CHAPTER IV
RESEARCH FINDING

This chapter presents the result and discussion of the research. It is divided into the calculation of tryout test, the data description, the data analysis and the data interpretation.

4.1 The Calculation of Tryout Test

Trying out of instrument was needed in order to know the validity and reliability of the test items. In this section, the data showed the calculation of validity in the tryout test.

4.1.1 The Validity of Tryout Test

Formula:

$$r_{XY} = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{n(\sum X^2) - (\sum X^2)\}\{n(\sum Y^2) - (\sum Y)^2\}}}$$

Tabel 4.1

The Validity Computation Using Manual Calculation

No.	The Value of r_{XY}	r_{tabel}	Criteria
1	$\boldsymbol{r_{xy}} = \frac{\mathbf{25.573 - 16.816}}{\sqrt{(\mathbf{25.16 - (16)^2})(\mathbf{25.27802 - (818)^2})}}$ $\boldsymbol{r_{xy} = \frac{1269}{\sqrt{2050}}}$ = 0,619	0.396	Valid
2	$\boldsymbol{r_{xy}} = \frac{\mathbf{25.594 - 17.816}}{\sqrt{(\mathbf{25.17 - (17)^2})(\mathbf{25.27802 - (818)^2})}}$ $\boldsymbol{r_{xy} = \frac{978}{\sqrt{1993}}}$	0.396	Valid

	= 0,491		
3	$r_{xy} = \frac{25.559 - 16.816}{\sqrt{(25.16 - (16)^2)(25.27802 - (818)^2)}}$ $r_{xy} = \frac{919}{\sqrt{2050}}$ = 0,448	0.396	Valid
4	$r_{xy} = \frac{25.756 - 23.816}{\sqrt{(25.23 - (23)^2)(25.27802 - (818)^2)}}$ $r_{xy} = \frac{132}{1159}$ = 0,114	0.396	Invalid
5	$r_{xy} = \frac{25.733 - 22.816}{\sqrt{(25.22 - (22)^2)(25.27802 - (818)^2)}}$ $r_{xy} = \frac{373}{1388}$ = 0,269	0.396	Invalid
6	$r_{xy} = \frac{25.569 - 16.816}{\sqrt{(25.16 - (16)^2)(25.27802 - (818)^2)}}$ $r_{xy} = \frac{1169}{2050}$ = 0,570	0.396	Valid
7	$r_{xy} = \frac{25.568 - 16.816}{\sqrt{(25.16 - (16)^2)(25.27802 - (818)^2)}}$ $r_{xy} = \frac{1144}{2050}$ = 0,558	0.396	Valid

8	$r_{xy} = \frac{25.464 - 13.816}{\sqrt{(25.13 - (13)^2)(25.27802 - (818)^2)}}$ $r_{xy} = \frac{992}{2134}$ = 0,465	0.396	Valid
9	$r_{xy} = \frac{25.691 - 21.816}{\sqrt{(25.21 - (21)^2)(25.27802 - (818)^2)}}$ $r_{xy} = \frac{139}{1566}$ = 0,089	0.396	Invalid
10	$r_{xy} = \frac{25.498 - 14.816}{\sqrt{(25.14 - (14)^2)(25.27802 - (818)^2)}}$ $r_{xy} = \frac{1026}{2120}$ = 0,484	0.396	Valid
11	$r_{xy} = \frac{25.533 - 15.816}{\sqrt{(25.15 - (15)^2)(25.27802 - (818)^2)}}$ $r_{xy} = \frac{1085}{2093}$ = 0,518	0.396	Valid
12	$r_{xy} = \frac{25.529 - 15.816}{\sqrt{(25.15 - (15)^2)(25.27802 - (818)^2)}}$ $r_{xy} = \frac{985}{2093}$ = 0,471	0.396	Valid

