Reading comprehension means obtaining information. The reader must understand the literal meaning conveyed by the author. According to Kustaryo in Terasne et al(2018, p. 113) Reading comprehension, which means understanding the text, is an active thinking that depends not only on understanding, but also on the student's previous experience and the acquisition of knowledge, including understanding vocabulary, seeing the relationship between words and concepts, organizing ideas, identifying ideas. and ratings and evaluations by authors. Based on the above points, it can be said that reading comprehension is very important to students, if students do not understand what they are reading, they will not understand the meaning of the text.

Reading comprehension is a process of obtaining meaning which has the aim of knowing and understanding the overall content of the text read. According to Woolley.G in Astri & Wahab (2018, p. 219) that reading comprehension is the process of extracting meaning from a text. Therefore, the aim is to gain a comprehensive understanding of what is described in the text rather than to derive meaning from isolated words or phrases. Futhermore, This means that reading comprehension is the way to get information from the text.

Based on the explanation above, it can be concluded that reading comprehension is very important to obtain information and can also get meaning from the text. It means that students must understand the contents of the reading or text thoroughly to get information from the text.

### **c. Component of Reading Comprehension**

There are some special skills that must be mastered by students. There are several components of reading comprehension. According to King and Stanley in Jannah (2021, pp. 79–80) reading consists of parts, namely:

#### **1. Finding main idea**

The main idea is the Core of the text. To understand a text, readers must also to find the main idea of the text effectively. The main idea is not always in the first sentence, it may be in the middle or last sentence of a paragraph.

#### **2. Finding factual information**

Readers must be able to find the fuctual information by scanning the specific details. There are many types of questions of basic information found in the text, such as; question type of reason, purpose,

result, comparison, means, identity, time, and amount. In the form of supporting sentences after or before the main idea.

### 3. Guessing vocabulary in the context

Students can develop their ability to guess unfamiliar words by associating the meanings of unfamiliar words in the text they are reading. They also need to understand the context of the phrase or sentence.

### 4. References

A Reference word is repeating the same words or phrase multiple times, after it is used, students can usually refer to it instead of repeating it. Reference words are usually short and very common pronouns like she, he, it, they, this, her/him, and many others. Readers need to identify the word reference as a substitution of pronouns.

### 5. Making an Inference

Understanding is essential in reading comprehension, whether it's an explicit or implicit message of the text. Therefore, students are expected to make accurate predictions based on their thinking.

## **2. Listen-Read-Discuss (LRD) Strategy**

### **a. Definition of Listen-Read-Discuss Strategy**

Listen-Read-Discuss Strategy has a positive impact on students understanding the text. According to Richardson in Yulianah & Lassim (2020, p. 65) state that "L-R-D is a strategy in which help students have a basic knowledge before starting to read a passage, during reading, and after reading a passage by listening to a short presentation by the teacher, also discussing with their

classmates. This particular strategy could help students implement the author's ideas in their understanding, but also make their comprehension better".

The Listen-Read-Discuss strategy is suitable for reading learning because LRD strategies include innovative steps that help students understand the purpose of reading comprehension. Furthermore, "The (LRD) strategy is the right strategy for teaching and learning reading because it requires students to read actively. Even for students who do not have background knowledge on a particular topic, the teacher will give some explanation before reading. This is a great way to increase your knowledge of the topic" (Faindah Syamsir et al., 2021, p. 64). It means that students will more easily understand knowledge in reading a reading because this listen-read-discuss strategy builds students' activeness in reading.

LRD strategy is very good for improving students' reading skills because it involves students being active in the learning process. According to Alvermann in Terasne et al (2018, p. 115) that Listen Read Discuss is a strategy that guides students to be active students in learning. Students can be trained to be better listeners, readers, and speakers. Terasne et al (2018, p. 114) Listen-Read-Discuss strategy is a strategy to help the students get comprehension a text. The steps in the LRD strategy are as follows: first, the teachers give a short lecture to the students. Second, the students read the text that the teacher spoke about the story. Third, after reading, the students discuss the information they read and the lecture the teacher gave. This strategy also helps the students use their prior knowledge.

## **b. Procedure of Listen-Read-Discuss**

The learning strategy formulated aims to make it easier for students to understand learning. Based on Manzo and Casale in Purwanti (2017, p. 80) procedure of teaching reading comprehension through L-R-D strategy are as follows:

Step 1: Select a portion of text to be read

Step 2: present the information from that portion of text in a well-organized lecture format for about 5 – 15 minutes

Step 3: Have the 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 overview of information.

