

**THE INFLUENCE OF LISTEN-READ-DISCUSS STRATEGY TOWARD
STUDENTS' ABILITY IN READING COMPREHENSION**

(A Research conducted at SMP Negeri 6 Gorontalo)

Composed by:

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STATE UNIVERSITY OF GORONTALO

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APPROVAL SHEET

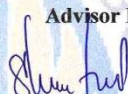
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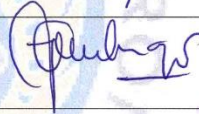

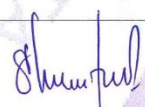
LEGALIZATION SHEET

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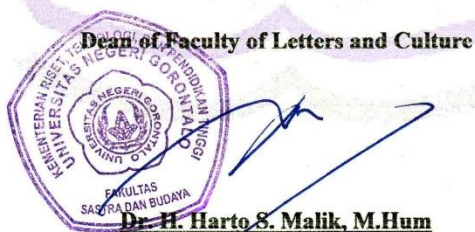
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ABSTRACT

Irma Laditji. 321 412 007. 2019. The Influence of Listen Read Discuss Strategy Toward Students' Ability in Reading Comprehension. SKRIPSI. English Department, Letters and Culture Faculty, Universitas Negeri Gorontalo. Principal advisor, Dr. Sartin T. Miolo, M.Hum and Sri Rumiyaningsih Luwiti, S.Pd., M.Pd.

The study aims to investigate whether or not Listen Read Discuss strategy can influence the students' ability in reading comprehension. This study was designed by using quantitative method. The population of this research were referred to students at eight grade of SMP Negeri 6 Gorontalo. However, the researcher just took 27 students as a sample of research. The technique of collecting the data used test as the instrument of this research. The technique of analyzing the data were started from analyzed student's learning result. The finding of this study showed that Listen Read Discuss strategy can influence students' ability in reading comprehension. . It was proofed by the result of pre-test and post-test which has been verify with hypothesis verification. The mean score of pre-test was 16 and post-test was 23. The result of pre-test normality analysis was $L_{count} \leq L_{table}$ or $0.038 \leq 0.17$ and the result of post-test was $L_{count} \leq L_{table}$ or $0.11 \leq 0.17$. The result of calculating hypothesis verification showed that t-test score for $t_{count} = -10.14$ and $t_{table} = (1 - \frac{1}{2} \alpha)$ with $df = n-1=2,05$. It means that $t_{count} \leq t_{table}$ or $-10.14 \leq 2,05$. It can be conclude that listen-read-discuss strategy influence students' ability in reading comprehension.

Key words: Listen Read Discuss strategy, Reading comprehension

ABSTRAK

Irma Laditji. 321 412 007. 2019. Pengaruh Strategi Diskusi Membaca Mendengar terhadap Kemampuan Mahasiswa dalam Pemahaman Membaca. SKRIPSI. Jurusan Pendidikan Bahasa Inggris, Fakultas Sastra dan Budaya, Universitas Negeri Gorontalo. Pembimbing 1, Dr. Sartin T. Miolo, M.Hum dan Pembimbing 2, Sri Rumiyaatiningsih Luwiti, S.Pd., M.Pd.

Penelitian ini bertujuan untuk menginvestigasi apakah strategi Diskusi Membaca Mendengar dapat mempengaruhi kemampuan mahasiswa dalam pemahaman membaca. Penelitian ini dirancang dengan metode kuantitatif. Populasi penelitian adalah siswa kelas delapan, SMP Negeri 6 Gorontalo. Namun, peneliti hanya mengambil 27 siswa sebagai sampel penelitian. Teknik pengumpulan data menggunakan tes sebagai instrumen penelitian. Teknik analisis data dimulai dari analisis hasil belajar siswa. Hasil penelitian menunjukkan bahwa strategi Diskusi Membaca Mendengar dapat mempengaruhi kemampuan mahasiswa dalam pemahaman membaca. Hal ini dibuktikan oleh hasil *pre-test* dan *post-test* yang telah diverifikasi dengan verifikasi hipotesis. Skor rata-rata dari *pre-test* adalah 16, sementara *post-test* adalah 23. Hasil *pre-test* analisis normalitas adalah $L_{hitung} \leq L_{tabel}$ atau $0.038 \leq 0.17$ dan hasil *post-test* adalah $L_{hitung} \leq L_{tabel}$ atau $0.11 \leq 0.17$. Hasil penjumlahan verifikasi hipotesis menunjukkan bahwa skor uji t untuk $t_{hitung} = -10.14$ dan $t_{tabel} = (1 - \frac{1}{2} \alpha)$ dengan $df = n - 1 = 2,05$. Hal ini berarti bahwa $t_{hitung} \leq t_{tabel}$ atau $-10.14 \leq 2,05$. Dapat disimpulkan bahwa strategi Diskusi Membaca Mendengar dapat mempengaruhi kemampuan mahasiswa dalam pemahaman membaca.

Kata kunci: Strategi Diskusi Membaca Mendengar, Pemahaman Membaca