13	$r_{xy} = \frac{25.529 - 15.816}{\sqrt{(25.15 - (15)^2)(25.27802 - (818)^2)}}$ $r_{xy} = \frac{985}{2093}$ = 0,471	0.396	Valid
14	$r_{xy} = \frac{25.622 - 18.816}{\sqrt{(25.18 - (18)^2)(25.27802 - (818)^2)}}$ $r_{xy} = \frac{862}{1918}$ = 0,449	0.396	Valid
15	$r_{xy} = \frac{25.797 - 24.816}{\sqrt{(25.24 - (24)^2)(25.27802 - (818)^2)}}$ $r_{xy} = \frac{341}{837}$ = 0,407	0.396	Valid
16	$r_{xy} = \frac{25.779 - 24.816}{\sqrt{(25.24 - (24)^2)(25.27802 - (818)^2)}}$ $r_{xy} = \frac{-109}{837}$ = - 0,130	0.396	Invalid
17	$r_{xy} = \frac{25.600 - 17.816}{\sqrt{(25.17 - (17)^2)(25.27802 - (818)^2)}}$ $r_{xy} = \frac{1128}{1993}$ = 0,566	0.396	Valid

18	$\boldsymbol{r_{xy}} = \dfrac{\mathbf{25.504 - 14.816}}{\sqrt{(\mathbf{25.14 - (14)^2})(\mathbf{25.27802 - (818)^2})}}$ $\boldsymbol{r_{xy}} = \dfrac{\mathbf{1176}}{\mathbf{2120}}$ = 0,555	0.396	Valid
19	$\boldsymbol{r_{xy}} = \dfrac{\mathbf{25.562 - 16.816}}{\sqrt{(\mathbf{25.16 - (16)^2})(\mathbf{25.27802 - (818)^2})}}$ $\boldsymbol{r_{xy}} = \dfrac{\mathbf{994}}{\mathbf{2050}}$ = 0,485	0.396	Valid
20	$\boldsymbol{r_{xy}} = \dfrac{\mathbf{25.591 - 17.816}}{\sqrt{(\mathbf{25.17 - (17)^2})(\mathbf{25.27802 - (818)^2})}}$ $\boldsymbol{r_{xy}} = \dfrac{\mathbf{903}}{\mathbf{1993}}$ = 0,453	0.396	Valid
21	$\boldsymbol{r_{xy}} = \dfrac{\mathbf{25.652 - 19.816}}{\sqrt{(\mathbf{25.19 - (19)^2})(\mathbf{25.27802 - (818)^2})}}$ $\boldsymbol{r_{xy}} = \dfrac{\mathbf{796}}{\mathbf{1824}}$ = 0,436	0.396	Valid
22	$\boldsymbol{r_{xy}} = \dfrac{\mathbf{25.694 - 21.816}}{\sqrt{(\mathbf{25.21 - (21)^2})(\mathbf{25.27802 - (818)^2})}}$ $\boldsymbol{r_{xy}} = \dfrac{\mathbf{214}}{\mathbf{1566}}$ = 0,137	0.396	Invalid

23	$r_{xy} = \frac{25.588 - 17.816}{\sqrt{(25.17 - (17)^2)(25.27802 - (818)^2)}}$ $r_{xy} = \frac{828}{1993}$ = 0,416	0.396	Valid
24	$r_{xy} = \frac{25.475 - 13.816}{\sqrt{(25.13 - (13)^2)(25.27802 - (818)^2)}}$ $r_{xy} = \frac{1267}{2134}$ = 0,594	0.396	Valid
25	$r_{xy} = \frac{25.399 - 11.816}{\sqrt{(25.11 - (11)^2)(25.27802 - (818)^2)}}$ $r_{xy} = \frac{999}{2120}$ = 0,471	0.396	Valid
26	$r_{xy} = \frac{25.497 - 14.816}{\sqrt{(25.14 - (14)^2)(25.27802 - (818)^2)}}$ $r_{xy} = \frac{1001}{2120}$ = 0,472	0.396	Valid
27	$r_{xy} = \frac{25.530 - 15.816}{\sqrt{(25.15 - (15)^2)(25.27802 - (818)^2)}}$ $r_{xy} = \frac{1010}{2093}$ = 0,483	0.396	Valid

