



FINAL PROJECT
THE EFFECTIVENESS OF LISTEN-READ-DISCUSS (LRD) AND
GRAPHIC ORGANIZER COMBINATION TECHNIQUE IN TEACHING
READING COMPREHENSION OF REPORT TEXT

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by
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Semarang, 20 June 2019



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MOTTO AND DEDICATION

Allah has promised those who believe and do righteous deeds [that] for them there is forgiveness and great reward. (Quran, 5:9)

Don't ever stop. Always keep going, no matter what happens and is taken from you.

Even when life is so unfair, don't give up. (Ezio)

Hope is what makes us strong. It is why we are here. It's what we fight with when all else is lost. (Pandora)

To my parents, brother, teachers, friends and my precious;
for the love, cares, knowledge, prayers, helps, and support

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The Writer

ABSTRACT

Wijaya, Soni Hepi. (2019). *The Effectiveness of Listen-Read-Discuss (LRD) and Graphic Organizer Combination Technique in Teaching Reading Comprehension of Report Text.* Final Project. English Department, Faculty of Languages and Arts, Universitas Negeri Semarang. Advisor: Dr. Djoko Sutopo M.Si.

Key Words: *Combination Technique, Listen-Read-Discuss, Graphic Organizer, Reading Comprehension, Report Text, Quasi-Experimental Research*

The purpose of this study is to investigate the significant difference of reading comprehension achievement between a group that is taught using LRD and graphic organizer combination technique and another group that is taught using conventional method; and to explain the effectiveness of LRD (Listen-Read-Discuss) and graphic organizer combination technique in teaching report text reading comprehension. This study used quasi-experimental. The population of this study was the ninth grade students of SMP Negeri Bae, Kudus in the Academic Year of 2018/2019. Meanwhile, the sample consisted of 64 students from two classes.

The study steps were giving pre-test, treatments, and post-test to both groups. The data were collected by giving a reading test to both groups. In addition, questionnaire was also conducted to know the students' responses toward the combination technique,

Based on the analysis of the data, the mean score of pre-test of experimental group was 53,59 while control group was 53,13. It indicated that both group had equal level of ability. In post-test, The mean of experimental group was 78,13, it was higher than control groups with 69.84. Furthermore, independent sample test showed that t_{value} was higher than t_{table} ($4,793 > 1,999$).

In conclusion, there is a significant difference between both groups. Moreover, students' responses toward the combination technique showed that they are interested in learning reading report text using the combination technique. They also felt that the combination technique is fun method. It indicated that LRD and graphic organizer combination technique is effective to improve students' reading comprehension of report text.

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CHAPTER I

INTRODUCTION

Chapter I consists of background of the study, reasons for choosing the topic, research questions, objectives of the study, hypothesis of the study, significance of the study, and the outline of the report.

1.1 Background of the Study

English is international language. In this modern era, English is used to communicate with everyone with different tribe and culture around the world. There are four basic skills in learning English, such as are writing, speaking, listening, and reading.

Reading is one of the four basic competences that the students should gain well. Krashen (2004) stated that reading is very important in learning English because it is the only way to become a good reader, develop a good writing style, an adequate vocabulary, advanced grammar, and a good speller. In other words, reading can also improve writing, vocabulary, and grammar skills at the same time.

Reading has an important role as an input in education field. (Grabe & Stoller, 2013, p.259) It exposes learners to "large quantities of material within their linguistic competence." Therefore, the students not only need exercise to have a good reading skill, but also they can get lot of knowledge and many things through reading.

This study focuses in reading report text. Report text is one of the reading materials taught at ninth grade of Junior High School. This research focuses on it

because reading interest in Indonesia is low. The “World’s Most Literate Nations” study was conducted by John Miller, the president of Central Connecticut State University stated that Indonesia ranks 60th from 61 countries. Moreover, when reading interest is low, it has an impact on students reading comprehension. In conventional methods (lecturing and reading aloud), the students read the text and then the teacher asked some students to read aloud. Furthermore, the classroom situation is not alive and not interactive during the teaching and learning process. Most of students are usually not actively participate in class discussion. They just listen and not respond to the teacher and other students. They feel frustrated and lose their motivation to learn reading. Brown (1990) stated that traditional school settings with their teacher domination, grades and tests, as well as "a host of institutional constraints that glorify content, product, correctness, competitiveness" tend to provide extrinsic motivation and "fail to bring the learner into a collaborative process of competence building". In other words, conventional teaching methods with teacher-centered learning will lower students’ motivation. With an appropriate reading technique in teaching reading, it would be very useful to improve students’ motivation and reading comprehension.

Based on the background above, the researcher interested with LRD (Listen-Read-Discuss) and graphic organizer combination technique in teaching reading comprehension. LRD is a method developed by Manzo and Casale in 1985. The Listen-Read-Discuss (L-R-D) method was created as a “starter” method to bridge traditional instruction to be more interactive approach. Listen-Read-Discuss (LRD) is a comprehension strategy that builds students’ prior knowledge before they read

a text and helps students comprehend text. First step of LRD technique is Listen. Students listen to the teacher presents basic structure of the material, relevant background information, and important information to look for. In this step, LRD often paired with a graphic organizer. According to Hall & Strangman (2002), a graphic organizer is a visual and graphic display that depicts the relationships between facts, terms, and or ideas within a learning task. The purpose of the graphic organizer is to facilitate the learning of information with arranged graphic key (Simmons, Griffin, & Kameenui, 1988). Specifically, graphic organizer helps to present information by highlighting ideas and connect them from the concepts. Second step is “Read”. Students read the text and the content should be similar to the material presented during the "listen" session of the lesson. Finally, in Discuss step, the students discuss the material and information they have heard and read in a group. In this study, the researcher used the combination of Listen-Read-Discuss and graphic organizer technique for teaching English especially for teaching reading report text. By using the LRD (Listen-Read-Discuss) and graphic organizer combination technique in this study, the researcher hope that students can achieve reading comprehension and the result of this research will give the answer to the problem above.

