CHAPTER I

INTRODUCTION

This chapter discusses about "The effect of using L-R-D strategy toward students' reading comprehension on narrative text". This chapter consists of background of the problem, setting of the problem, limitation of the problem, formulation of the problem. Finally, definition of the key term of the research.

A. Background of the Problem

Reading as receptive skill has important part in English. Reading helps students to build their vocabulary, improves student for understanding on written work. Moreover, by reading students can discover new things. By reading, students will have more experience to elevate their knowledge and their ability in English. Reading is the process using to get idea from text, reading enables for people to get the information from the varieties of text, such as written or printed information from newspapers, magazines, and brochures.

Reading is the most crucial skill that should be developed by the students. In reading, most of the students can get much information based on what they read. According to Chelsea in Imam (2001:ix), reading comprehension is perhaps the most important set of skills you'll need to succeed. It means that reading is very important for everyone in daily activity, without reading comprehension the reader can not get the information and to understand from the reading material. In reading comprehension needed several important points or indicator of reading such as, main ideas, topic sentences, reference, and inference

Based of observation to teacher English subject of SMA Muhammadiyah rambah on Tuesday 22 January 2019. The problem of students' reading in comprehension are, the first students' reading comprehension is still low. The second students still got difficulty to comprehend about of indicator of reading that is to find the main idea. So, it made the students' lazy in reading the text. The last the teacher also does not have a specific strategy in teaching reading.

Based on those promblem, the researcher tried to find the solution from this problem. There are many kinds of reading strategy that can be applied by teacher, one of the strategies is Listen-Read-Discuss (LRD Strategy). According to Manzo (1985) said that this strategy will help the teachers understand what their students understand while reading or before reading. So, the teacher can lead the students to comprehend the text easily. It is one of the teaching strategies that can be used in teaching reading to develop the students' reading comprehension.

This strategy is assumed can develop students' reading comprehension. Not only their comprehension but also help the student to find the new knowledge. This strategy has never been used in SMA Muhammadiyah Rambah, therefore researchers are interested in trying to apply this strategy in SMA Muhammadiyah Rambah to develop their reading comprehension. Based on those explanations, the researcher will propose of Listen-Read-Discuss strategy as an alternative strategy that can be used for teaching English especially for teaching reading comprehension. Finally, the researcher entitled this research **"The Effect of Using L-R-D Strategy Toward Students' Reading Comprehension on Narrative Text at Eleventh Grade SMA Muhammadiyah Rambah".**

B. Identification of the Problem

Based on the background of the problem above the researcher identifies the problem as follows:

1. The students' reading comprehension is still low.

2. The students' still difficult to comprehend to finding the main idea.

3. The students' lazy in reading the text.

4. The teacher did not ever use a specific strategy in teaching reading.

C. Limitation of The Problem

Base on the identification of the problem above, the research focus on "The Effect of Using Listen, Read, Discuss (LRD) Strategy Toward Reading Comprehension on Narrative Text at Eleventh Grade SMA Muhammadiyah Rambah"

D. Formulation of The Problem

Based on the limitation above, the problems are formulated as follow : Is there any significant effect of using LRD strategy toward students' reading comprehension on narrative text at eleventh grade SMA Muhammadiyah Rambah?

E. Purpose of The Research

The researcher tries to get a target in ths research being achieve that whether there is a significance effect of LRD Strategy Toward Reading Comprehension on Narrative Text at Eleventh Grade SMA Muhammadiyah Rambah.

F. Significance of The Research

The results of this research are expected to give the theoretical and practical contribution :

1. For theoretical contribution, the result of this research are expected to give information to the English teacher of SMA Muhammadiyah rambah about the effect of using listen-read-discuss towards reading comprehension on narrative text.

2. For practical contribution, the results of this research are expected to give motivation for the students in learning English especially in reading comprehension on narrative text.

G. Definition of The Key Term

1. LRD strategy : L-R-D is the strategy that help the teacher and students to develop toward reading comprehension. According to McKenna (2002: 60), LRD strategy has been shown to increase students' science inquiry strategies, and overall text comprehension compared to control classrooms with separate science and literacy curricula and strategy instruction on reading alone. In this research, LRD strategy is the strategy that build students' prior knowledge in comprehend a text before they read the text.