28	$r_{xy} = \frac{25.634 - 19.816}{\sqrt{(25.19 - (19)^2)(25.27802 - (818)^2)}}$ $r_{xy} = \frac{346}{1824}$ = 0,190	0.396	Invalid
29	$r_{xy} = \frac{25.754 - 23.816}{\sqrt{(25.23 - (23)^2)(25.27802 - (818)^2)}}$ $r_{xy} = \frac{82}{1159}$ = 0,071	0.396	Invalid
30	$r_{xy} = \frac{25.505 - 14.816}{\sqrt{(25.14 - (14)^2)(25.27802 - (818)^2)}}$ $r_{xy} = \frac{1201}{2120}$ = 0,566	0.396	Valid
31	$r_{xy} = \frac{25.560 - 16.816}{\sqrt{(25.16 - (16)^2)(25.27802 - (818)^2)}}$ $r_{xy} = \frac{944}{2050}$ = 0,460	0.396	Valid
32	$r_{xy} = \frac{25.493 - 14.816}{\sqrt{(25.14 - (14)^2)(25.27802 - (818)^2)}}$ $r_{xy} = \frac{901}{2120}$ = 0,425	0.396	Valid

33	$r_{xy} = \frac{25.361 - 13.816}{\sqrt{(25.13 - (13)^2)(25.27802 - (818)^2)}}$ $r_{xy} = \frac{917}{2134}$ = 0,430	0.396	Valid
34	$r_{xy} = \frac{25.663 - 20.816}{\sqrt{(25.20 - (20)^2)(25.27802 - (818)^2)}}$ $r_{xy} = \frac{255}{1709}$ = 0,149	0.396	Invalid
35	$r_{xy} = \frac{25.718 - 22.816}{\sqrt{(25.22 - (22)^2)(25.27802 - (818)^2)}}$ $r_{xy} = \frac{-2}{1388}$ = -0,001	0.396	Invalid
36	$r_{xy} = \frac{25.627 - 19.816}{\sqrt{(25.19 - (19)^2)(25.27802 - (818)^2)}}$ $r_{xy} = \frac{171}{1824}$ = 0,094	0.396	Invalid
37	$r_{xy} = \frac{25.786 - 16.816}{\sqrt{(25.24 - (24)^2)(25.27802 - (818)^2)}}$ $r_{xy} = \frac{66}{837}$ = 0,079	0.396	Invalid

38	$r_{xy} = \frac{25.687 - 21.816}{\sqrt{(25.21 - (21)^2)(25.27802 - (818)^2)}}$ $r_{xy} = \frac{39}{1566}$ = 0,025	0.396	Invalid
39	$r_{xy} = \frac{25.730 - 22.816}{\sqrt{(25.22 - (22)^2)(25.27802 - (818)^2)}}$ $r_{xy} = \frac{298}{1388}$ = 0,215	0.396	Invalid
40	$r_{xy} = \frac{25.754 - 23.816}{\sqrt{(25.23 - (23)^2)(25.27802 - (818)^2)}}$ $r_{xy} = \frac{82}{1159}$ = 0,071	0.396	Invalid
41	$r_{xy} = \frac{25.798 - 24.816}{\sqrt{(25.24 - (24)^2)(25.27802 - (818)^2)}}$ $r_{xy} = \frac{366}{837}$ = 0,437	0.396	Valid
42	$r_{xy} = \frac{25.786 - 24.816}{\sqrt{(25.24 - (24)^2)(25.27802 - (818)^2)}}$ $r_{xy} = \frac{66}{837}$ = 0,079	0.396	Invalid

43	$\boldsymbol{r_{xy}} = \dfrac{\mathbf{25.798 - 24.816}}{\sqrt{(\mathbf{25.24 - (24)^2})(\mathbf{25.27802 - (818)^2})}}$ $\boldsymbol{r_{xy} = \dfrac{366}{837}}$ = 0,437	0.396	Valid
44	$\boldsymbol{r_{xy}} = \dfrac{\mathbf{25.651 - 20.816}}{\sqrt{(\mathbf{25.20 - (20)^2})(\mathbf{25.27802 - (818)^2})}}$ $\boldsymbol{r_{xy} = \dfrac{-45}{1709}}$ = -0,026	0.396	Invalid
45	$\boldsymbol{r_{xy}} = \dfrac{\mathbf{25.511 - 15.816}}{\sqrt{(\mathbf{25.15 - (15)^2})(\mathbf{25.27802 - (818)^2})}}$ $\boldsymbol{r_{xy} = \dfrac{535}{2093}}$ = 0,256	0.396	Invalid

From the manual calculation above, it showed that were **25** number were valid and **20** item number were invalid. The researcher gets valid point is number 1, 2, 3, 6, 7, 8, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 30, 31, 32, 33, 41 and 43. From this result, the researcher just take 25 number were valid to be used in pre-tes and post test.

