

## ABSTRAK

**Ahmad Fauzi, Registration Number: 8176112004. The Effect of Teaching Strategies and Students' Interest on Reading Comprehension of Recount Text of Eighth Grade Students of MTs Qur'an Kisaran. A Thesis. English Applied Linguistics Study Program, State University of Medan. 2019**

Tujuan dari penelitian ini adalah untuk menjelaskan ada pengaruh prestasi belajar siswa dalam pemahaman membaca yang diajarkan menggunakan strategi Listen Read Discuss (LRD) lebih baik daripada siswa yang diajarkan dengan menggunakan strategi Reading Encode Annotate dan Ponder (REAP), ada pengaruh prestasi belajar siswa dalam membaca dengan minat tinggi lebih baik daripada minat rendah, ada interaksi yang signifikan antara strategi mengajar dan minat terhadap prestasi belajar siswa dalam pemahaman membaca, dan ada interaksi prestasi siswa dalam membaca pemahaman yang diajarkan menggunakan strategi LRD dan strategi REAP dengan minat tinggi dan rendah. Populasi penelitian ini adalah siswa kelas VIII MTs Qur'an Kisaran tahun ajaran 2018/2019. Desain penelitian adalah penelitian eksperimental dengan menggunakan desain faktorial 2x2. Kelas VIII A yang digunakan sebagai kelas eksperimen diajarkan menggunakan strategi Listen Read Discuss dan kelas VIII B yang digunakan sebagai kelas kontrol diajarkan dengan menggunakan strategi Reading Encode Annotate Ponder. Data dianalisis dengan menerapkan Two-Way ANOVA, membandingkan  $F_{\text{Observed}}$  dan  $F_{\text{Tabel}}$  di tingkat signifikansi  $\alpha = 0,05$ , hasilnya mengungkapkan bahwa (1) prestasi siswa dalam pemahaman membaca yang diajarkan dengan menggunakan strategi Listen Read Discuss ( $\bar{x} = 80,47$ ) lebih tinggi daripada yang diajarkan dengan menggunakan strategi Reading Encode Annotate Ponder ( $\bar{x} = 73,75$ ) dengan  $F_{\text{Observed}} = 82,20 > F_{\text{Tabel}} = 3,98$ , itu berarti bahwa strategi Listen Read Discuss mempengaruhi pemahaman membaca lebih baik daripada strategi Reading Encode Annotate Ponder (2) prestasi belajar siswa dalam pemahaman membaca dengan minat tinggi ( $\bar{x} = 83,61$ ) lebih tinggi daripada mereka yang memiliki minat rendah ( $\bar{x} = 79,53$ ) dengan  $F_{\text{Observed}} = 41,26 > F_{\text{Tabel}} = 3,98$ , itu berarti minat yang tinggi mempengaruhi pemahaman membaca lebih baik daripada minat yang rendah (3) ada interaksi antara strategi dan minat siswa, berdasarkan  $F_{\text{Observed}} = 14,81 > F_{\text{Tabel}} = 3,98$ , dapat disimpulkan bahwa siswa dengan minat tinggi lebih baik diajar dengan menggunakan Listen Read Discuss (LRD) dan siswa dengan minat rendah lebih baik diajar dengan menggunakan strategi Reading Encode Annotate Ponder (REAP).

*Kata kunci: Pemahaman membaca, strategi mengajar, teks recount, minat*

## ABSTRACT

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The objectives of this study are to explain there is an effect the students' achievement in reading comprehension taught by Listen-Read-Discuss (LRD) is better than the students taught by and Reading Encode Annotate and Ponder (REAP) strategy, there is an effect the students' achievement in reading comprehension with high interest is better than low interest, there is a significant interaction between teaching strategies and interest on the students' achievement in reading comprehension, and there is an interaction of the students' achievement in reading comprehension taught by LRD and REAP strategy with high and low interest. The population of this research was the students in grade VIII of MTs Qur'an Kisaran in 2018/2019 school year. The research design was experimental research by using factorial design 2x2. The VIII A class used as experimental class was taught by Listen Read Discuss and VIII B class used as control class was taught by using Reading Encode Annotate Ponder strategy. The data were analyzed by applying Two-Way ANOVA, comparing  $F_{\text{Observed}}$  and  $F_{\text{Table}}$  at the level of significance  $\alpha = 0.05$ , the result reveals that (1) students' achievement in reading comprehension that taught by using Listen Read Discuss strategy ( $\bar{x} = 80.47$ ) is higher than those that taught by using Reading Encode Annotate Ponder strategy ( $\bar{x} = 73.75$ ) with  $F_{\text{Observed}} = 82.20 > F_{\text{Table}} = 3.98$ , it means that Listen Read Discuss strategy affects reading comprehension better than Reading Encode Annotate Ponder strategy (2) students achievement in reading comprehension with high interest ( $\bar{x} = 83.61$ ) is higher than those with low interest ( $\bar{x} = 79.53$ ) with  $F_{\text{Observed}} = 41.26 > F_{\text{Table}} = 3.98$ , it means high interest affect reading comprehension better than low interest (3) there is interaction of reading strategies and students' interest, based on  $F_{\text{Observed}} = 14.81 > F_{\text{Table}} = 3.98$ , it can be concluded that students with high interest is better taught by using Listen Read Discuss (LRD) strategy and students with low interest is better taught by using Reading Encode Annotate Ponder (REAP) strategy.

*Keywords: Reading comprehension, teaching strategy, recount text, interest*