1.2 Reason for Choosing the Topic

The researcher chose the topic “The Use of Listen-Read-Discuss and Graphic Organizer Combination Technique in Teaching Report Text Reading Comprehension”, with following reasons:

Listen-Read-Discuss (LRD) is a comprehension strategy that builds students' prior knowledge before they read a text and helps students comprehend text. While graphic organizer helps highlight main ideas and important information, and connect the relationship between them. The combination of Listen-Read-Discuss (LRD) and graphic organizer will help students to comprehend text and stimulates to be active in learning activity.

Teaching reading comprehension is important for student because by reading students get the information from the written English. Reading is one of important skills for student to gain lot of knowledge. Most of knowledge and information are in the form of written and reading is the way to obtain them.

The researcher choose report text in this study because this genre of text presents information about something generally. So, students can improve their knowledge about something in general and as it is based on fact. The researcher only use report text as material and the text because it is easy to deliver, describe certain things, and also attract students' attention to be focused on. The researcher choose ninth grade students to be the subject of the study since report text is taught on tenth grade.

Based on my observation, the students in SMP Negeri 1 Bae do not participate actively during the lesson. That gives an effect that they will not improve their knowledge very well. The reason is English subject teaching and learning process in SMP Negeri 1 Bae is still teacher centered. By using Listen-Read-Discuss technique, the students are expected to do listening, reading, and discussing activities to gain students' reading comprehension during the lesson in class.

Besides, the researcher choose SMP Negeri 1 Bae because the researcher have good relation with teachers in there until now. Teachers could help me to discuss about my research and getting information.

1.3 Research Questions

The problems are discussed in this study are as follows:

- (1) How is the effectiveness of LRD (Listen-Read-Discuss) and graphic organizer combination technique in teaching report text reading comprehension?
- (2) How are the responses of the students about LRD (Listen-Read-Discuss) and graphic organizer combination technique?

1.4 Objectives of the Study

The purposes of the study are:

- (1) To analyze the result of reading comprehension tests in order to explain the effectiveness of LRD (Listen-Read-Discuss) and graphic organizer combination technique in teaching report text reading comprehension.
- (2) To analyze the result of questionnaire sheets in order to explain the students' opinions and responses on LRD (Listen-Read-Discuss) and graphic organizer combination technique.

1.5 Hypothesis of the Study

There are two hypotheses in this study, they are:

- (1) Null hypothesis (H_0)

There is no significant difference in the students' reading comprehension of report text after being taught using Listen-Read-Discuss (LRD) and Graphic Organizer technique and those who taught using conventional method.

(2) Working hypothesis (H_1).

There is a significant difference between the students' reading comprehension of report text after being taught using Listen-Read-Discuss (LRD) and Graphic Organizer combination technique and those who taught using conventional method

1.6 Definition of Key Terms

In order to clarify the key terms used in this study, some definitions are put forward.

(1) Reading

According to Dr. Tarihoran (2012), reading is one of the language skills and concurrently of the basic subjects of the English department and a private, mental, or cognitive, process which involve a reader in attempting to know a message from a writer who is distant in space and time. Reading has a very important role in learning English. It is a way to get information and knowledge.

(2) Reading Comprehension

According to Woolley (2011), "reading comprehension is the process of understanding and constructing meaning from the text." In short, reading comprehension is explained as the ability to understand what has been read.

(3) Teaching Reading

Teaching is the way to create the process of learning activity that involves the role of the teacher.

(4) Report Text

According to Brown (2007, p.7) the concept of teaching is guiding and facilitating learning, enabling the learner, setting conditions for learning. It means that teaching is the ability, which involves the teacher's guidance and lessons by setting the certain condition of learning.

(5) Listen-Read-Discuss (LRD)

The Listen-Read-Discuss (LRD) method was created as a “starter” method to bridge traditional instruction to be more interactive approach. Manzo (1985) stated that “Listen–Read–Discuss (LRD) is a comprehension strategy that helps students comprehend text.” Furthermore, this strategy stimulates students to be active in learning activity. LRD strategy to help students share idea with presented orally or discussion about the materials. And then this strategy could help a students to increase information in reading the text.

(6) Graphic Organizer

Graphic organizers are also sometimes referred to as knowledge maps, concept maps, story maps, cognitive organizers, advance organizers, or concept diagrams (Hall & Strangman, 2002).

Hibbard & Wagner (2013) gave another definition. Graphic organizer is a diagram that represents a relationship directed by a thinking-skill verb. The verb “sequence” calls for a diagram of a series of boxes connected by arrows that shows the “event” of one box leading to the “event” of another box.

1.7 Significance of the Study

Based on the objectives of the study, the effectiveness of LRD (Listen-Read-Discuss) and graphic organizer combination technique in teaching report text reading comprehension is explained, so that theoretically the result of reading comprehension tests is analyzed in order to explain the effectiveness of LRD (Listen-Read-Discuss) and graphic organizer combination technique in teaching report text reading comprehension. Practically, this research aimed to provide theories, practices, and analysis for students of educational studies, especially in English Department, which will encourage them to conduct research in teaching techniques especially the combination of LRD (Listen-Read-Discuss) and graphic organizer. Furthermore, pedagogically it is expected to help teachers will get better insight in understanding of LRD (Listen-Read-Discuss) and graphic organizer and will realize that it is also worth trying in teaching reading comprehension.

Second, the students' opinions and responses to the combination technique of LRD (Listen-Read-Discuss) and graphic organizer in report text reading comprehension is explained, so that theoretically, the questionnaire sheets result is analyzed in order to explain the students' opinions and responses on LRD (Listen-Read-Discuss) and graphic organizer combination. Practically, it is reviewed the students' perspective and the process of LRD (Listen-Read-Discuss) and graphic organizer combination technique in teaching report text reading comprehension. Pedagogically, by knowing students perspective, it is expected to be useful for teachers to choose and provide a good and suitable teaching technique for their students.

