The Effect of Teaching Strategies and Students' Interest on Reading Comprehension of *Recount Text* of Eighth Grade Students of MTs Qur'an Kisaran

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Abstract-**The study was conducted to find out whether or not there was any significant difference in reading comprehension achievement of the eighth grade of MTs Qur'an Kisaran who were taught through REAP strategy and LRD strategy and those who were not. The population of the study was the eighth grade of MTs Qur'an Kisaran in the school year 2019/2020. The total number of the students was 66 students. The sample was 76 students that were taken by using purposive sampling technique. Thirty five students were in the experimental group and thirty four students were in the control group. In doing this research, the writer did the experimental research by using quasi experimental design. The instrument for collecting the data was a reading test that was given as a pre-test and a post-test. The result of the test that was analyzed by using the independent sample t-test analysis showed that the t-obtained value was at the significance level. It means that there was a significant difference in the reading comprehension achievement between the students who were taught through REAP strategy and those who were not.**

Keywords: Reading, Recount text, LRD strategy, REAP strategy

I. INTRODUCTION

Reading is the one of important skill in language skill, the importance of reading becomes an aspect that should be considered among language skill. Reading is the practice of using text to create meaning. The two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place. Therefore, to find out the information of reading text, the reader should have a good comprehension skill. Comprehension skills are strategies readers use to retrieve information and construct meaning.

Recount text is one of text types that retells past events. Anderson stated that, a recount text is a piece of text that retells past events, usually in order in which they happened. Thus, the special features of recount text could be found in its sequence of events in which past event is written chronologically. The purpose of the text is usually to give the reader a description of event. Besides, its most common purposes are to inform and to entertain.

Reading is an important aspect as the process of reader's way to know information. Grabe and Stoller (2001) stated, "All researchers recognize that the actual ability to comprehend texts comes about through reading, and doing a great deal of it, as the core of reading instruction". Comprehension is the process of readers interacting and constructing meaning from text, implementing the use of prior knowledge, and the information is founded in the text.

II. REVIEW OF RELATED LITERATURE

Grellet (1981:3) stated that reading comprehension is an understanding a written text means extracting the required information from it as efficiently as possible. It refers to the ability in interpreting the words, understanding the meaning and the relationships between ideas conveyed in a text. He summarizes reading comprehension instruction for the teacher as following a three-step procedure: mentioning, practicing and assessing. Teachers mention the skills that students want to use then, they give them opportunities to practice those skills through workbooks or work sheets, and finally assess whether or not they use the skills successfully.

Manzo & Casale (2008) quoted that, Listen-Read-Discuss (LRD) strategy is a comprehension strategy that builds students' prior knowledge before they read a text. It is a powerful tool for engaging struggling readers in classroom discussion. Since the content is initially covered orally, students are unable to read the entire text on their own to gain at least a surface level of understanding about the reading. Those students lacking prior knowledge about the content gain it during the listening stage, allowing them to more easily to comprehend the text during the reading stage. Listen-Read-Discuss strategy is relatively easy to create because they can enhance a students' understanding about many lessons.

REAP strategy is a strategy that encourages students to share the ideas encountered in their reading. REAP develops independent reading skills by encouraging the reader to put the main idea of the passage into his/her own words, both orally and in written form. It can be employed as a study technique,

thereby assisting long term memory. It is particularly beneficial for students with learning problems because it encompasses analysis and synthesis.

III. RESEARCH METHOD

In this research, the writer used Quantitative research to measure which one between these two strategies is better in teaching reading comprehension on Recount text for the students. A factorial design used in which two or more variables were manipulated simultaneously in order to study the independent effect of each variable on the dependent variable as well as the effect due to the interaction among the several variables (Ary, 2010:310). There are three variables in this study, they are: independent variables: Listen Read Discuss (LRD) and Reading Encode Annotate Ponder (REAP), attribute variable: interest and dependent variable: students' achievement in reading comprehension. The interest was obtained by administering a questionnaire.

IV. RESULTS

The Result of the Pre-test and Post-test in the Experimental Group

TABLE 1. SCORE DISTRIBUTION OF EXPERIMENTAL GROUP (N=26)

Score Interval	Category	Pre-test		Post-test	
		N	%	N	%
86-100	Excellent	1	2.63	8	21
71-85	Good	8	21	29	76.3
56-70	Average	14	36.84	1	2.63
41-55	Poor	11	28.94	-	-
0-40	Failed	4	10.52	-	-
Total		38	99.9	38	99.9

The table1 above shows that in the pretest there are 4 students (10.52%) got the score 40 or below that were classified into failed category,11 students(28.94%) got score between 41-55 that were classified into poor category, 14students (36.84%) got scores between 56-70 that were classified into averagecategory,8 students (21%) got scores between 71-85 that were classified into good category and 1 student (2.63%) got scores between86- 100 that was classified into excellent category.