Step 4: Discuss the material students now have heard and then read. Three questions adapted from Smith are useful in guiding this post-reading discussion:

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

Based on Purwanti (2017, pp. 80–81) that procedure of LRD Strategy is as follows :

1. Listen stage

Students listen as the teacher presents the content of their reading through a lecture, often paired with a graphic organizer.

2. Read stage

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 the silent reading.

### 3. Discuss stage

Students discuss their understanding of the text with the other students in their small group or large group.

Another steps in the LRD strategy. According to Sirait et al (2021, p. 99) as follows :

First, Present a lecture on the content of the reading, and include a graphic organizer of the information you discuss.

Second, Students read the selection, guided by the idea that the reading may provide another understanding or interpretation of the content.

Third, Lead a classroom discussion of the material. Encourage students to reflect on the differences between their reading of the content and your presentation.

In this research, the researcher will perform the listen-read-discuss strategy steps as follows:

1. Students listen to a short lecture delivered by the teacher, often paired with a story map graphic organizer
2. Students then read a text selection about the topic by doing silent reading

3. After reading, students discuss their understanding of the text they hear and read with other students in their small or large groups.

#### **c. The Advantages of Listen-Read-Discuss Strategy**

There are some advantages of listen-read-discuss strategy. Based on Manzo and Casale in Adelia & Darmawan (2021, p. 589) stated that the advantages of Listen-Read-Discuss, they are:

1. It helps students to comprehend the material presented orally
2. It builds students' prior knowledge before they read a text
3. It engages struggling readers in classroom discussion.

So, there are benefits to purely listen-read-discuss, According Ngatimah, & Hanapi (2018, p. 229) that there are some benefits of using listen, read and discuss strategies, which are: Uses to activate the student's previous knowledge. It can then improve students' reading comprehension and learning content at weak and proficient values. It engages readers who are struggling in-class discussion and helps students understand the material presented orally

#### **d. The Effect LRD Toward Students Reading.**

Listen-Read-Discuss strategy is very influential on students reading. According Perdana (2020, p. 217) that L-R-D strategies have a positive effect on students' reading achievement. They find it easier to learn to read and understand text. Furthermore, According to Syaftri & Maisaroh (2021, p. 100) that by using the listen-read-discuss strategy their reading comprehension through the lrd strategy is effective for reading english for students. It means that the influence of LRD on reading students is very good. In addition, according to Dasria et al(2018,

p. 10) that the application of the listen-read-discuss strategy has increased students' reading comprehension, especially in relation to the lesson. Based on the explanation above, it can be concluded that the listening-read-discussion strategy greatly influences students' reading comprehension because, they easily understand and draw conclusion from the reading material they have read so that this LRD strategy is a good strategy and has an effect on students' reading comprehension.

### **3. Narrative Text**

#### **a. Definition of Narrative Text**

The Narrative text is one type of text used in the process of learning to read. The Narrative text is a type of text in imaginative form by the author. According to Masagus Sulaiman et al (2019, p. 104) stated that narrative text is a story that is created in a constructive format that describes a sequence of fictional or non-fictional events. Furthermore, narrative text can be an imaginary story or based on a real incident (Manan & Latifa, 2018, p. 249). Moreover, narrative text is a story with complications or problematic events and it tries to find the resolutions to solve the problems (Desi Sapitri et al., 2020). It means in the structure of narrative texts, there are conflicts that exist in every essay and at the end of the story, there is a solution. The Narrative text aims to entertain the readers and listeners of the written narrative.

From the definition above, it can be concluded that Narrative text is a text that tells the past that has a moral that can be learned by the reader. Its purpose is to entertain the reader or listener.



## **b. The Generic Structure of Narrative Text**

The Narrative text has a generic structure. According to Andersons in Lubis (2016, p. 5), the generic structure of narrative consists of Orientation, Complication, Sequence of events, Resolution, and Reorientation. “*First*, orientation. Here the narrator will introduce to the reader ‘who’ is the main character and several other characters in the story, ‘when’ the time of the story, and also ‘where’ the location of the events. *Second*, a complication that tells the beginning of a problem that triggers a chain of events that affects what will happen in the story. *Third*, is the sequence of events where the characters react to the complication. *Then*, resolution in which the characters solve the problem created in the complication, and *Finally*, Reorientation It is an optional closure of the event, that provides morals based on what has been learned from the story.