1.8 Outline of the Study

This final project is organized into five chapters. The outline of the study is as the following:

Chapter one is introduction, which consists of background of the study, reasons for choosing the topic, research questions, objectives of the study, definition of key terms, significances of the study, and outline of the study. Reading has an important role as an input in education field. Reading can also improve writing, vocabulary, and grammar skills at the same time. The combination of Listen-Read-Discuss (LRD) and graphic organizer will help students to comprehend text and stimulates to be active in learning activity. The researcher choose report text in this study because this genre of text presents information about something generally. The objectives of the study is to analyze the result of reading comprehension tests in order to explain the effectiveness and students opinions of LRD (Listen-Read-Discuss) and graphic organizer combination technique in teaching report text reading comprehension. Definition of reading, reading comprehension, teaching reading, report text, listen-read-discuss (LRD) and graphic organizer.

Chapter two is review of related literature, which consists of three sub-chapters. First sub-chapter discusses about the review of the previous studies; this part explains 35 previous studies that relates to combination of LRD (Listen-Read-Discuss) and graphic organizer techniques in teaching reading comprehension. All of those studies results showed that LRD and graphic organizer are effective to improve reading comprehension. Second sub-chapter focuses on the theoretical background, this part discusses about the related theories of reading, reading

comprehension, report text, listen-read-discuss, and graphic organizer. The last but not least is a framework of the present study; it describes how the theories are applied in the proofs of analysis in answering the statement of problems.

Chapter three is the research methodology. It includes the research design, subject of the study, variable, instruments for collecting data, method of collecting data, procedures of the experiment, and methods of analyzing data. Research design used quasi experimental design. Population was ninth year students of SMP Negeri 1 Bae, Kudus in the academic year of 2018/2019. Sample was IX B as experimental group and IX C class as the control group. Instruments for collecting data were pre-test, post-test, and questionnaire. The data was analyzed using SPSS, and using T-test to find out the improvement of students' ability.

Chapter four is research findings and discussion, it contains the analysis regarding to the result of the English written test, and questionnaire. This chapter explained the result of pre-test, post-test and questionnaire. The validity, reliability, normality, homogeneity, and T-test of the test were calculated in this chapter. the mean score of pre-test of experimental group was 53,59 while control group was 53,13. It indicated that both group had equal level of ability. In post-test, The mean of experimental group was 78,13, it was higher than control groups with 69.84. Furthermore, independent sample test showed that t_{value} was higher than t_{table} ($4,793 > 1,999$). In conclusion, there is a significant difference between both groups. Moreover, students' responses toward the combination technique showed that they are interested in learning reading report text using the combination technique. They also felt that the combination technique is fun method. It indicated that LRD and

graphic organizer combination technique is effective to improve students' reading comprehension of report text.

The last is chapter five, which contains conclusions and some suggestions dealing with the subject matter of this study. The conclusion of this study are the implementation of Listen-Read-Discuss (LRD) and graphic organizer combination technique is effective to improve students' reading comprehension of report text and the students' opinions and responses on LRD (Listen-Read-Discuss) and graphic organizer combination technique are positive. For suggestions, it is hoped that the result of this study will be useful for English teacher and the findings of this study is expected to develop further research in the future.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of related literature to the study. The first subchapter is about review of previous studies, those studies can support this study as one of the writer references. The second sub-chapter is the review of theoretical background, which discusses definition of reading, reading comprehension, theories, and principles of teaching reading report text, listen-read-discuss (LRD) technique, and graphic organizer. It will be helpful in comprehending about the present study. The last sub-chapter is the theoretical framework of the study. It details the understanding of this study general ideas.

2.1 Review of Previous Studies

The focus of this study is teaching reading comprehension especially report text. English has become one of the most important aspect in learn to enrich our knowledge at international level. English was not only used as means of human communication but also as a subject learned at school in Indonesia. Reading is one of four skills that students must be master. Reading comprehension is important for student because by reading students get the information from the written text. Besides, it makes people easy to connect their ideas on reading towards what they have already known. However, most of students face some struggles. The combination of listen-read-discuss and graphic organizer will help students in reading comprehension, which makes students easily in identifying main ideas of the text. To strengthen the strategies and techniques in this study, there are a number

of research studies related to strategies and techniques for teaching reading comprehension. They are described as the followings.

Studies on the use of listen-read-discuss (LRD) technique in teaching reading comprehension have been the concern of a number of researchers (see e.g. Murni, 2015; Mutikasari, 2015; Hutomo, 2017; Nikmah 2017; Yusanti, 2017; Ni'mah 2018). Their studies had the same aim, to find out whether listen-read-discuss (LRD) strategy could improve the students' reading comprehension. All of the studies were conducted at senior high school level. All of the studies are quantitative research, and some of the studies used interview to get data about students' opinion about listen-read-discuss (LRD) strategy. However, those studies did not have same focus of text. The result of those studies showed that listen-read-discuss (LRD) could improve students reading comprehension. Mutikasari (2015), Hutomo (2017), Yusanti (2017), Ni'mah (2018) used observation instrument and showed that the students were more active and confident, when they were eager to ask and to answer the questions, the students were not bored during reading class, the students enjoyed, and they paid attention in teaching learning process and the reading class was more effective, the students were more enthusiast in reading class.

Similar with those studies, there are some studies that aim to find out the effect of using listen-read-discuss on the students' reading comprehension ability at junior high school level (see e.g Putri, 2013; Salman,2013; Anggraeni, 2014; Dahler – Manullang, 2015; Rahma, 2015; Pariska, 2016; Sakina-Nadrin-Nur Sehang, 2016; Mustabsyiroh, 2017; Wahyuningsirih, 2017; Dasria-Eliwarti-Sumbayak, 2018; Mutohharoh, 2018). These studies match with the writer's studies

because of the same subject, which is junior high school. All of the studies showed significant effect of using LRD (Listen-Read-Discuss) strategy on reading comprehension. Moreover, Putri (2013), Pariska (2016) Mutohharoh (2018) results showed that using LRD (Listen-Read-Discuss) strategy on the students will give high prior knowledge and gave better result significantly in reading comprehension.