In the posttest, none of students got the scores between 41-45 or 40 or below. From the result none of the students was in failed or poor category. 1 student (2.63%) got score between 56 -70 that was classified into average category, 29 students (76.3%)got score between71 -85 that were classified into good category. And the last, 8 students (21%) got score between86-100that were classified into excellent category.

The Result of the Pre-test and Post-test in the Control Group

Table 2 shows that in the pre test there is 1 student(2.63%)got the score 40 or below that were classified into failed category, 4 students (10.52%) got scores between

41-55 that were classified into poorcategory,18 students (47.36%) got scores between 56-70 that were classified into average category, 15 students (39.47%) got scores between 71-85 that were classified into good category and none students got scores between 86-100 that were classified into excellent category.

In the posttest, none of students got the scores between 41-45 or 40 or below. From the result none of the students was in failed or poor category. 9 students (23.68%) got scores between 56-70that were classified into average category, 26 students (68.42%) got scores between71-85 that were classified into good category. And the last,3 students (7.89%) got scores between 86-100 that were classified into excellent category.

TABLE 2. SCORE DISTRIBUTION OF CONTROL GROUP(N=26)

Score Interval	Category	Pre-test		Post-test	
		N	%	N	%
86-100	Excellent	-	-	3	7.89
71-85	Good	15	39.47	26	68.42
56-70	Average	18	47.36	9	23.68
41-55	Poor	4	10.52	-	-
0-40	Failed	1	2.63	-	-
Total		38	99.98	38	99.98

Paired Sample T-Test

Table 3 shows the mean of pre-test 57.36 and the mean of the post-test was 81.15. The standard deviation of the pre-test was 13.833 and the standard deviation of the post-test was 5.948.

TABLE 3. PAIRED SAMPLE T-TEST OF EXPERIMENTAL GROUP

Group	Test	Mean	Std.Dev	T	Sig. (2- Tailed)
Exp	Pre-Test	57.36	13.833	14.398	.000
	Post-Test	81.15	5.948		

Standard error mean was. 96491. In the control group, the mean of post-test was75.05; standard deviation was 8.236; and the standard error mean was 1.336.

Based on the result of this study, the writer found that using LRD strategy can be used as an alternative method in teaching reading comprehension. It is very useful for the students in learning reading process. LRD isused in a large group setting to offer students the chance to contribute to discussion and then by doing so build a larger knowledge base. However, the students has the different of ability on reading level, so it can be proved through their groups' discussion to find the meaning of the information on the text. It means that the students were able to analyze, use critical thinking, interpret and explain about the information of the text. After that, the students began to read the text, and the writer asked them to write about what the information that is got from the text. There is less information to remember when

it has been summarized in an annotation, and annotations are written in a student's own words.

TABLE 4. RESULT OFPRE-TEST ANDPOST-TEST CYCLE I

NO	NAME	Pre- test (X)	Post-test (Y)
1.	ARS	60	76
2.	AS	64	72
3.	AFH	60	72
4.	AP	48	60
5.	AMP	72	88
6.	AA	64	68
7.	AAN	68	80
8.	AM	52	72
9.	AH	68	76
10	DGP	68	76
11	DPR	88	88
12	DPN	64	76
13	DPJ	64	76
14	DKT	60	72
15	FZA	68	76
16	FZA	52	72
17	FP	40	76
18	HIM	52	72
19	HHAT	64	76
20	HRM	56	64
21	HAH	64	76
22	IT	78	80
23	ISM	75	77
24	IAS	75	79
25	JA	65	70
26	KU	74	78
27	MAZA	80	85
28	MFAB	66	75
29	MZAK	67	78
30	MRB	70	79
31	MFS	67	77
32	SSP	70	78
33	SKM	65	77
34	TA	80	90
Total		1,268	1,544
Average		60.3	73.5
Percentage of Minimum Passing Grade		14.28%	85.71%

V.FINDINGS

The first finding of this research reveals that the students' achievement in reading comprehension taught by using Listen Read Discuss (LRD) is significantly higher than that of students taught by using Reading Encode Annotate Ponder. Thus, it implies English teacher should apply Listen Read Discuss strategy.

The second finding of this research reveals that the achievement in reading comprehension of the students who have high interest is significantly higher than that of the students who have low interest. Therefore, the teacher should pay more attention to the students' interest, so that the students can obtain better learning achievement.

Finally, the third research finding of this study reveals that there is interaction between reading strategies and students' interest to the students' achievements in reading comprehension.

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