2. Strategy : Harmer (2007) has said that a strategy is an action that the teacher takes to attain one or more of her teaching-learning goals. So strategy is a tool or way that makes it easier for teachers and students in the learning and teaching process to achieve goals.

3. Reading comprehension : According to Simanjuntak (1988) states that Reading comprehension is not just reading with a loud voice, but it is established to understand the meaning of word, sentences, and paragraph sense relationship among ideas as it is through concepts. In this research, reading comprehension is the process to understand about the content in the text.

4. Narrative : According to Barwick in Widiawati, (2006), a narrative relates a realistic, imagined or fictitious story. Generally, narrative text is one of the kind of text that used in fairy tales, legends, and fiction. In this research, narrative text is a text amuse, entertainment and actual or vicarious experience in different ways. The problematic event that leads to a crisis is a resolution.

CHAPTER II

REVIEW OF RELATED THEORIES

This chapter discusses about the review of literature. It consists of review of the related literature and review of related finding, conceptual frame work, and hypotesis. In the reviews, it also discusses about LRD strategy, reading comprehension, and narrative text. In several, this chapter discusses about teories related to this study.

A. Review of Related Theories

   1. LRD Strategy

LRD is a simple reading strategy. LRD is also flexible strategy that can be used across all curriculum areas with almost any text(Lester, H, Ellott, Pesek, & Trowbridge, 2002). It is a good strategy to increase students" reading comprehension because in this strategy the students have to listen-read-discuss about the information that she/he got from the reading material. Below is the details information of LRD. The LRD has been found to be a powerful means of improving reading comprehension and content learning in both weak and proficient readers (Watkins, Mckenna, & Manzo, in progress 1993 : 378). It means that this strategy can help the reader to develop their reading comprehension and their knowledge about the text.

Listen-Read-Discuss strategy is relatively easy to create because they can enchance a student's understanding about many lessons. The literacy of LRD strategy that wil help students' comprehend text.

   1. Listen : Teaching present a teacher on the content of the reading that

includes a graphic organizer of the information you discuss.

2. Read   : Students read the selection, guided by idea that the reading may provide another understanding or interpretection of the content.

3. Discuss : Discussion of material. Encourage students to reflect the differences between their reading of the content and presentation.

Manzo (1985) also explained that Listen Read Discuss strategy has purpose such as :1) It helps students comprehend material presented orally (2) It builds students' prior knowledge before they read a text. From the purpose above, it can be concluded that steps to do this strategy is easy. The also adds that steps or procedures of LRD strategy as following are the recomended guidelines for using the LRD strategy :

a) Select a portion of text to be read.

b) Present the information from that portion of the text in a well-organization lecture format for about 5 to 15 minutes.

c) 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 overview of the information.

d) Discuss the material students now have heard and then read. Following the empowering teacher presentation, teacher observe even the more reluctant readers approaching the text with more confidence. Teacher also find that following empowered reading, all

students bring the more information and enthusiasm to the post reading discussion.

2. **Indicator of LRD strategy**

In other discussion, Julie and Emanuel (2002) explains listen-read-discuss (LRD) strategy is a literacy strategy which helps students comprehend text. It means that there are some indicator of LRD strategy, they are :

a) To help teacher be able to teaching in reading comprehension.

b) To help students be able to identifying the main idea

c) To help students be able to reconstruct meaning from text

d) Teacher help students to develop relevant background information of the text.