Other studies that in line with the writer's study that aimed to find out whether there is a significant different between the reading comprehensions after being taught by using graphic organizers (see e.g. Darmawan, 2011; Pullupaxi, 2012; Praveen - Rajan, 2012; Sari, 2012; Purwaningsih, 2013; Toha. 2013; Febrianza, 2014; Sari, 2014; Djoni, 2015; Nuryana, 2016; Ayiz, 2018). Those studies using graphic organizers in teaching reading comprehension at different students' level. Pullupaxi (2012), Sari (2012), Purwaningsih (2013), Toha (2013); Febrianza (2014), Sari (2014), Djoni (2015), Nuryana (2016) stated that there is significant improvement in reading comprehension by using graphic organizer. The use of graphic organizer in teaching reading comprehension could give better improvement in identifying the required information from the material, classifying or arranging them in templates which are creatively constructed by the readers themselves and they also guide readers in drafting similar information in a different context. Furthermore, Praveen and Rajan (2012) stated that using graphic organizers is effective in identifying the main idea, finding the supporting details, dealing with vocabularies, fact and opinion, and making inferences. Moreover, Ayiz (2018) used combination of graphic organizer and GIST strategies. Still,

graphic organizer and GIST strategies are effective to enhance reading comprehension of students.

Kim, Vaughn, Wanzek & Wei (2004), Miranda (2011), Gifford (2014) conducted a study to find out the effect of graphic organizers on the reading comprehension of an English language learner with a learning disabilities. Learning disabilities is a condition having difficulties to obtain knowledge and skills to the level expected at the same age, especially when related to physical handicap. According to Miranda (2011), the results of the study indicated that graphic organizers gave a positive effect on subjects' content knowledge and relational knowledge reading comprehension for English language learner with a learning disability. Gifford (2014) by pairing graphic organizers paired with technology, the technique could enhance students' reading comprehension. Participants liked being able to use a form of technology and the process is enjoyable. While Barry (2016) conducted a study in order to know the correlation between reading comprehension and teacher-generated graphic organizers (GOs). The result was the use of GOs as a support while reading is especially useful for students who struggle with reading comprehension. GOs help a fundamental yet limited resource, working memory, through the visual representation and organization of information presented in reading.

In line with them, two other researches (see e.g. Hasanah, 2013; Ibrahim, 2017) found out that LRD (Listen-Read-Discuss) and graphic organizer not only could improve reading comprehension but also students' motivation. Hasanah (2013) conducted a research that was aimed to improve students' motivation in

reading comprehension by using multiple intelligences strategies. She used graphs and diagrams, drawing a response, video exercises, computer slide shows, multimedia projects, mind mapping, and graphic organizers. The results showed that students' motivation on reading comprehension was excellent by using multiple intelligences strategies and. While Ibrahim (2017) found out that LRD (Listen-Read-Discuss) could improve students' motivation in reading comprehension. Moreover, the students who were taught by using Listen Read Discuss had better result on reading comprehension of descriptive text than the students who were taught by using small group discussion.

While all studies above used one strategy, whether it is LRD (Listen-Read-Discuss) or graphic organizer. Maemun (2017) used the combination of LRD (Listen-Read-Discuss) and graphic organizer. The combination strategies helped students to get prior knowledge and easy in identifying main ideas. The result showed that the mean scores of the experimental group pre-test and post-test increased significantly from 58.11 to 82.05. It means that the use of LRD (Listen-Read-Discuss) and graphic organizer combination technique is effective for teaching reading and improving students' reading comprehension of descriptive text. Furthermore, he used questionnaire and observation instruments to find out students' interest and achievement in teaching and learning process by using LRD (Listen-Read-Discuss) and Graphic Organizer technique. The finding was Listen-Read-Discuss (LRD) and graphic organizer combination technique made students interested in learning reading comprehension of descriptive text. This technique

also made the students enjoyed more and facilitated their tasks associated with the reading materials because they learned not only individually but also in-group.

According to the previous studies above, the writer took one of the recommendations from Maemun (2017). He conduct a research about The Effectiveness of Listen-Read-Discuss (LRD) Technique in Teaching Reading Comprehension of Descriptive Text. His research aim and teaching technique he used are in line with my research, but the researcher focus on report text while he focused on descriptive text. He recommended the next researcher to conduct studies.

From all of those previous studies, there is novelty in this study. Theoretically, it combines two learning strategies, which are Listen-Read-Discuss (LRD) and graphic organizer. Previous studies only used one of these two strategies. It is considered as something new that most of previous studies have not used. Practically, the combination of Listen-Read-Discuss (LRD) and graphic organizer strategies will help students to build prior knowledge and get better insight to get main ideas for report text. That means it will help students to improve their reading comprehension and shorten the time for them to comprehend text. Pedagogically, report text is included on national examination. The combination of Listen-Read-Discuss (LRD) and graphic organizer strategies shorten the time for them to comprehend text, it will help students to study and more focus on other materials and subject.

2.2 Review of Theoretical Studies

The following section discusses issues on reading, reading comprehension, teaching reading, report text, Listen-Read-Discuss (LRD), and graphic organizer.

2.2.1 Reading

2.2.1.1 Definition of Reading

According to Dr. Tarihoran (2012), reading is one of the language skills and concurrently of the basic subjects of the English department and a private, mental, or cognitive, process which involve a reader in attempting to know a message from a writer who is distant in space and time. Reading has a very important role in learning English. It is a way to get information and knowledge.

In other words, reading is interactive processes that use prior knowledge, skills, and strategy to understand the meaning of the content and idea in the text. In interactive strategy, the reader have to focuses on cognitive skill, identifications and interpretation, and also interaction between reader and text.

2.2.1.2 Definition of Reading Comprehension

According to Woolley (2011), “reading comprehension is the process of understanding and constructing meaning from the text.”. In short, reading comprehension is explained as the ability to understand what has been read.