In this research, the generic structure of narrative text there is three.

### **1. Orientation**

It set the scene and introduce the participants (it answers the question: Who, when, what, and where)

### **2. Complication**

Tells the problems of the Story and how the main characters solve them. This part includes situations, activities, or events that lead problems to the climax. It shows when the crisis arises.

### **3. Resolution**

The crisis is resolved, for better or worse. It shows the end of the story, usually a happy ending.

### **c. Language Features of Narrative text**

Language features have an important role in a text, especially narrative text. The language features of narrative text are as followed:

1. Use of Past tense such as: killed, drunk, went, won, sent, etc
2. Use Adverb of time such as: once upon a time, today, one day, will, yesterday, later, etc
3. Use Time conjunction such as: when, then, suddenly, before, after, until, as soon as, etc
4. (Specific character) / the use of specific story characters, not generally such as cinderella, Alibaba, Snow White, Tangled, Ariel, etc
5. (Action verbs)/ verbs that show an action: (Killed, walked, wrote, stayed, dug, etc
6. Use Direct Speech It's to make the story lively. Direct speech uses the present tense. For example, Princess said, "My name is Princess"
7. Use Saying and thinking verbs: Verbs that show speech or reporting. Such as: said, told, thought, etc.

## **2. Review of Related Finding**

There are many studies related to this research: *The First*, Sophia Haryati Sirait, Asriani Hasibuan, and Srimaharani Tanjung (2020) entitled "*The Effect of Using Listen-Read-Discuss Strategy on Students' Reading Comprehension of Descriptive Text (A Study at The Ninth Grade of SMP Negeri 2 Angkola Selatan in 2020/2021 Academic Years)*" This research was aimed to find out whether there is a significant effect of listen read discuss (LRD) strategy on students' reading comprehension of descriptive text. This research used experimental method with

pre-experimental research design: one group pretest-posttest design. Technique sampling that is used on this research is purposive sampling. In collecting the data, the researcher uses observation sheet to get the data of the application of listen read discuss (LRD) strategy and test to get the data of the students' reading comprehension of descriptive text. The result of the application of listen read discuss (LRD) strategy was 3.58, it is categorized "very good". The result of data analyzing showed that  $t_{test}$  is higher than  $t_{table}$  ( $t_{test} 21.04 > t_{table} 2.04$ ). So, the hypothesis is accepted. The difference between the researcher's research with this research are genre text and sample. This study consisted of one group pretest-posttest design while the researcher consisted of two classes: experimental class and control class. The similarities between the researcher's research and this research are was aimed to find out whether there is a significant effect of listen read discuss (LRD) strategy on students' reading comprehension.

*The Second*, Tawali (2021) entitled "*Improving Students' Reading Comprehension Through Listen-Read-Discuss (LRD) Strategy*" in this research is aimed at finding out whether Listen-Read-Discuss (LRD) strategy improves students' reading comprehension or not. In this research the researcher used classroom action research. The subject of this research is class VIII-8 which consists of 28 students. The data collected through quantitative and qualitative approach. In the result, the strategy listen-read-discuss improve the students' reading comprehension in descriptive text. The difference between the researcher's research with this researchers' are sample, genre text, type of research and the data collected. The similarities between the researcher's research and this research are using listen-read-discuss strategy.

*The Third*, Study was conducted by Adelia and Darmawan (2021) entitled “*The Use Of Listen Read Discuss (LRD) Strategy To Improve Student’s Reading Comprehension*” this research is to find out whether the use of LRD Strategy can improve reading comprehension of grade ten students particularly in descriptive text. This researcher applied a quasi-experimental research design. And this research, the research used technique of data collection was test that includes pre-test and post-test. The result, the use of LRD Strategy can improve students’ reading comprehension in descriptive text. The difference in this study the aimed to find out whether the use of LRD Strategy can improve reading comprehension, while the researchers to find out the effect of listen-Read-Discuss strategy on student’ reading comprehension. And there is also a difference in genre text. The similarities between the researcher's research and this research are the technique of data collection was test that includes pre-test and post-test. And then the same research design using quasi-experimental research.