3. **Procedure Teaching Reading Comprehension of Narrative Text Using LRD Strategy**

There are some steps of teaching reading comprehension using listen-read-discuss strategy in experimental class and control class, in experimental class are follow as:

a) The teacher prepares the material about narrative text.

b) The teacher also prepares about how to deliver the material through ask about background knowledge of the students about the material.

c) The teacher shows the summary of the text to the students by using graphic organizer.

d) The students listen explanation of the teacher about narrative text the form a story.

e) After that, the students read a narrative which is also read by the teacher.

f) The teacher divides the students into a small group. Each group consists of 4-5 students.

g) The teacher and the students discuss about the material to read by students.

h) Then, it meets about teacher explanation and the students" comprehension about narrative text they have read.

i) The last, in discussion groups the students also discuss about their difficulties that they found in read a narrative text the form a story. Then, students answer the questions given by the teacher.

in control class are follow as:

a) The teacher prepares the material about narrative text.

b) The teacher also prepares about how to deliver the material through ask about background knowledge of the students about the material.

c) Students read narrative texts and understand the text.

d) Last, students answer the questions given by the teacher.

Based on explanation those, the researcher conclude that LRD is simple strategy, to help students for comprehend the read a text into a small group. In discussion students not difficulties for understand the content, meaning, and answer the question the read a text.

4. Reading

Reading is very important in our daily life especially in education because the knowledge can be obtained well by reading. According to (king & jahnston : 2006) reading is learning ways for students to enrich their ability and knowledge because reading is the process of deriving meaning from text. There are three stages in the reading process: before reading, while reading, andsecialafter reading. In general, the following reading strategies are used by the learners in the reading process: finding a focus for understanding, establishing a relationship between initial learning and text meaning, thinking about the meaning of text, making conclusion about the text. According to (Anderson et al,. 1985) reading is a process of constructing meaning from written text. It's mean that reading is the process of identification, interpretation and perception of written or printed material.

5. Reading Comprehension

Reading comprehension is the ability to understand what we read where words have context and texts have meaning. According to Chelsea (2001), reading comprehension is perhaps the most important set of skills you'll need to succeed. According to Van Dijk and Kintsch (1983) defined reading comprehension as the process of creating meaning from text. The purpose is to get an understanding of the text rather than to acquire meaning from individual words or sentences. The outcome of reading comprehension is the mental representation of a text meaning that is combined with the readers' previous knowledge. Reading comprehension requires the interaction of several component processes that integrate information

from the page that the student is reading with his or her background knowledge and experience.

6. Narrative text

    a. Definition of Narrative Text

Narrative text is one of genre which is taught at the eleventh students. According to Hogin (1999) says that a narrative is a kind of text which tells a story or events in a chronological order or a time order. According to Anderson (1997), narrative is a piece of text, tells a story and, in doing so, entertains or informs the reader or listener. From the definition above, it said that narrative text is a story tells us about something interesting that has purpose to amuse and to entertain for the readers or viewers.

    b. The Generic Structures of Narrative Text

The generic structures of narrative text are orientation, complication, resolution and re-orientation. According to Gerot and Wignell (1994: 204) state that narrative has a series of actions. They are:

    1) Orientation

        Sets the scane : when and where the story happend and introduce the participants of the story. Who and what is involved in the story.

    2) Complication

        Tells of the beginning of the problem which leads to the crisis (climax) of the main participants.

    3) Resolution

        The problem is resolved, either in a happy ending or in a sad ending.

4) Re-orientation

This is a closing remark to the story and it is optional. It consist of a moral lesson, advice or teaching from the writer.

c. Language Feature of The Narrative Text

According to Anderson (2003) in Elfa, about language features that are usually found in narrative, there are using past tense, specific characters, time words that connect events to tell when they occur, verb to show the actions that occur in the story, descriptive words to portray the character and setting. It means that there are five language features of narrative text, they are:

1) Using Past Tense (S+V2+O), example: Riko went to Paris last year.

2) Specific Characters, example: the king, the queen

3) Time words that connect events to tell when they occur, example: then, before, after, soon.

4) Verb to show the actions that occur in the story, example: climbed, turned, brought.

5) Descriptive words to portray the character and setting, example: long hair/black.