According to Brown (2007), successful comprehension enables readers (or listeners) to acquire information, to experience and be aware of other words (including fictional ones), to communicate successfully, and to achieve academic success. It could be measured from some criteria, they are:

1. Main idea (topic),
2. Expression / Idioms / phrases in context,
3. Inference (Implied detail),
4. Grammatical Features,
5. Detail (Scanning for a specifically stated detail),
6. Excluding facts not written (unstated detail),
7. Supporting ideas,
8. Vocabulary in context

Kruidenier (2002, p.77) stated that reading comprehension is an active process and the reader must interact and be engaged with the text for it to work well. It is also strategic process which can be taught. As comprehension takes place, words are decoded and associated with their meaning in the reader's memory and phrases and sentences are processed rapidly or fluently enough to that the meanings derived from one word, phrase or sentences are not lost before the next is processed. Yet, reading comprehension can be described as understanding a text that is read, or the process of constructing meaning from a text"

Based on the definitions above, it could be concluded that reading comprehension is an activity to have a look at the written or printed material. It also makes the readers are able to understand the meaning, information, knowledge of text.

2.2.1.3 Process of Reading

According to Anderson (1999) "There are five major skill areas to achieve competence in comprehension including organization information are determining

main ideas and details, summarizing, sequencing, stating conclusion and vocabulary or word meaning.

(a) Determining main ideas and details

The ability to organize information around a main idea is an important comprehension skill. The students who can sort through all the main ideas in a reading passage and determine which are relevant has achieved skill in finding the essence of the of the writer's message.

(b) Sequencing

Sequencing is another important organizational skill that helps the reader pursues a line of reasoning in a story. The sequence of events often has a great impact on the outcome of the story; sequencing helps the reader anticipate what may happen.

(c) Summarizing

Students are often asking to summarize a passage they have read. Some individuals can do this in a clear, coherent manner; others seem to recall events haphazardly. Whether summarization is in verbal or in written form, ideas must be organized to capture the main ideas, details and sequence of the reading passage.

(d) Stating Conclusion

This skill involves drawing appropriate conclusion from the details that have been provided in reading selection. The reader must often work with both literal and inferential information in a passage.

(e) Vocabulary or word meaning

Well-developed schemata require a large some of words to lend preciseness and elaboration to each schema. For example, if the student knows the word “dog” her schema for the word may include four legs, colors, such as brown, black or white, size and barking characteristics.

Motivations are important in reading. Cambria & Guthrie (2010) stated that there are three motivations, (1) interest, an interested student reads because he enjoys it; (2) dedication, a dedicated student reads because he believes it is important; and (3) confidence, a confident student reads because he can do it.

2.2.1.4 Purpose of Reading

The purpose of reading comprehension is to understand the meaning of the text in order to get the information and knowledge. Those are the basic purpose after doing the reading activity. According to Grabe & Stoller (2013, p.13), “Reading comprehension has some purposes involving;

- (1) Reading to search simple information and to skim. Reading to search simple information is common reading cognitive process which often used in reading tasks. It is typically the scanning ability the text for specific information or word. While, reading to skim involves the important information might be in the text and using reading comprehension skills on those segment of the text.
- (2) Reading to learn in which person needs a considerable amount of information from text.
- (3) Reading to integrate information, write, and critique text.

- (4) Reading for general comprehension. The notion of general reading comprehension has been said for two reasons. The first reason is that it is the most basic purpose for reading, under and supporting most of other purpose for reading. Second reason is that it is actually more complex than commonly assumed.

In short, we always read it on purpose whatever materials that are. For instance, when we read a textbook or a recipe. We read it because we need information. When we read anything like comic, novel, newspaper, magazine and others, it does not mean that our reading does not have a purpose. The purpose could be reading for pleasure.

2.2.2 *Report Text*

Report text is a text that describes something in general. It is as a result of systematic observation and analysis (Rakhmi, 2012, p6). This statements is also supported by Zaida (2015) she stated in her handbook that report text means a text which presents information about something to describe the way things are such as a man-made thing, animals, and plants.

The purpose of the report is to convey information text observations and systematic analysis. The information described in the report text is usually general. In general, report text is one type of text that include into “factual texts” category. It is as a result of systematic observation and analyses.

According to Zaida (2015) report text has two parts of generic structure.

(1) General classification

Statements that describe the common subject of the report, common

description and classification.

(2) Description

Tells what the phenomenon under discussion in terms of parts, qualities, habits or behavior, this section give us an overview of commonly occurring phenomenon either of its parts, its properties, habit, or behavior. The point is, presenting elaboration of scientific classification.

In report text, the sentences are usually used is simple present. Because of the information that explained in description part, it is facts, accepted-facts or reality. The language features are described as below.

- (a) Use of general nouns, that is an object (be it alive or dead) of a general nature.
- (b) Use more relating verbs to describe features, the grammar is also called linking verbs.
- (c) Some use of action verbs when describing behavior
- (d) Use of timeless present tense to indicate usualness
- (e) Use of technical terms
- (f) Use paragraph with a topic sentences to organize bundles of information, repeated naming of the topic as the beginning focus of the clause

2.2.3 *Teaching Reading*

2.2.3.1. Concept of Teaching Reading

Generally, teaching is the way to create the process of learning activity that involves the role of the teacher. Teaching is about how the teacher conveys the knowledge for students. According to Brown (2007, p.7) the concept of teaching is guiding and

facilitating learning, enabling the learner, setting conditions for learning. It means that teaching is the ability, which involves the teacher's guidance and lessons by setting the certain condition of learning.

In teaching activity, the teacher has to be more concern in teaching reading because reading is a good skill in language's learners. It helps the students to get information from reading a text. Grabe & Stoller (2013) states that reading can be taught as a way to draw information from the text and to form an interpretation of that information. Teacher may try to guide students well. However, the students have to be more active because it is very important to increase students' knowledge and information in reading.

Teaching reading can provide students with many opportunities to study language, such as vocabulary, grammar, punctuation, and the way we construct sentences, paragraph and texts. Teacher has some principles in teaching reading. The principles can be standard to limit teachers when they teach reading.

