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# Proceedings

## **The 4th Annual INTERNATIONAL SEMINAR on Transformative Education and Educational Leadership**

Theme : Education Innovation in Indonesia Context Focused  
on Disruptive Technology of Industrial Revolution 4.0.

23 - 24 September 2019  
Garuda Plaza Hotel - Jln. Sisingamangaraja No. 18  
Medan, North Sumatra - Indonesia



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**Rundown of The 4<sup>th</sup> Annual Internatioanal Seminar on Transformative Education and Educational Leadership (AISTEEL) 2019**  
**Garuda Plaza Hotel, Medan, 23 – 24 September 2019**

**1st day (Monday, September 23, 2019)**

Time	Activities	PIC
15.00 – 20.00	Registration in Garuda Plaza Hotel	committee

**2nd day (Tuesday, September 24, 2019)**

Time	Activities	PIC/Moderator
07.00 – 08.30	Poster Sessions 1	Section Poster 1
08.30 - 09.00	<b>Opening Ceremony</b> 1. MC Speech 2. Traditional Welcome Dance 3. Indonesian National Anthem 4. Pray 5. Chairperson Report 6. <b>MoU signing between Unimed and PSU - Thailand</b> 7. Welcoming speech of Director of Postgraduate School 8. Welcoming speech and official opening of Rector of State University of Medan	MC
09.00 – 09.40	Plenary Lecture 1: <b>Prof. Dr. Syawal Gultom, M.Pd</b> (State University of Medan– Indonesia)	Moderator Section
09.40 – 10.25	Plenari Lecture 2 <b>Prof. W. L. Quint Oga-Baldwin</b> (Department of Education, Faculty of education and Integrated Art and Sciences, Waseda University - Japan)	Prof. Amrin Saragih, PhD (Panel)
10.30 – 11.15	Plenari Lecture 3 <b>Prof. Dr. Wu-Yuin Hwang</b> (Graduate Institute of Network Learning Technology National Central University, NCU - Taiwan)	
11.15 – 12.00	Plenari Lecture 4 <b>Prof. Dr. Ekkarin Sungtong</b> (Dean of Faculty of Education Prince of Songkla University - Thailand)	Mangara Simanjorang, PhD (Panel)
12.00 – 12.45	Plenari Lecture 5 <b>Asst. Prof. Patcharin Panjaburee, Ph.D.</b> (Mahidol University – Thailand)	
<b>12.45 – 13.30</b>	<b>Lunch Break/</b> Poster Sessions 2	Section Poster 2
<b>13.30 – 15.30</b>	<b>Parallel Session 1</b>	
15.30 – 16.00	Break/ Poster Sessions 3	Section Poster 3

15.50 – 18.00	<b>Parallel Session 2</b>	Moderator/Operator
18.00 – 19.00	Break/ Prayer	
19.00 – End	Banquet (Gala Dinner) - Announce of Best Presenter - Announce of Best Poster	Consumption Section

## **Proceedings of the 4<sup>th</sup> Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2019)**

### **Preface**

The 4<sup>th</sup> Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2019) was held in Garuda Plaza Hotel, Medan City-Indonesia on 23-24 September 2019. This seminar is organized by Postgraduate School, Universitas Negeri Medan and become a routine agenda at Postgraduate program of Unimed now.

The AISTEEL is realized this year with various presenters, lecturers, researchers and students from universities both in and out of Indonesia participating in, the seminar with theme “Education, Learning and Leadership Innovation.”

The plenary speakers coming from various provinces in Indonesia have been present topics covering multi disciplines. They have contributed many inspiring inputs on current trending educational research topics all over the world. The expectation is that all potential lecturers and students have shared their research findings for improving their teaching process and quality, and leadership.

The fourth AISTEEL presents a keynote speaker and 4 distinguished invited speakers from Indonesia, Japan, Taiwan, and Thailand. In addition, presenters come from various Government and Private Universities, Institutions, Academy, and Schools. Some of them are those who have sat and will sit in the oral defence examination.

There are 310 articles submitted to committee, some of which are presented orally in parallel sessions, and others are presented through posters. The articles have been reviewed by double blind reviewer and 172 of them were accepted for published by Atlantis Press indexed by International Indexation and 96 papers are published by digital library indexed by google scholar.

The Committees of AISTEEL invest great efforts in reviewing the papers submitted to the conference and organizing the sessions to enable the participants to gain maximum benefit.

Grateful thanks to all of members of The 4<sup>th</sup> Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2019) for their outstanding contributions. Thanks also given to publisher for producing this volume.

The Editors

**Bornok Sinaga**  
**Rahmad Husein**  
**Juniastel Rajagukguk**

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*Uswatun Hasanah*

# 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 OF PRE-TEST AND POST-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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