*The Fourth*, Nur Faindah Syamsir, Zul Astri, Suhartina, & Fhadli Noer (2021) entitled “*Improving reading comprehension skill through Listen-Read Discuss (LRD) learning strategy*”. This research was aimed is investigate the improvement in reading comprehension skills of VIII grade students of SMP Negeri 5 Manda in Maros Regency. In this research, the researcher used experimental research. The test instrument is in the form of multiple-choice questions tested before and after being treated with learning strategies. The data analysis technique used the t-test. The result of the research showed that the Listening-Read-Discuss (LRD) Learning Strategy can be used to improve reading comprehension skills in students. The difference in this study the aimed

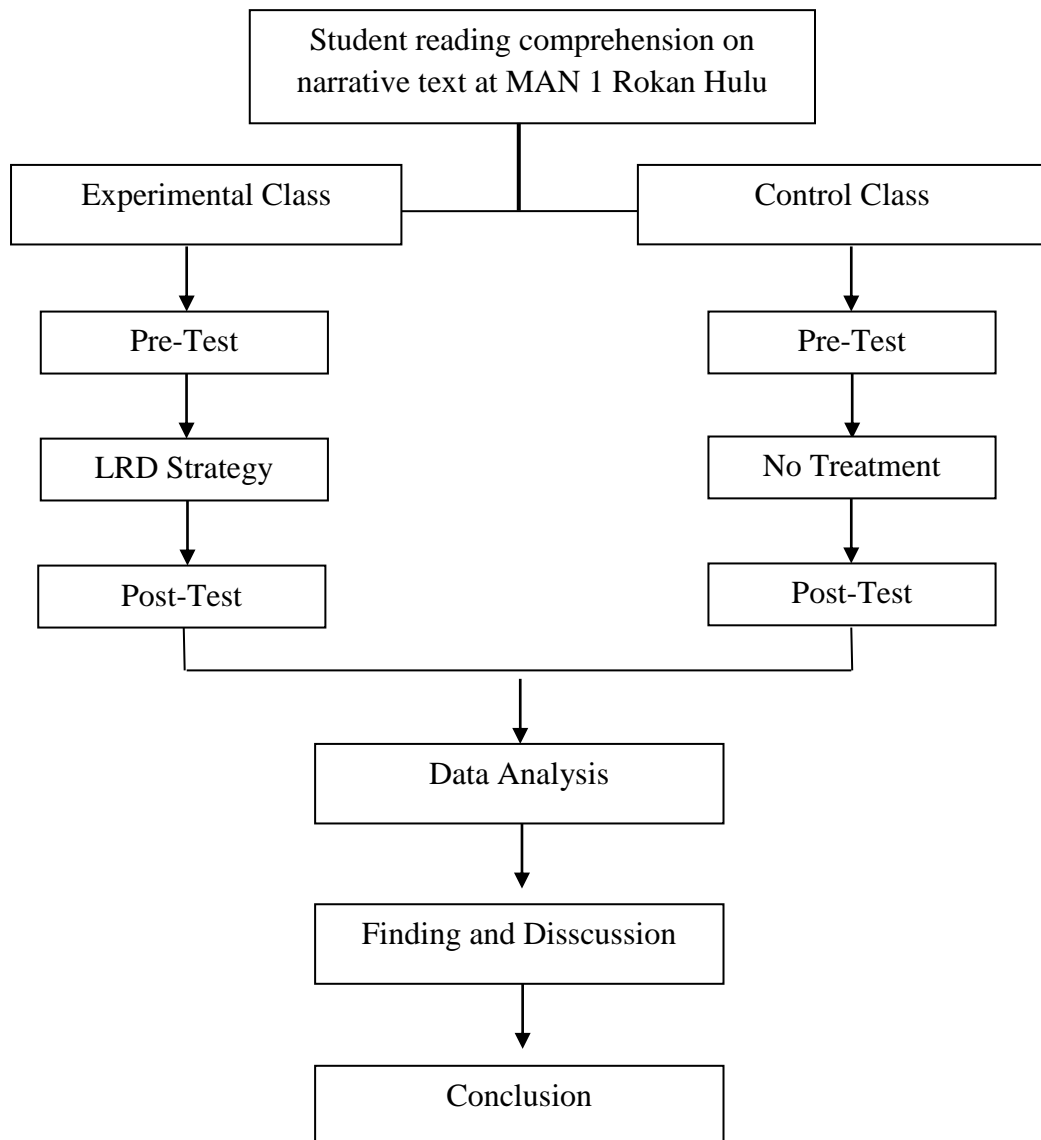
to investigate the improvement in reading comprehension skills while the researchers to find out the effect of listen-Read-Discuss strategy on students' reading comprehension. The similarities between the researcher's research and this research are used experimental research. And also using the same instrument form of multiple-choice questions.