2.2.3.2. Principles of Teaching Reading

There are several of principles of teaching reading according to Brown (2001, p.70);

- (1) Reading is not passive skill but reading is an active occupation. Reading is one of skill which must be applied, practice continues to students.
- (2) Students need to be engaged with what they are reading. After Students continue or practice their reading they must understand what the contents what they read. The teacher must be known of the manner or steps so, students understand about what they read.

- (3) Students should be encouraged to respond to the content of a reading text, not just to the language. After the students know what they have read, encourage students to know the content of their reading.
- (4) Prediction is a major factor in reading. Teacher makes prediction about the content of the material. Then the teacher makes the next steps.
- (5) Match the task to the topic. The teacher gives exercise to know the students ability.
- (6) Good teachers exploit reading texts to the full. After the students doing practice and know result from the students the teacher must be give full explanation about the text to the full with clearly.

According to the explanations above, it means that teaching reading is active activity. Students must enjoy during reading process. In teaching reading, students and teacher could be a partner to make the teaching process more effective.

2.2.4 *Listen-Read-Discuss (LRD)*

2.2.4.1. Definition of Listen-Read-Discuss (LRD)

The Listen-Read-Discuss (LRD) method was created as a “starter” method to bridge traditional instruction to be more interactive approach. Manzo (1985) stated that “Listen–Read–Discuss (LRD) is a comprehension strategy that helps students comprehend text.” Furthermore, this strategy stimulates students to be active in learning activity. LRD strategy to help students share idea with presented orally or discussion about the materials. And then this strategy could help a students to increase information in reading the text.

2.2.4.2. Components of Listen-Read-Discuss (LRD)

According to Manzo (1985), Listen-Read-Discuss are divided into three stages.

(1) Listen

The first stage of LRD is the teacher presents information to students about the book they will be reading. This can be in the form of a short explained on the topic, using graphic organizer to guide the lecture.

(2) Read

In reading stage, the teacher asks students to read a text selection. The content should be similar to the material presented during the “listen” portion of the lesson.

(3) Discuss

In this stage, the teacher leads a classroom discussion of the material. Encourage students to reflect on any differences between their reading off the content and teacher’s presentation.

2.2.4.3. The Procedure of Listen-Read-Discuss (LRD)

Listen-Read-Discuss (LRD) has three stages. First stage, students listen while teacher is reading the content of their reading. The teacher reads it twice and the students have to pay attention.

Second stage of LRD strategy is the students read the text and compare what they learned during the lecture to their understanding of reading the text on their own. The content is usually similar with the teacher that have presented in the first stage. In this session, it often paired with a graphic organizer. A graphic organizer is a visual display that is used to depict the relationships between facts, terms and

ideas within a learning task. They form a powerful visual picture of the information and this allows the mind to discover patterns and relationship. The students write down the main ideas or information they have got on the graphic organizer.

Third stage, the students discuss their understanding of the text with other students in their small group or large group. Teacher also has to encourage students to reflect on any differences between their readings of the content on teacher's presentation in their group.

In the end of the procedure of Listen-Read-Discuss (LRD) technique, the teacher could assess student knowledge and understanding after conducting the discussion. The assessment could be working in group, test, and questions regarding the benefits of using this technique.

2.2.4.4. Advantages and Disadvantages of Listen-Read-Discuss (LRD)

There are some advantages of using listen, read, and discuss strategy. According to Manzo & Casale (1985) states that there are three advantages of using this strategy; First, In the fact that it is a powerful tool for engaging struggling readers, especially second language learners. The learners who are unable to read the text on their own, are able to gain at least a surface understanding about the reading because the content of the text is covered orally at the beginning. Second, for students who lacked prior knowledge about the content gain it during the listening stage, which will make them easier comprehend the text during the reading stage. Third, this strategy gives the effectiveness in teaching and learning reading.

There is also disadvantage of LRD strategy such as difficult to use on a daily basis because developing the lecture and the students' prior knowledge is time

intensive. Most students do not need that high level of support for the content material they will read, but struggling readers and early English language learners will benefit greatly from this strategy.

2.2.5 *Graphic Organizer*

2.2.5.1. Definition of Graphic Organizer

The researcher combine LRD technique with graphic organizer in teaching reading comprehension of report text. A graphic organizer is a visual and graphic display that depicts the relationships between facts, terms, and or ideas within a learning task. Graphic organizers are also sometimes referred to as knowledge maps, concept maps, story maps, cognitive organizers, advance organizers, or concept diagrams (Hall & Strangman, 2002).

In line with Hall & Strangman (2002), Hibbard & Wagner (2013) gave another definition. Graphic organizer is a diagram that represents a relationship directed by a thinking-skill verb. The verb “sequence” calls for a diagram of a series of boxes connected by arrows that shows the “event” of one box leading to the “event” of another box.

In other words, graphic organizers is used as representations, pictures or models used for processing textual information to facilitate understanding of knowledge when there is a large amount of information to work with, in a limited time. (Liliana, 2009)

2.2.5.2. The Procedure of Graphic Organizer

According to Jay McTighe (1992) stated three main ways teachers may use graphic organizers in their teaching and a number of ways that students can use them to aid

their learning process. In the reading process, graphic organizers can be used at three levels:

(a) Before instruction

Before instruction, graphic organizers are used to understand the level of the students in terms of the content.

(b) During instruction

During instruction, graphic organizers allow students to approach the content cognitively because they assist thinking. It also allows students to construct maps that are appropriate to their learning styles.

(c) After instruction

After instruction, graphic organizers help students as a summarization tool or technique and help the students to understand their improvement in terms of understanding passage.

2.2.5.3. Concept of Graphic Organizers

Graphic organizers can have various forms, from representations of objects to hierarchical and cyclical structures. Although their use in learning activities is preferred by people who have a visual style of learning, graphic organizers are extremely useful to different learners (Liliana, 2009). Semantic map, structured overview, web, concept map, semantic organizer, story map, graphic organizer, etc. no matter what the special name, a graphic organizer is a VISUAL representation of knowledge.