Example of narrative text : Rapunzel

Long time ago in a house that overlooked a beautiful garden lived a childless couple. They prayed to God every day to bless them with a child. One day they found that God had answered their prayer. They were at long last going to have a baby!. Their days passed in happiness but alas! the wife fell ill. She would eat nothing and the husband was worried that she would waste away. He tried to tempt her with many good things but she refused everything. "But you

must eat something, my dear," he begged her. "There is a herb called Rapunzel in the garden next door. I will feel better if I can eat that," she said. The husband's heart sank when he heard her. This garden was owned by a wicked witch who would let no one enter. But he loved his wife very much and so with a pounding heart, he decided to go into the garden at a time when the witch was away.

One day, finding an appropriate time he went into the gar den. He had managed to pluck the herb but as he was about to leave, the wicked witch came back. "You thief! How dare you enter my garden?" she screamed. She threatened to put a curse on him. He fell at her feet and begged, "Please don't curse me. If my wife doesn't eat this herb, she will die. She is going to have a baby and is very ill." The witch stopped to think awhile. "I will let you go on one condition. You will give me the baby after it's born." The poor man had no other way out but to agree. He took the herb to his wife and miraculously she soon recovered and gave birth to a beautiful girl. But as per the agreement the witch came to take the baby away. She took Rapunzel for that's what she named her—far away and locked her in a high tower. The tower had no doors or stairs. There was only a window on top.

The only person whom Rapunzel ever saw was the wicked witch. Rapunzel grew up to become beautiful with pretty eyes, a beautiful voice, and her golden hair grew very, very long. All day long, when Rapunzel was alone, she would sing and weep.Every day, the wicked witch came to the tower with food. She stood at the bottom of the tower and shouted. "Rapunzel! Rapunzel! Let your

hair down!" Rapunzel would drop her long, braided hair through the window. The witch used the hair as a rope to climb into the tower.

One day, a handsome prince was passing by and heard her sing. He fell in love with her voice and unknown to all came to the tower every day to hear her sing. One day, the prince saw the witch climbing up the tower using Rapunzel's hair. The next day, the prince too called out to Rapunzel. "Let down your hair," he said. The prince climbed to the top of the tower. After that, the prince came to meet Rapunzel every night. Alas! the witch soon discovered the prince with Rapunzel. She pushed him from the tower onto a thorny bush, making him blind. She banished Rapunzel into the desert far away. Many years passed.

The blind prince wandered alone and finally reached the same desert. One day, he heard familiar voice singing. Following the sound he found her. They hugged each other in joy. Tears of happiness rolled down Rapuzel's cheek. As the tears fell on the prince's eyes, he regained his vision. The prince took Rapunzel to his kingdom and they lived happily ever after.

7. Teaching Reading

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. According to Brown (2004) when teaching reading a teacher should choose a method which depends on the specific purposes of the reading. It means that, teaching is a process for the learners to gain information from their learning activity. In teaching process, the teacher should facilitate and make the learning process more interesting to make the learners comfortable in the learning process. According to Wixson, Peters, Weber, and Roeber (1987), reading is the process of creating meaning that involves: (a) the reader's existing knowledge; (b) the text information; and (c) the reading context. In other words, teaching reading can make the students understand the text. Teaching reading activity is important for the students. They can understand for what they read and how to read.

8. Aspect of Reading

In reading there are four aspects which help the readers to comprehend the English texts, there are:

a) Identifying Main Idea

In line with McWhorter (1986: 36) in Ahmad, the sentence with that states this main idea is called topic sentence. She adds that topic sentence tells what the rest paragraph is in some paragraph, the main idea is not explicitly stated in any one of sentence. Instead, it is left to the reader to infer, or reason out. In other words, the main idea is the most important idea that author develops throughout the paragraph.

b) Specific Information

Supporting sentence or specific information develops the topic sentence by giving definitions, examples, facts, an incidents, comparison, analogy, cause and effect and quotation.

c) Reference

According to Latuippe (1986: 20) in Ahmad, references are words or phrase used either before or after the reference in reading material. They are used to avoid unnecessary repletion of words or phrases. It means that, such words are used, they are signals to the reader to find the meaning elsewhere in the texts.

d) Inference

In relation to inferences, Kathlen (1983: 31), states that an inference is an educational guess or prediction about something unknown based on available facts and information. It is the logical connection that the reader draw between his observes or unknown and what he does not know.

e) Vocabulary

According to Wallace (1987 : 30) vocabulary is the stock of word used by the people or person. It means that vocabulary is fundamental for everyone who wants to speak or produce utterences for reading.