4.1.2. The Reliability of Tryout Test

Formula:

$$KR - 20 = \frac{k}{k-1}\left(\frac{s^2x \_ \sum pq}{s^2x}\right)$$

The item is reliable if $r_{xy} > r_{table}$

$r_{table} = 0.396$

Based on the tryout of instrument, the calculation can be seen below as follow:

$$\boldsymbol{KR-20} = \frac{\boldsymbol{k}}{\boldsymbol{k-1}}\left(\frac{\boldsymbol{s^2x - \sum pq}}{\boldsymbol{s^2x}}\right)$$

$$= \frac{\boldsymbol{25}}{\boldsymbol{25-1}}\left(\frac{\boldsymbol{46.71 - 7.92}}{\boldsymbol{46.71}}\right)$$

$$= \boldsymbol{1,041\ x\ 0.830}$$

$$= 0.865$$

The result of computing reliability of the tryout instrument was 0.865. For α = 5% with N = 25, $r_{table} = 0.396$. From this result its showed that the instrument was definitely reliable. Moreover, the calculation of reliability test was also done by using SPPS calculation. It can be seen below as follow:

Table 4.2

The Reliability

Case Processing Summary

		N	%
Cases	Valid	25	100.0
	Excluded[a]	0	.0
	Total	25	100.0

a. Listwise deletion based on all variables in the procedure.

Computation Using SPSS Calculation

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.849	.828	45

From the SPSS calculation above showed that in Cronbach's Alpha column was **0,849**. This was reliability of KR-20 associated with the items. There was difference at a digit behind comma.

Reliability in manual calculation was **0.865** and in SPSS was **0.849**. But, both of item were same because they were higher than r_{table} **0.396**. So, from this result of reliability calculation it can be said that the instrument of this research was reliable.

4.2 The Data Description

In this part, the researcher would showed the general students' score in both the experimental and control class.The data used for the research was in the form of score which are obtained from the result of the students‟ reading comprehension in narrative text. As the researcher mentioned at the previous chapter that population of the study was the eleventh grade of MA Al-Ma'arif Jepara. As tasted in this paper, the researcher took 46 students as the sample.

To know the result of the test, the writer makes the table of the students' score pre-test and post test, the result of the test are tabulated and calculated in the table. For the detail descriptions of the students score both experiment class and control would be explained below.

4.2.1 The Students' Score of Pre-test

Table 4.3 below described pre-test score of both of the class consist of experimental and control class. There were 46 in both the experimental and control class, could be shown on below as follow:

Table 4.3

The Students' Pre-test Score

Students	The Pre-test Score of Experimental Class	The pre-test Score Controlled Class
1	76	52
2	68	72

3	76	68
4	56	56
5	56	68
6	72	68
7	72	76
8	80	68
9	72	68
10	68	56
11	56	64
12	68	68
13	68	76
14	76	68
15	68	76
16	68	76
17	68	80
18	72	60
29	64	60
20	64	60
21	60	60
22	72	-

23	84	-
24	80	-
25	88	-
∑	**1752**	**1400**
Mean	**70,08**	**66,67**

From the data above showed the students' pre-test scores of the experimental and control class. The test was given to the students in the preliminary meeting before the researcher giving any treatment. Both of the class absolutely had a difference of the lowest, the medium and the highest score. In the experimental class had the lowest score was **56**, the medium score was **72**, and the highest score was **88**. While, in the control class had the lowest score **52**, the medium score was **68**, and the highest score was **80**. Then, the mean score of experimental class was **70,08** and mean of the control class was **66,67**. Hence, it can be concluded that score of pre-test both of the class were definitely different.

4.2.2 The Students' Post-Test

In this part, table 4.4 described the students' post-test scores of the experimental class and control class. There were 25 students both in experimental and control class were given some treatments, they had to do the post-test as final test.