One kind of graphic organizers that James Bellanca (2007) introduced is web map. Web map works well for mapping generic information, but particularly

well for activating and mapping prior knowledge, brainstorming ideas, and gathering information from print or visual materials.

The process of creating a web diagram helps the student focus on the topic, requires the student to review what they already know in order to organize that knowledge, and helps the student to monitor their growing comprehension of the topic. It also helps point out the areas where the student must investigate more (where the web is hard to fill out). The example of web map can be seen in the bellow. (See figure 2.1)

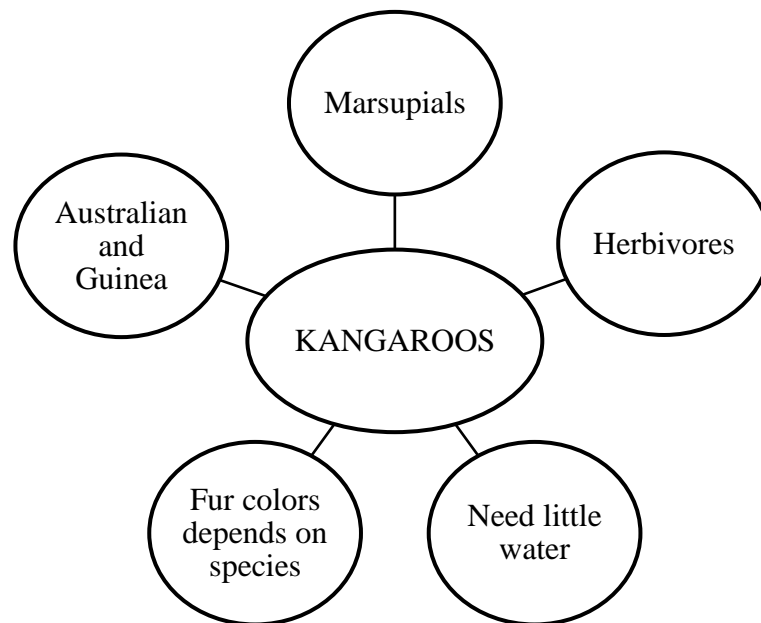


Figure 2.1 Example of Web Map Graphic Organizer

2.2.5.4. Advantages and Disadvantages of Graphic Organizer

According to Linda & Karen (1999, p.18) there are some reasons for using graphic organizer. They are:

- (a) Graphic organizer help teacher and students focus on what is important because they highlight key concept and vocabulary, the relationship among them, thus providing the tools for critical and creative thinking.
- (b) Graphic organizer is visual depiction that resemble network and allow students to add or modify their background knowledge by seeing the connection and contradictions between existing knowledge and new information.
- (c) Graphic organizer serves as mental tools to help the learner to remember.
- (d) Constructing or evaluating graphic organizer requires the students to be involved actively with the information when both working independently and working with others.
- (e) Individual students who use graphic organizers in the classroom develop their ability to use them independently as study tools for note taking, planning, presentation, and review.
- (f) Graphic organizers are used more and more often in business, industry, and print and electronic media as well as textbook. The students can use them as learning aids.

Moreover, Trabasso & Bouchard (2002) stated that the understanding of reading material is based on how readers approach it and how the content is handled while being read. More specifically awareness of how texts are organized is seen as an important part of a reader's overall comprehension abilities.

- (1) The content becomes an interesting job for the students compared to the skimming or scanning of the content.
- (2) Graphic Organizers help break down the whole text into manageable pieces. They also show the relationship of those pieces to each other.
- (3) By participating in the process of completing a graphic organizer, students are deepening their understanding of the text, as well as receiving guided practice both in how to complete graphic organizer and in how to use them to increase comprehension.

2.3 Theoretical Framework

Most of the students experience the difficulties in reading, especially in comprehending the text. They just read a text fluently but they did not know the meaning of the text. The combination Listen-Read-Discuss (LRD) and Graphic Organizer technique will students to improve their reading comprehension. Listen-Read-Discuss (LRD) could help students build prior knowledge. While graphic organizer could help students in identifying main ideas and to understand the relationship between various pieces of information.

This study is an experimental research that will be conducted as an effort to solve problem of teaching reading. The researcher will use quasi experimental in conducting the research. In this study, the researcher want to know the effectiveness of LRD (Listen-Read-Discuss) in teaching reading comprehension of report text for junior high school students.

There are two variables in this research, they are the independent variable (X), that is using Listen-Read-Discuss and Graphic Organizer technique; and dependent variable (Y), that is students' reading comprehension ability.