9. **The Advantages of Listen-Read-Discuss Strategy in Teaching Reading Comprehension**

There are some advantages and disadvantages of listen-read-discuss strategy. The Advantages of Listen-Read-Discuss, they are:

a) LRD can be used for proficient or weak reader.

b) Teachers observe reluctant reader approaching the text with more confidence.

c) It is easy to use and require little preparation.

d) It helps students to comprehend the material presented orally.

e) It builds students' prior knowledge before they read a text.

f) It engages struggling readers in classroom discussion.

g) Students bring more information and enthusiasm to be pos-treading discussion.

h) Students capable of reading with greater understand.

i) They have more to contribute to class discussion.

j) LRD is flexible strategy can be use across all curriculum areas with almost any text.

It can be seen that the advantages of LRD can build students in reading comprehension for proficient or even to weak reader. It builds students prior knowledge before read the text, and comparing the information during they read the text. The last, students will be engaged class discussion which builds their understanding of the text and improve students confidence in class discussion.

B. Review of Related Finding

Many researchers have reported the of expose the identification of the student's achievment in learning English to make the teaching and learning process be more effective. Some of the researcher's finding are conically as follows :

The first research was done by Talitha Rahma (2015), entitle "The Impact of LRD (Listen Read Discuss) Strategy to The Reading Comprehension at Second

Grade Students Of Smp Negri 2 Gurah In Academic Year 2014/2015". The findings of this research are first the score is in creasing after students are taught using listen read discuss. Second listen read discuss has significant impact on the second grade students' reading skills of SMP N 2 Gurah academic year 2014/2015. It is proven by t-score test that is 2,244 is greater than t-table in level significant 5% (2,042).

Secondly research carried out by Elfa Yusanti (2017) entitle "The Influence Of Using Listen-Read-Discuss (LRD) Strategy Towards Students' Reading Comprehension On Narrative Text at The First Semester of The Eleventh Grade of Sma Perintis 1 Bandar Lampung In 2017/2018 Academic Year". From the data analysis computed by using SPSS, it was obtained that *Sig.* = 0.000 and α = 0.05. It means Ha is accepted because *Sig.* < α = 0.000 < 0.05. Therefore, there is a significant influence of using listen-read-discuss towards students' reading comprehension of narrative text at the first semester of the eleventh grade of SMA Perintis 1 Bandar Lampung.

Thirdly research carried out by Reniwati Putri (2013), entitle "The Effect of Using LRD (Listen, Read, Discuss) Strategy toward Reading Comprehension of the Second Year Students at State Junior High School 9 Tapung Kampar Regency". After analyzing the data, the researcher found that there is significant effect of using LRD (Listen, Read, Discuss) strategy on reading comprehension at the second year students of State Junior High School 9 Tapung, where Tcalculatedshows 3.781 at significant level of 5%, Ttable shows 2.02, and at level of 1%, Ttable shows 2.72. Thus, Null Hypothesis (Ho) is Rejected, and Alternative Hypothesis (Ha) is Accepted, which shows 2.02 < 3.781 > 2.72.

Fourth research carried out by Dewi Sri Murni (2015), entitle Improving Students' Reading Comprehension Through Listen-Read-Discuss (LRD) Strategy (A Classroom Action Research at Class X-1 of SMA Negeri 1 Musuk Boyolali in 2014/2015 Academic Year)". Based on the result of the research, Listen Read Discuss (LRD) strategy can improve the students' reading comprehension. The students can: (1) identify main idea; (2) find detail information; (3) find reference; and (4) find synonym of word. The improvement of the students' reading comprehension can also be shown by the score. The result of the pre-test was 62.95, in post-test 1 increased to 70.00 and increased to 78.76 in post-test II.

