THE EFFECTIVENESS OF TEACHING READING COMPREHENSION THROUGH LISTEN-READ-DISCUSS (L-R-D) TOWARDS THE FIRST YEAR STUDENTS OF SMP NEGERI 9 PAREPARE

A Thesis

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By

ANISA CAHYANI

217110025

PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UNIVERSITAS MUHAMMADIYAH PAREPARE

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PENGESAHAN UJIAN SKRIPSI

Skripsi atas nama: **Anisa Cahyani**, stambuk: **217110025** diterima oleh panitia Ujian Skripsi Fakultas Keguruan dan Ilmu Pendidikan (FKIP) Universitas Muhammadiyah Parepare (UM PAREPARE) SK Nomor: 330/FKIP/II.3.AU/D/2021, tanggal 22 Ramadhan 1442 H bertepatan dengan tanggal 19 November 2021 M untuk memenuhi sebagian syarat memperoleh Gelar Sarjana Pendidikan (**S.Pd.**) yang dipertahankan di depan penguji pada hari Sabtu, tanggal 17 November 2021.

PANITIA UJIAN

1. Ketua : Dr. Khadijah Maming, S.Pd., M.Pd. (.....)

PENGUJI

1. Dr. Khadijah Maming, S.Pd., M.Pd. (.....)
2. Nasrullah A, S.Pd., M.Pd. (.....)
3. Sudarmanto, S.Pd., M.Pd. (.....)
4. Sianna, S.Pd., M.Pd. (.....)

Disahkan Oleh:
Dekan Fakultas Keguruan dan Ilmu Pendidikan
Universitas Muhammadiyah Parepare,

Patahuddin, S.Pd., M.Pd.
NBM. 859 502

Mengetahui:
Ketua Program Studi
Pendidikan Bahasa Inggris

Dr. Khadijah Maming, S.Pd., M.Pd.
NBM. 986844

iii

DECLARATION

The students who signs below:

Name : ANISA CAHYANI

Reg. No. : 217110025

Department : Pendidikan Bahasa Inggris (S1) FKIP UMPAR

Faculty : Keguruan dan Ilmu Pendidikan

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Student,

ANISA CAHYANI
NIM. 217110025

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ABSTRACT

ANISA CAHYANI, 2021. *The Effectiveness of Teaching Reading Comprehension Through Listen-Read-Discuss (L-R-D) Towards The First Year Students of SMP Negeri 9 Parepare.* Supervised by Nasrullah A and Sudarmanto.

The students' reading comprehension of the first year in SMP Negeri 9 Parepare is still low especially in reading descriptive text. There were 89% of the students who got the score under 70 as the criteria of minimum mastery. To solve the problem, the researcher applied the teaching reading comprehension using Listen-Read-Discuss (L-R-D). The objective of this research is to know whether there is a significant increase of using Listen-Read-Discuss (L-R-D) towards reading comprehension on descriptive text in the first year students of SMP Negeri 9 Parepare 2021/2022 academic year.

This research employed Pre-Experiment method that applied only one class with one group pre-test and post-test. The population was the first year students of SMP Negeri 9 Parepare which consist of 201 students. The sample was taken by using purposive sampling. The sample of this research was class VII.5 with 20 students. The procedure of collecting data in the pre-test and post-test with test namely multiple choice test and essay test. The total number of the test was 20 items which was divided into 10 items of multiple choice test and 10 items essay test to measure the ability of the students to comprehend the reading text

The result of the data analysis shows that the reading comprehension of the students improved but not significantly.The results showed that the pre-test got an average score of 40.25 while the post-test got an average score of 78.25. It mean that teaching reading comprehension through Listen-Read-Discuss (L-R-D) is helpful for several students in understanding the contents of the reading text. Besides that, by means score of post-test was 78.25 is higher than the criteria minimum in SMP Negeri 9 Parepare is 70 scores. Analyzing the data by using the t-test formula, the result of the-test value (0.839) was lower than the t-table (α = 0.05 : 1.729). This means that the Null Hypothesis (H_0) was acceptted and (H_1) Alternative Hypothesis was rejectted. The research concluded that teaching reading comprehension through Listen-Read-Discuss (L-R-D) is able to improve the reading comprehension of the students but not significant.

Keywords : Listen-Read-Discuss (L-R-D), *Reading Comprehension, Descriptive Text.*

ABSTRAK

ANISA CAHYANI, 2021. *Efektifitas Dari Mengajar Pemahaman Membaca Melalui Mendengarkan-Membaca-Diskusi (L-R-D) Terhadap Siswa Kelas Tujuh SMP Negeri 9 Parepare.* Supervised by Nasrullah A and Sudarmanto.

Pemahaman bacaan siswa kelas 7 SMP Negeri 9 Parepare masih rendah terutama dalam membaca teks deskriptif.. Terdapat 89% siswa yang memperoleh nilai dibawah 70 sebagai kriteria ketuntasan minimal. Untuk mengatasi masalah tersebut, peneliti menerapkan pembelajaran pemahaman membaca menggunakan Mendengarkan-Membaca-Diskusi (L-R-D). Tujuan dari penelitian ini adalah untuk mengetahui apakah ada peningkatan yang signifikan penggunaan Mendengarkan-Membaca-Diskusi (L-R-D) terhadap pemahaman membaca teks deskriptif di kelas 7 SMP Negeri 9 Parepare tahun pelajaran 2021/2022.

Penelitian ini menggunakan metode Pra-Eksperimen yang hanya diterapkan pada satu kelas untuk pre-test dan post-test. Populasinya adalah kelas 7 SMP Negeri 9 Parepare. Jumlah total populasi adalah 201 siswa. Pengambilan sampel dilakukan dengan menggunakan purposive sampling. Sampel penelitian ini adalah kelas VII.5 dengan 20 siswa. Prosedur pengumpulan data melalui pre-test dan post-test dengan soal pilihan ganda dan essai. Total 20 soal yang terdiri dari 10 pilihan ganda dan 10 essai untuk memastikan kemampuan membaca siswa dalam memahami teks.

Hasil analisis data menunjukkan bahwa pemahaman bacaan siswa meningkat tetapi tidak signifikan, hasil pre-test mendapatkan nilai rata-rata 40.25 sedangkan post-test mendapatkan nilai rata-rata 78.25. Artinya, pengajaran pemahaman bacaan melalui Mendengarkan-Membaca-Diskusi (L-R-D) dapat membantu beberapa siswa dalam memahami isi teks bacaan. Selain itu nilai rata-rata post-test 78.25 lebih tinggi dari kriteria minimal di SMP Negeri 9 Parepare yaitu 70 skor. Sedang menganalisis data dengan menggunakan rumus uji-t, diperoleh hasil nilai uji (0.839) lebih rendah dari t-tabel ($\alpha = 0.05$: 1.729). Artinya Hipotesis Nol (H_0) diterima dan (H_1) Hipotesis Alternatif ditolak. Hasil penelitian menyimpulkan bahwa mengajarkan pemahaman membaca melalui Mendengarkan-Membaca-Diskusi (L-R-D) mampu meningkatkan pemahaman membaca siswa tetapi tidak signifikan.

Kata Kunci: Mendengarkan-Membaca-Diskusi (L-R-D), Pemahaman Membaca, Teks Deskriptif.