Table 4.4

The Students' Post-Test

Students	The Post-test Score of Experimental Class	The post-test Score Controlled Class
1	84	76
2	84	76
3	88	84
4	84	80
5	72	76
6	76	76
7	88	72
8	84	72
9	84	76
10	80	84
11	76	72
12	80	84
13	80	80
14	72	80
15	72	84
16	80	76

17	76	72
18	80	72
29	76	68
20	76	80
21	80	80
22	76	-
23	88	-
24	80	-
25	92	-
∑	2008	1620
Mean	80,32	77,14

From the data above showed the students' post-test scores of the experimental and control class. The test was given to the students in the last meeting as a final test after they got any treatment. Both of the class had a difference of the lowest, the medium, and the highest score. In the experimental had the lowest score was **72**, the medium score was **84**, and the highest score of post-test was **92**. While the control class had the lowest score was **68**, the medium was **76** and the highest score of post-test was **84**. Then, mean score of the experimental class was **80,32** and the control class was **74,14**. Hence, it can be concluded that score of post-test both of the class were definitely different. On the other hand, both of the class had a same thing, there are the score that has increased than before.

4.3 Data Analysis

This section was intended to answer the research question whether Listen Read Discuss (LRD) Strategy was effective to improve students' reading narrative text achievement at the eleventh grade students' of MA Al-Ma'arif Jepara or not. To prove the hypothesis accepted or rejected, the researcher used t-test formula to calculated the final result score between pre-test and post-test both of experimental class and control class. The description for calculating as follow:

Table 4.5

The Comparison Score of Each Student in the Experimental Class and Control Class (Pre-test Score)

Student	X	**Y**	X – **M**X	**Y-MY**	**(**X **-MX)^2**	**(Y-MY)^2**
1	76	52	-5,92	1,14	35,05	215,11
2	68	72	2,08	1,14	4,33	28,44
3	76	68	-5,92	-6,86	35,05	1,78
4	56	56	14,08	-2,86	198,25	113,78
5	56	68	14,08	1,14	198,25	1,78
6	72	68	-1,92	1,14	3,69	1,78
7	72	76	-1,92	5,14	3,69	87,11
8	80	68	-9,92	5,14	98,41	1,78
9	72	68	-1,92	1,14	3,69	1,78
10	68	56	2,08	-6,86	4,33	113,78
11	56	64	14,08	5,14	198,25	7,11
12	68	68	2,08	-6,86	4,33	1,78
13	68	76	2,08	-2,86	4,33	87,11

14	76	68	-5,92	-2,86	35,05	1,78
15	68	76	2,08	-6,86	4,33	87,11
16	68	76	2,08	1,14	4,33	87,11
17	68	80	2,08	5,14	4,33	177,78
18	72	60	-1,92	5,14	3,69	44,44
19	64	60	6,08	9,14	36,97	44,44
20	64	60	6,08	-2,86	36,97	44,44
21	60	60	10,08	-2,86	101,61	44,44
22	72	-	-1,92	-	1018,854	-
23	84	-	-13,92	-	193,77	-
24	80	-	-9,92	-	98,41	-
25	88	--	-17,92	-	321,13	-
∑	**1752**	**1400**	**0,00**	**0,0-0**	**2651,01**	**1194,67**
Mean	**70,08**	**66,67**			**106,04**	**56,89**

The procedures of calculation are as follow:

a. The Mean of Variabel X

$\mathbf{M_x} = \frac{\sum X}{N_1}$

$\mathbf{M_x} = \frac{1752}{25}$

$\mathbf{M_x = 70,08}$

b. The Mean of Variable Y

$\mathbf{My} = \frac{\sum Y}{N_2}$

$\mathbf{M_y} = \frac{1400}{25}$

$\mathbf{M_y = 66,67}$

c. Determining Standard of Deviation Score of Variable X

$$\mathbf{SD_x} = \sqrt{\frac{\sum X^2}{N_1}}$$

$$\mathbf{SD_x} = \sqrt{\frac{2651,01}{21}}$$

$$\mathbf{SD_x} = \sqrt{106,04}$$

$\mathbf{SD_x = 10,298}$

d. Determining Standard of Deviation Score of Variable Y

$$\mathbf{SD_y} = \sqrt{\frac{\sum Y^2}{N_2}}$$

$$\mathbf{SD_y} = \sqrt{\frac{1194,7}{21}}$$

$$\mathbf{SD_y} = \sqrt{56,89}$$

$\mathbf{SD_y = 7,542}$

e. Determining Standard Error of Mean Variable X

$$SE_{M_X} = \frac{SD_1}{\sqrt{N1-1}}$$

$$SE_{M_X} = \frac{10,298}{\sqrt{25-1}}$$

$$SE_{M_X} = \frac{10,98}{\sqrt{24}}$$

$$SE_{M_X} = \frac{10,298}{4,898}$$

$SE_{M_X} = 2,102$

f. Determining standard error of mean variable Y

$$SE_{M_y} = \frac{SD_2}{\sqrt{N_1-1}}$$

$$SE_{M_Y} = \frac{5,194}{\sqrt{21-1}}$$

$$SE_{M_Y} = \frac{5,194}{\sqrt{21}}$$

$$SE_{M_Y} = \frac{7{,}542}{4{,}472}$$

$$SE_{M_Y} = \mathbf{1{,}687}$$

g. Determining standard error of different mean variable X and Y

$$SE_{M_1 - M_2} = \sqrt{SE_{M_1}{}^2 + SE_{M_2}{}^2}$$

$$SE_{M_1 - M_2} = \sqrt{(2,102)^2 + (1,687)^2}$$

$$SE_{M_1 - M_2} = \sqrt{4,418 + 2{,}844}$$

$$SE_{M_1 - M_2} = \sqrt{7,263}$$

$$SE_{M_1 - M_2} = \mathbf{2{,}695}$$

h. Determining t_o

$$\mathbf{t_o} = \frac{M_X - M_Y}{SE_{M_X - M_Y}}$$

$$\mathbf{t_o} = \frac{70{,}080 - 667}{2{,}695}$$

$$\mathbf{t_o} = \frac{3{,}14}{1{,}595}$$

$$\mathbf{t_o = 1{,}267}$$

i. Determining t-table in significance level 5% with degree of freedom (df)

df = (N_x + Ny) – 2

df = (21+25) – 2

df = 46 – 2

d-f = 44

The degree of freedom (df) was $N_x + N_y - 2 = 21 + 25 - 2 = 44$. The researcher used the degree of significance of the $\mathbf{t_{table}}$ **5%.** In the table of significance it can be seen that df 44 and the value of degree significance 5% was **-1,438**. Clearly it can be seen that the post-test score of experimental class was higher than the control class. The result of the comparison between was $t_{observe}$ and t_{table} is **-1,438 < 2.015 = $\mathbf{t_{observe}}$ > $\mathbf{t_{table}}$.** Besides, to know answers whether the alternative hypothesis (H_a) was accepted or rejected. From this calculation above, it can be said that the

alternative hypothesis was rejected because $t_{observe} < t_{table}$ in degree significance 5%.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	.005	.944	-1.438	44	.158	-3.413	2.374	-8.198	1.371
	Equal variances not assumed			-1.438	43.449	.158	-3.413	2.374	-8.195	1.371

The above table described that there was a significance difference from measurement score of the experimental and control class. Based on the result of the statistic calculation above, the score of $t_{observe}$ was **-1.438**. By using degree of freedom 5%, the values of 44 (the degree of significance) as stated in the t_{table} was **2.015**.

Table 4.6

The Comparison Score of Each Student in the Experimental Class and Control Class (Post-test Score)

Student	X	**Y**	X-**MX**	**Y-M Y**	**(**X-**MX)^2**	**(Y-M Y)^2**
1	84	76	-3,68	1,14	13,54	1,31
2	84	76	-3,68	1,14	13,54	1,31
3	88	84	-7,68	-6,86	58,98	47,02
4	84	80	-3,68	-2,86	13,54	8,16
5	72	76	8,32	1,14	69,22	1,31
6	76	76	4,32	1,14	18,66	1,31
7	88	72	-7,68	5,14	58,98	26,45
8	84	72	-3,68	5,14	13,54	26,45
9	84	76	-3,68	1,14	13,54	1,31
10	80	84	0,32	-6,86	0,10	47,02
11	76	72	4,32	5,14	18,66	26,45
12	80	84	0,32	-6,86	0,10	47,02
13	80	80	0,32	-2,86	0,10	8,16
14	72	80	8,32	-2,86	69,22	8,16
15	72	84	8,32	-6,86	69,22	47,02
16	80	76	0,32	1,14	0,10	1,31
17	76	72	4,32	5,14	18,66	26,45
18	80	72	0,32	5,14	0,10	26,45
19	76	68	4,32	9,14	18,66	83,59
20	76	80	4,32	-2,86	18,66	8,16