There is similarity between all that theory research above and the researcher research. The similarity is that use a LRD strategies in her strategy. But, there are differences between theories research with the researcher research, they are: participant, grade of students, school, and them skill are reading comprehension on narrative text. Based on the previous students above, the researcher interesting to make the LRD strategy to effect students reading conprehension at the second grade of SMA Muhammadiyah Rambah.

In this research, the researcher wants to know the students' comprehension in reading by using LRD strategy. This study tries to find out the LRD strategy is effective or not to be used and what is the effect of this strategy to the students' comprehend in reading. This study aims at finding out of the effectiveness of this strategy that can be used for teaching and learning reading. So, that the result of this study can be used in order to develop the students' comprehend in reading.

C. Conceptual Frame Work

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┌─────────────────────────────────────────────┐
│     Low Students' Reading Comprehension of    │
│                                               │
│                 Narrative text                │
└─────────────────────────────────────────────┘
              │
   ┌──────────┴──────────┐
   ▼                     ▼
┌──────────────────┐   ┌──────────────────┐
│ Experimental class│   │  Control Class   │
└──────────────────┘   └──────────────────┘
   │                     │
   ▼                     ▼
┌──────────────────┐   ┌──────────────────┐
│   LRD Strategy   │   │ Existing Strategy│
└──────────────────┘   └──────────────────┘
   │                     │
   ▼                     ▼
┌──────────────────┐   ┌──────────────────┐
│    Post-Test     │   │    Post-Test     │
└──────────────────┘   └──────────────────┘
        └──────────┬──────────┘
                   ▼
           ┌──────────────┐
           │ Analysis Data│
           └──────────────┘
                   │
                   ▼
           ┌──────────────┐
           │  Finding and │
           │  discussion  │
           └──────────────┘
                   │
                   ▼
           ┌──────────────┐
           │  Conclution  │
           └──────────────┘
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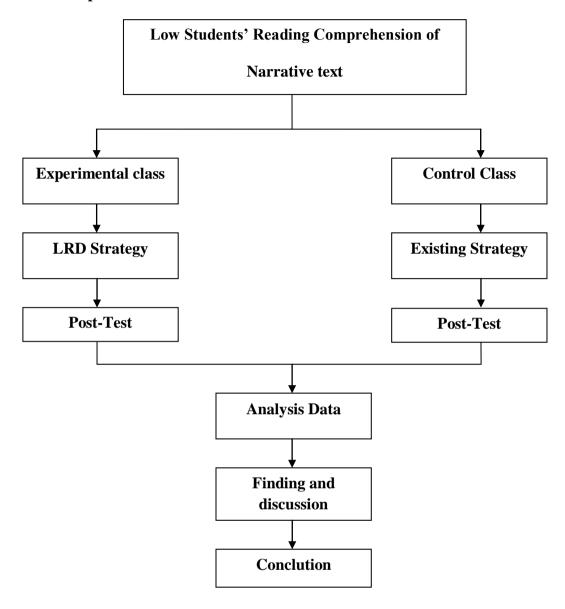
Figure 1. conceptual framework

In studetnts' reading comprehension, some of students ware not able to get the main idea on the text, students ware not able to get the topic sentences on the text, students ware not reference, students ware not able to make infarance. In readng comprehen based on the problem, one way to develop the students in reading comprehensionisis by using LRD strategy. The researcher will do a

reading test, the test consisted of the Pre-test and Post-test. The Pre-test and Post-test had given in experiment class and control class. The experiment class used the LRD strategy and the control class used conventional teachings.

D. Hypothesis

Based on those the theoretical assumptions, the researcher formulated the hypotheses as follows :

Ha : There is any significant effect of using listen-read-discuss towards students' reading comprehension at the eleventh grade of SMA Muhammadiyah Rambah.

H_0 : There is no any significant effect of using listen-read-discuss towards students' reading comprehension at the eleventh grade of SMA Muhammadiyah Rambah.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about research methodology. This chapter explains to reader about the procedure in this research. It consists of research desing, time and location of the research, population and sample, instrument, research procedure, technique of collecting the data, and technique analyzing the data.