There are many previous research on Listen-Read-Discuss-Strategy, but the researcher's research with previous research has differences, namely: genre text, sample, and type of the research. Based on the contribution of the studies above, Listen-Read-Discuss (LRD) Strategy was a good strategy for teaching reading comprehension. Therefore, the researcher positive to conduct the research about LRD strategy in reading comprehension. In this research, the researcher tries to find out the significant effect of Listen-Read-Discuss (LRD) strategy on students' Reading Comprehension on Narrative Text At MAN 1 Rokan Hulu. The researcher is interested to apply LRD strategy in teaching narrative text in MAN 1 Rokan Hulu.

### **3. Conceptual Framework**

In this research, a conceptual framework is students' reading comprehension on narrative text at MAN 1 Rokan Hulu. This is the following figure:

**Figure1. Conceptual Frame Work**



The figure above, the research to found out some problems in reading comprehension on narrative text by doing interview. Based on the problem, the researcher conducted a quasi-experimental design study which consisted of experimental class and control class. The experimental group was given treatment by Listen-Read-Discuss (LRD) strategy and the control group was no treatment. Before applying the technique, the researcher measured students' reading comprehension by giving pre-test. Then, the researcher conducted the

research in 4 meetings. After that, the researcher measured the students' reading comprehension by giving post-test to know whether there was a significant effect or not in the experimental class and control class. Then, after the researcher got the data, the next step was analyzing the data with a formula and description of reading comprehension for the raters. Finally, the researcher got the finding, discussion, and conclusion.

Based on the explanation above, the researcher hope that this strategy is successful, not only that, but the researcher also hope students ware abled to read text any type of text with learn this strategy.

#### **4. Hypothesis**

1. The research Alternative Hypothesis ( $H_a$ )

There is a significant effect of using Listen-Read-Discuss (LRD) Strategy on Students' Reading Comprehension on Narrative text at the Tenth Grade of MAN 1 Rokan Hulu.

2. The Null Hypothesis ( $H_0$ )

There is no significant effect of using Listen-Read-Discuss (LRD) Strategy on Students' Reading Comprehension on Narrative text at the Tenth Grade of MAN 1 Rokan Hulu.

**CHAPTER III**  
**RESEARCH METHODOLOGY**

This chapter presents the research methodology. This method consists of research design, research settings, research instruments, research procedures, data collection techniques, and data analysis technique procedures. This chapter also discusses the research population and sample.

**A. Research Design**

The type of this research is quasi-experimental research. This research is a quasi-experimental design pre-test and post-test design. According to Sugiyono (2020, p.118) quasi-experimental is a development of true experimental design, has a control group but can not fully function to control the external variables that affect the experimental implementation. It consists of two groups. They were experimental and control groups. The experimental group was taught using by LRD strategy and control group was taught by conventional methods.

The research types are pre-test and post-test design. This research consists of two variables, there are the independent variable “X” and the dependent variable “Y”. Independent variable is using Listen-Read-Discuss (LRD) strategy and the dependent variable is the students’ reading comprehension narrative text. The research design would displayed as follows:

**Table 3.1**  
**Research Design**

<b>Class</b>	<b>Pre-test</b>	<b>Treatment</b>	<b>Post-test</b>
<b>Experiment</b>	<b>X<sub>1</sub></b>	<b>T</b>	<b>X<sub>2</sub></b>
<b>Control</b>	<b>Y<sub>1</sub></b>	<b>-</b>	<b>Y<sub>2</sub></b>



## **B. Setting of the Research**

Research location is the main requirement in conducting a research. In the absence of a research location, it certainly will not be carried out as it should. Therefore, research must have a place or location that will be used for research.

The place of the research is at MAN 1 Rokan Hulu. Located at Jl. Tuanku Tambusai No. 183, Pasir Pengaraian, Desa Rambah Tengah HilirKec, Rambah Kab. Rokan Hulu.