21	80	80	0,32	-2,86	0,10	8,16
22	76	-	4,32	-	18,66	-
23	88	-	-7,68	-	58,98	-
24	80	-	0,32	-	0,10	-
25	92	-	-11,68	-	136,42	-
∑	**2008**	**1620**	**0,00**	**0,00**	**701,44**	**452,-571**
Mean	**80,32**	**77,14286**			**28,06**	**21,55**

The procedures of calculation are as follow:

a. The Mean of Variabel X

$\mathbf{M_x} = \frac{\sum X}{N_1}$

$\mathbf{M_x} = \frac{2008}{25}$

$\mathbf{M_x = 80,32}$

b. The Mean of Variable Y

$\mathbf{My} = \frac{\sum Y}{N_2}$

$\mathbf{M_y} = \frac{1621}{21}$

$\mathbf{M_y = 77,14}$

c. Determining Standard of Deviation Score of Variable X

$\mathbf{SD_x} = \sqrt{\frac{\sum X^2}{N_1}}$

$\mathbf{SD_x} = \sqrt{\frac{701,44,}{25}}$

$\mathbf{SD_x} = \sqrt{28,06}$

$\mathbf{SD_x = 5,297}$

d. Determining Standard of Deviation Score of Variable Y

$$\mathbf{SD_y} = \sqrt{\frac{\sum Y^2}{N_2}}$$

$$\mathbf{SD_y} = \sqrt{\frac{452,6}{21}}$$

$$\mathbf{SD_y} = \sqrt{21,55}$$

$$\mathbf{SD_y} = \mathbf{4,642}$$

e. Determining Standard Error of Mean Variable X

$$\boldsymbol{SE_{M_X}} = \frac{SD_1}{\sqrt{N1-1}}$$

$$\boldsymbol{SE_{M_X}} = \frac{5,297}{\sqrt{25-1}}$$

$$\boldsymbol{SE_{M_X}} = \frac{5,297}{\sqrt{24}}$$

$$\boldsymbol{SE_{M_X}} = \frac{5,297}{4,898}$$

$$\boldsymbol{SE_{M_X}} = \mathbf{1,081}$$

f. Determining standard error of mean variable Y

$$\boldsymbol{SE_{M_y}} = \frac{SD_2}{\sqrt{N_1-1}}$$

$$\boldsymbol{SE_{M_Y}} = \frac{4,642}{\sqrt{21-1}}$$

$$\boldsymbol{SE_{M_Y}} = \frac{4,642}{\sqrt{21}}$$

$$\boldsymbol{SE_{M_Y}} = \frac{4,642}{4,472}$$

$$\boldsymbol{SE_{M_Y}} = \mathbf{1,038}$$

g. Determining standard error of different mean variable X and Y

$$\boldsymbol{SE_{M_1-M_2}} = \sqrt{{SE_{M_1}}^2 + {SE_{M_2}}^2}$$

$$\boldsymbol{SE_{M_1-M_2}} = \sqrt{(1,081)^2 + (1,038)^2}$$

$$\boldsymbol{SE_{M_1-M_2}} = \sqrt{1,169 1,078}$$

$$\boldsymbol{SE_{M_1-M_2}} = \sqrt{2,247}$$

$$SE_{M_1 - M_2} = \mathbf{1,499}$$

h. Determining t_o

$$\mathbf{t_o} = \frac{M_X - M_Y}{SE_{M_X - M_Y}}$$

$$\mathbf{t_o} = \frac{88,32 - 76,14}{1,348}$$

$$\mathbf{t_o} = \frac{3,177}{1,499}$$

$$\mathbf{t_o = 2,120}$$

i. Determining t-table in significance level 5% with degree of freedom (df)

df = (N_x + Ny) – 2

df = (21+25) – 2

df = 46 – 2

df = 44

The degree of freedom (df) was $N_x + N_y - 2 = 21 + 25 – 2 = 44$. The researcher used the degree of significance of the $\mathbf{t_{table}}$ **5%.** In the table of significance it can be seen that df 44 and the value of degree significance 5% was **-2,120**. Besides from both SPSS calculation the value of degree significance 5% was **-2,120.** Clearly it can be seen that the post-test score of experimental class was higher than the control class. So that, the result of the comparison between them was $t_{observe}$ and t_{table} is **-2.120 < 2.015 = $\mathbf{t_{observe}}$ < $\mathbf{t_{table}}$.** Besides, to know answers whether the alternative hypothesis (H_a) was accepted or rejected. From this calculation above, it can be said that the alternative hypothesis was rejected because $t_{observe} < t_{table}$ in degree significance 5%.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	.104	.749	-2.120	44	.042	-3.177	1.516	-6.232	-.122
	Equal variances not assumed			-2.120	43.889	.040	-3.177	1.499	-6.198	-.156