A. Research Design

This research design is "*true experimental design : post-test only control design*". This design there are two groups was taken randomly from certain population, it means that in this research, the reseacher conducted this reseach without pre-test for the control class and experimental class. According to Sugiyono (2013 : 72), experimental research as a method used to finding the effect of certain treatments on others under condition that are controlled. The researcher gave treatment only for the experimental class. After that post-test for the control class and experimental class. Experimental class gave LRD strategy. This research consists of two variables, there are : independent variable (variable X) and dependent variable (variable Y). Independent variable is using LRD strategy. Subsequenly, dependent variable is students' narrative text. So, the researcher would like to the reader the design of the research as follow :

Table. I
Research Design

R	**X**	$\mathbf{O_2}$
R		$\mathbf{O_4}$

B. Time and Location of The Reaserch

This research was conducted at SMA Muhammadiyah Rambah located on Jl. Diponegoro Km 2, Pasir Pengaraian, Kec. Rambah, Kab. Rokan Hulu for one month, strated from March until April 2019.

C. Population and Sample

1. Population

The population of the research included the second grade senior high school Muhammadiyah Rambah. Total of the population was two classes, they are XI IPA and XI IPS. With the number of students for class XI IPA is 20 students and XI IPS is 20 students. According to sugyiono (2013 : 80) population is generalization area consisting of objects or subjects that have certain qualitaties and characteristics determined by researchers to be studied and then drawn conclusions. In this research the researcher used two classes, the first class is control class and the second class is experimental class.

2. Sample

Sample is shares or proxy from accurate population. According to sugyiono (2013 : 81) sample is Part of the number and characteristics of the population. In this research the researcher take 40 students as the sample. 20 students is students join to experimental class and 20 students join to control class.

Table. II
Sample of Research

No	Class	Total students
1	XI IPA	20
2	XI IPS	20
Total		40

D. Instrument of The Research

The test is to know the effect of using LRD strategy on students' reading comprehension on narrative text at eleventh grade of SMA Muhammadiyah Rambah. In this research the researcher use observation and reading-test. Then, it used to find out the students' reading comprehension after applying the strategy. The test consisted of post-test only. The post-test was used to find out the students' reading comprehension after treatment is gave teaching with LRD strategy.

1. Reding-test

In this research, for post-test and treatment used multiple choice and used same topic in experimental class and control class. The topic from former english teacher, the students listened and read individually, then the students discussed about the text with their group. Last students do the assignments given by the teacher.

Table. III
The Test Spesification For Post-Tes

No	Aspects	Items Number	Key Answer
1	Main Idea	1, 6, 11, 16	B, C, B, D
2	Spesific Information	2, 7, 12, 20	A, B, C, C
3	Inferred	3, 9, 15, 18	A, B, A, B
4	References	5, 10, 14, 19	C, B, D, D
5	Vocabulary	4, 8, 13, 17	D, C, A, C

Table. IV
Range Scores

No	Range Scores	Level Ability
1	81-100	Excellent
2	61-80	Good
3	41-60	Average
4	21-40	Fair
5	0-20	Poor

To find out how many students who got the percentage poor, poor to fair, fair to average, average to good, and good to excellent. The researcher used the formula :

$$P = \frac{F}{N} \times 100\%$$

P = Percentage of students

F = Number percentage of correct answer

N = Number of quastion

E. Reaserch Procedure

1. The Research Procedure of Control Class

a. Non-Treatment

There was no treatment in control class. Students learn in conventional teaching. Students had ordinary ways to reading comprehension. In other words, students in control class were not taught using LRD strategy.

b. Post-test

It have aimed to know whather there is any significant different or not. The researcher gave the topic narrative text "The Legend of The Kesodo Ceremony, the arrogant cat, Bayuwangi, and lake toba" as topic post-test. This topics were same with experimental class.