## **C. Population and sample**

### **1. Population**

According to Sugiyono (2020, p.126) "Population is the total collection of elements about which we wish to make some inference. A population element is a subject on which the measurement is being taken. It is the unit of study". The Population is the whole object or subject that is in one place and fulfills certain conditions related to the research problem. The population of this research is the tenth grade in MAN 1 Rokan Hulu with the total 66 students. Furthermore, the population can be seen in the table below.

**Table 3.2**  
**Population of the Research**

<b>NO</b>	<b>CLASS</b>	<b>TOTAL POPULATION</b>
1.	X MIA	18
2.	X IIS	18
3.	X AGAMA	30
<b>TOTAL</b>		<b>66</b>

*Source: (Document of MAN 1 Rokan Hulu 2021/2022 academic year)*

## 2. Sample

Sample is a part taken from the population. According to Sugiyono (2020, p. 127) the sample is part of the number and characteristics possessed by the population. In this research, the researcher used cluster sampling. The sample of this research consists of two classes, experimental class and control class which be chosen by using a lottery.

**Table 3.3**  
**Sample of the Research**

No	Class	The Number of Students	Sample
1	X IIS	18	Control class
2	X MIA	18	Experiment class

### D. Instrument of the Research

According to Sugiyono (2020, p. 156) states that “A research instrument is a tool data collectors used to measure natural phenomena and observed social”. This research instrument uses the form of a reading test. The instrument is used to measure students' understanding of a particular subject to be observed. In this research, the researcher measured students' reading comprehension especially narrative text through Listen-Read-Discuss strategy.

In this research, the test consists of narrative text 20 items of pre-test, and 20 items post-test. The Reading test form is multiple choices. Each items of the test with five options, A, B, C, D, and E. So, students chose the correct answer. Resercher provide 20 items of pre-test carried out with a duration of 30 minutes and 20 item of post test carried out with a duration of 30 minutes also. There were some indicators that applied during the test. It could be seen below:

**Table 3.4**  
**The Indicators of Reading Test by using LRD Strategy**

Variable	Indicators
Reading comprehension Test	Finding the main idea
	Finding factual information
	Guessing vocabulary n context
	Reference
	Inference

Reading tests are taken from books and the internet. The reading test questions in validity and reliability test. The questions were tried out in a non-sample class. The test is given to the experiment class and control class. In the class experiment, treatment was given with listen-read-discuss (LRD) strategy but in the control class, the student only did the test without the treatment.

**E. Procedure of The Research**

There are several activities carried out by researchers in the control class such as a pre-test, using conventional techniques in teaching reading comprehension in narrative text, and giving a post-test. And in the experimental class such as pre-test, using the Listen-Read-Discuss strategy in teaching reading comprehension in narrative text and giving post-test. A description of these activities can be seen below.

**Table 3.5**  
**Procedure of the Research**

No	Control Class	Experimental Class
1.	<b>Pre-Activities</b> -The researcher checked the students' attendance	<b>Pre-Activities</b> -The researcher checked the students' attendance

	<p>-The researcher will give pre-test about reading tests, especially narrative text.</p>	<p>-The researcher will give pre-test about reading tests, especially narrative text.</p>
2.	<p><b>Whilst-Activities</b></p> <p>-The teacher opened the class by greeting to the students and explained in brief what they were going to do in the meeting.</p> <p>-The teacher give the material</p> <p>-The teacher explains about the narrative text</p> <p>-The teacher give the example of narrative text</p> <p>-The teacher explains the example of narrative text</p>	<p><b>Whilst-Activities</b></p> <p>-The teacher opened the class by greeting to the students and explained in brief what they were going to do in the meeting.</p> <p>-The teacher gives the material about narrative text</p> <p>-The teacher gives the example of material, model, instruction</p> <p>-Teacher tries to use listen-read-discuss strategy</p> <p><b>Step 1:</b> The teacher presents the information to the students about the book that they will be read using a story map graphic organizer in the form of information about the selected reading material.</p> <p><b>Step 2:</b> The teacher asks students to read a text by doing the silent reading. The content is the material presented during listen portion of the lesson</p> <p><b>Step 3:</b> The teacher will lead classroom discussion about the material that was read and</p>

		encourage students to reflect on any differences between their reading of the content in teacher's presentation
3.	<p><b>Post-Activities</b></p> <ul style="list-style-type: none"> <li>-The researcher checked students' attendance.</li> <li>-The researcher will give a post-test about reading test especially narrative text.</li> <li>-The researcher evaluated the result of the test</li> </ul>	<p><b>Post-Activities</b></p> <ul style="list-style-type: none"> <li>-The researcher checked students' attendance.</li> <li>-The researcher will give a post-test about reading test especially narrative text.</li> <li>-The researcher evaluated the result of the test</li> </ul>