4.4 The Data Interpretation

In this section, the researcher would described the data interpretation of the research finding and summarizes the hypothesis. The research was held to answer the question whether the use of Listen Read Discuss (LRD) strategy is effective to improve students' reading comprehension of narrative text achievement at the eleventh grade students of MA Al-Ma'arif Jepara or not. In order to answer the question, the researcher writes the explanation used the table below:

Table 4.7

Mean of Score in the Experiment Class and Control Class

Mean	Pre-test	Post-test
Experimental Class	70,08	80,32

Control Class	66,67	77,14
Totally	**136,75**	**157,46**

Based on above table, there was a significance difference from mean for both of the class. Mean of experimental score showed **70.08** and in the control class was **66,67**. So that, in pre-test score, mean score of experimental class was higher than control class. The result of mean score between them was **70,08 > 66,67 = Experiment class > Control class**.

On the other hand, mean score of post-test still had a significance difference from mean for both of the class. Therefore, in post-test mean score of experimental showed **80,32** and control class was **77,14**. In the post-test as final test score for experimental still higher than control class. The result of man score between them was **80,32 > 77,154 = Experiment class > Control class**.

Told about mean score for both of them, the researcher also conducted the totally of mean score. In the pre-test, totally score for both of class was **136,75** and got mean score was **68,375.** In the post-test, totally 4 for both of class was **157,46** and got mean score was **78,73**. Thus. the conclusion from above table experimental score was higher than control class.

Table 4.8

T-test score in the Experimental Class and Control Class

	Pre-test	**Post-test**
T-test Score	**-1.438**	**-2,120**

Based on the analysis of the result above, there were no significant difference between the comparison for both of class by using manual formula and SPSS calculation. The data reports that t-test was lowest than t_{table} (-2,120 < 2.105). So the final result it can be told that teaching reading comprehension of narrative text by using Listen Read Discuss (LRD) strategy was no effective, since alternative hypothesis (H_a) was rejected and the null hypothesis (H_O) was accepted. In other statements, teaching reading comprehension of narrative text by using Listen Read Discuss (LRD) strategy gave so many impact, it could be positive impact and also negative impact.

To know and to be more understanding about the result that showed there were no significant measurement score in both of the class of students' in the eleventh grade of MA Al-Ma'arif Jepara, here the reasons of occurrence of the result is not effective as follow:

1. **Human Error**. This came first from the researcher. The researcher made a mistakes in the first step in the research. Like; in listening showed, it would be better if students on listening through video from the native speaker rather than listening from the researcher. Cause, with video from the native speakers students would be more interested and serious. So the next stages/steps would made easier students to compare what they hear from the native speaker with what they had understood.
2. **Limited Time**. Its happens because this research was carried out only 1 month. Which in one week, the researcher only gave a treatment in 1 meetings. If there are two classes, of course in one week totally the researcher came to the class only has 2 meetings. In addition, the times that only 2x45 minute, it would be not enough time for to do the research. In discussion stages especially, it would be very time consuming or other word is we need too much time. So that, it can be says limited time was

one of the reasons why this strategy there were o significant measurement.

3. **Shock Moment**. The researcher told like this, because mosth of the teacher still used the traditional method like GTM (Grammar Translation Method) In the learning process. Traditional method that only made the students inactive, because they only listen to the material being delivered, worked on the task continuously and so on until the time was over. While, on the other hand, teaching learning that researcher do was something that was opposite of the students habit in the class. Those who want or not, student are required to be more active especially when they discussing with their friend in each groups. Thus, it would changes in the comfort zone of the students who are just silent and listening are replaced by more active and enthusiastic, and which would made them adapt more first. So. It can be said as a shock moment for students.