Table. V
Blue Print of Research Procedure

No	Meeting 1-4	Topic
1	First meeting	The Lion and The Mouse
2	Second meeting	Monkey and crocodile
3	Third meeting	-
4	Fourth meeting	The Legend of The Kesodo Ceremony, the arrogant cat, Banyuwangi, and Lake Toba

2. Research Procedure of Experimental class

a. Treatment

The researcher did the treatment using LRD strategy to comprehend reading a text. Use treatments were taken in order to know is there any significant effect on students reading comprehension of narrative text, after uses LRD strategy. Treatments were conducted for four meetings. The treatment will give to experimental class. There are the steps of treatment :

1) Meeting 1 : The first meeting on treatment was the teacher explain about what is the narrative text. And then give more example of narrative text, and give same the exercises that has related with the text. In this meeting the teacher gave topic "The Lion and The mouse".

2) Meeting 2 : Teacher introduce about L-R-D strategy to the students, the teacher had shown the procedure of LRD strategy and relation with their material. In this meeting the teacher gave topic "monkey and crocodile".

3.) Meeting 3 : In this meeting the researcher explain about generic structure of narrative text. In this meeting the researcher also

reintroduce about LRD strategy to make students remember and easy to comprehend the narrative text. Then the researcher give some exercises that related to the material.

4.) Meeting 4 : Post-test

The purpose of give post-test to find the effect n students' reading comprehension of narrative text after using LRD strategy. Post-test gave to experimental class and control class. The topic was "The Legend of The Ceremony, the arrogant cat, Banyuwangi, and Lake Toba"

Table. VI
Blue Print of Teaching Material

No	Meeting 1-4	Topic
1	First meeting	The Lion and The Mouse
2	Second meeting	Monkey and crocodile
3	Third meeting	The Legend of The Kesodo Ceremony, the arrogant cat
4	Fourth meeting	Banyuwangi, and Lake Toba

F. Technique of Collecting The Data

Collecting data was most important one in order to support the research. In this research, the researcher was used only pos-test design to collect the data. The researcher gave LRD strategy treatment in experimental class, and control class not given. The last is post-test that give to two classroom. The testing did to find out the students' reading comprehensionon narrative text. Data collection in this study was reading-test.

G. Technique Analyzing Data

The technique of data analysis was used statistical analysis that is descriptive analysis. After the researcher get the data, would be analyzed by rater base on the indicators of reading. The research of data analysis did calculated by using SPSS.

1. Normality data

Normality test aims to see whether the data normality distributed or not. This was used determine the slope formula. To know the variable X and Y distributed or not. The bigger absolutely between the difference absolutely get, like the price is L_o equal with L_t (a_n) if the sample of the population is norm also L_o $\leq L_t$ (a, n) (Sundayana, 2010 : 83).

2. Homogeneity data

Homogeneity test used to see whether the two sets of data have a homogenaius variance or not. If both the sample is normal, continue with thw second test of homogeniety of variance. To find two classes with the test, had the same basic skills. To find the same variance use the F test : Ho : $s_2^1 = s_2^2$ both of population had the same variance. Ha : $'\ s_2^1\ s_2^2$ both of population have the difference variance. (Sundayana, 2010 : 143).

3. T-test

To analyze the data the researcher used T-test by sundayana (2010 : 146) it used to examine significant effect between using LRD strategy and without using

LRD strategy in post-test. To measure, the researcher use independent simple T-test LRD strategy in post-test.

$$t_{hitung} = \frac{\bar{x}_1 - \bar{x}_2}{s_{gabungan}\sqrt{\frac{n_1 + n_2}{n_1.n_2}}}$$

With

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

Explanation :

t_o = The value of t-score

$\bar{x}_1$ = The mean score/average of students' experiment class

$\bar{x}_2$ = The mean score/average of students' control class

n_1 = Number of students in experiment class

n_2 = Number of students in control class

s_2^1 = Variance of experiment class

s_2^2 = Variance of control class

Ha : to>t-table

Ho : to<t-table

- Ha is accepts if to>t-table or there is significant effect after the researcher give the treatment LRD startegy on students' reading comprehensionon narrative text.
- Ho is accepts if to<t-table or there is not significant effect after the researcher give the treatment LRD startegy on students' reading comprehensionon narrative text.