#### **F. Technique of collecting the data**

Data collection is a method used to collect data from a research. Data collection techniques in research are as follows: *The First*, prepared the instrument of reading test, namely multiple choice consist of 50 questions. *The Second*, try out the test on non samples to determine the validity and reliability the instrument. *The Third*, the researcher gave pre-test to experimental and control class. *The Fourth*, researchers taught the students and provide treatment. The experimental class used Listen-Read-Discuss strategy and the control class used conventional techniques. *The Fifth*, the researcher gave post-test for both classes. It is given after the treatment is finish. The result post-test compared with the pre-test result, whether the result of pre test more high than post test and on the contrary, or the result both pre test and post test is same. *The last step*, the researcher got the data from the pre-test and post-test, then the data is analyzed using the SPSS program v.26.

## **G. Technique of Analyzing the Data**

Data analysis is the process of giving meaning to data. After the researchers get the data from the pre-test and post-test, the data will be analyzed and processed. The data analysis technique used statistical analysis, namely descriptive analysis. The data will be calculated using the SPSS program.

### **1. Normality Data**

According to Niati and Annajmi (2020, p. 33) normality test is aimed to see whether the data normally distribute or not normally distributed.

Statistical Hypothesis:

$H_0$  = The data of pre-test and post-test in experiment class and control class are normally distributed

$H_a$  = The data of pre-test and post-test in experiment class and control class are not normally distributed

This uses to determine the slope formula. If  $\text{sig} \geq 0,05$ , the data is normal and  $H_0$  accepted. But, if  $\text{sig} \leq$  the data is not normal and  $H_0$  rejected.

### **2. Homogeneity Data**

According to Niati and Annajmi (2020, p.39) homogeneity test is used to seen whether two sets of data have a homogeneous variance or not homogeneous variance.

Statistical Hypothesis:

$H_0$  = The data of pre-test and post-test in experiment class and control class variance is homogeneous.

$H_a$  = The data of pre-test and post-test in experiment class and control class variance is not homogeneous.

If both the samples are normal, then continue to the second test of homogeneity of variance. If  $\text{sig} \geq 0,05$ , the data homogeneous and  $H_0$  accepted. But, if  $\text{sig} \leq 0,05$ , the data is not homogeneous and  $H_0$  rejected.

### **3. Hypothesis Test**

To analyzing the data use to examine the significant effect between Listen-Read-Discuss (LRD) strategy and without Listen-Read-Discuss (LRD) strategy in post-test. the researcher will use the independent sample T-test to measure the data. Provisions  $\text{sig.} \geq 0.05 = H_0$  was accepted and  $H_a$  was rejected and if  $\text{sig.} \leq 0.05 = H_a$  was accepted and  $H_0$  was rejected or  $t\text{-value} > t\text{-table} = H_a$  was accepted and  $H_0$  was rejected. But, if  $t\text{-value} < t\text{-table} = H_0$  was accepted and  $H_a$  was rejected.

Hypothesis test use to determine whether there is significant effect of Listen-Read-Discuss strategy on students' reading comprehension on narrative text at MAN 1 Rokan Hulu.

$H_a$  = There is a significant effect of Listen-Read-Discuss strategy on students' reading comprehension on narrative text at MAN 1 Rokan Hulu.

$H_0$  = There is no significant effect of Listen-Read-Discuss strategy on students' reading comprehension on narrative text at MAN 1 Rokan Hulu.

If sample is normally distributed with homogeneous variance, then used t test with the formula:

$$t_{hitung} = \frac{\overline{x_1} - \overline{x_2}}{S_{gabungan} \sqrt{\frac{n_1 + n_2}{n_1 \cdot n_2}}}$$

With

$$S_{gabungan} = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Explanation :

$t_0$  = The value of t-score.

$\overline{x_1}$  = The mean score/average of students' experiment class.

$\overline{x_2}$  = The mean score/average of students' control class.

$n_1$  = Number of students in experimental class.

$n_2$  = Number of students in control class.

$s_1^2$  = variance of experiment class.

$s_2^2$  = variance of control class.