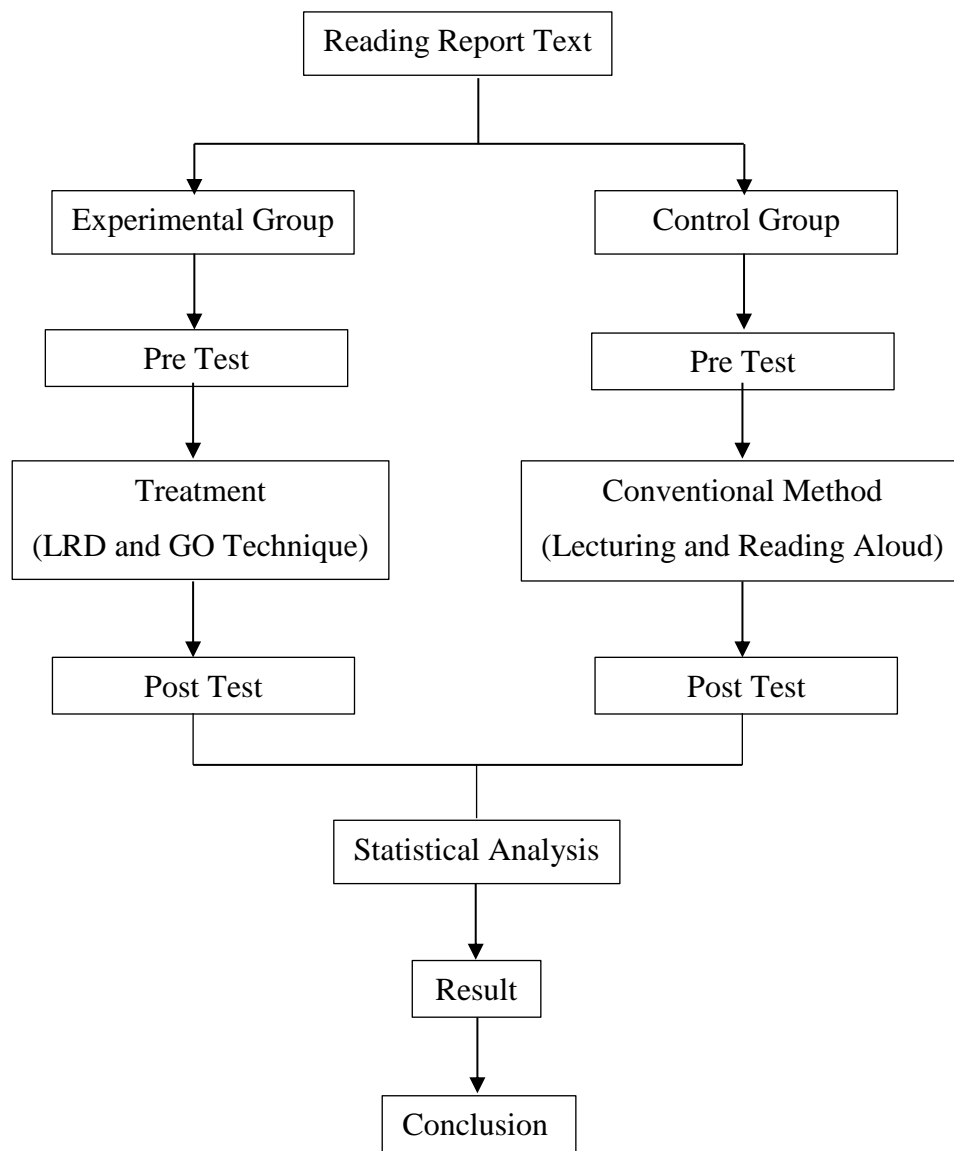


Figure 2.2 The Scheme of Steps of Theoretical Framework

The effectiveness of the treatment is shown by the differences between the result of pre-and test post-test in the experimental group compared to the differences between the result of pre-and test post-test in the control group. If the result of

experimental group is better than control group, we can conclude that it is significant improvement of the students' skill in pronunciation by using a treatment.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of two main parts, conclusions and suggestions. It is based on the analysis and interpretation discussed in chapter IV. The more elaborations about those will be discussed as follows:

5.1. Conclusions

Based on the analysis and findings of this research, it can be concluded that Listen-Read-Discuss and Graphic Organizers combination technique is more effective in teaching reading comprehension of report text than using conventional method. In addition, the students the combination technique also makes the teaching and learning process way more fun and gives them a new experience in learning reading. The students' responses on LRD (Listen-Read-Discuss) and graphic organizer combination technique are very good.

Listen-Read-Discuss and Graphic Organizers combination technique is more effective in teaching reading comprehension of report text than using conventional method. The first objective of this study was to analyze the result of reading comprehension tests in order to explain the effectiveness of LRD (Listen-Read-Discuss) and graphic organizer combination technique in teaching report text reading comprehension. The mean scores of the experiment group is higher than control group. The result showed that the experimental group pre-test and post-test mean scores was increased 45,77% from 53,59 to 78,13, while the control coup was increased only 31,47% from 53,13 to 69,84. The t-test SPSS result showed that sig.

(2 tailed) value was 0.000, it was lower than 0.05. Furthermore, the score of t_{value} (4,793) was higher than t_{table} (1.999) for $\alpha = 5\%$ and $df = 62$. The results indicated that the implementation of Listen-Read-Discuss (LRD) and graphic organizer combination technique is effective to improve students' reading comprehension of report text.

The students' responses on LRD (Listen-Read-Discuss) and graphic organizer combination technique are positive. Second objective of this study was to analyze the result of questionnaire sheets in order to explain the students' opinions and responses on LRD (Listen-Read-Discuss) and graphic organizer combination technique. The students did not face big trouble because they pay attention to my instructions. They also enjoyed the learning process using LRD (Listen-Read-Discuss) and graphic organizer combination technique. It made students interested because it is a new experience for them. They agreed that LRD (Listen-Read-Discuss) and graphic organizer combination technique is suitable to teach English.

5.2. Suggestions

Some suggestions are given to the participants who are closely related to this study. The suggestions are made based on the results and implications of this study. They are presented as follows:

Theoretically, it is hoped that the result of this study will be useful for English teacher. It is important for the teacher to maintain students' focuses which play important role in teaching learning process. Once students keep their focus they will be interested, and after they get interested to the teaching and learning process they will be better at the class in every classroom activities. This technique

contains some activities such as listening, reading and discussing, this interactive teaching technique purposes to motivate student to learn reading comprehension and reduce boredom during the learning process. This combination technique can be used as reference to teach reading comprehension in any kind of text.

Practically, the result of the study is expected to help students to be more active in the learning process. They should practice regularly to improve their understanding and comprehending in learning reading English text because it is not easily to master in a short time. They also should study harder and practice English they have learnt. This combination technique help the students to improve their ability of reading comprehension. Besides that, it help them to decrease their boredom and difficulties in learning.

Pedagogically, the findings of this study is expected to develop further research in the future. For next researchers who are interested in the same field are recommended to implement the actions in a longer period of time to get more maximum results so that the improvement will be more significantly seen as a literature when they have similar research. The researcher also hopes that the next researchers can explore and encourage them to find new techniques, strategies, or media to teach reading and improve students' reading comprehension. Moreover, this research could be considered as one of the references for the readers or future researchers who are willing to conduct other researches under the same field.

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