

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Language is a system that consists of the development, acquisition, maintenance and use of complex systems of communication, particularly the human ability. Language is taken an important role in the world's communication. Without language, people cannot communicate with the others. Language is a complex, specialized skill, which develops in the child spontaneously. On the other hand, language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with one another. There are many languages used for communication by people all over the world such as Chinese, Spanish, French, Russia, English, etc. During the Globalization process, the most exist language used by people and roles important part in developing the globalization era is English.

English is one of language that used to communicate in international area. The other thing which proves the important to mastering English is it as one of the lesson that determine the graduation of the students to high level in Indonesia. There are so many roles of English Language in the world,they are for Education, the Internet and Press, Travel and Business. And the last is the Global Common Tongue. The global communication is made by each country exchange the information of various issues and people can communicate with the others from different countries by using English. One of that countries is Indonesia.

In Indonesia, Teaching English starts from playgroup, primary school, junior high school up to university level. The English curriculum in primary school until senior high school using

Kurikulum Tingkat Satuan Pendidikan (KTSP). Knowing that English is quite significant for the teaching in all educational institution and expect the students to be able mastering all of English skill. There are four major skills in English Teaching process, they are Reading, Speaking, Listening and Writing. Teaching Reading is one of important skill in English.

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. Reading is not only a tool for learning but also a means by which they can share the thought of others and experiences some of the pleasures that it makes possible. So the learners should have motivation in reading because in reading use knowledge, skill and strategies to determine what the meaning is.

There are some skills which must be mastered in English by learners. One of them is reading. According to Nunan, "Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning." When we are reading, we can get much information such as technology, art, politics, culture, sport, and etc. It means that reading skill is very important for everyone and must be mastered.

Reading needs ability to understand the text. Many people can read, but not all can understand what they read. There are some problems in understanding reading text. For example, they do not have interest to read the text, did not have knowledge to understand reading text, lack of vocabularies and so forth. If they do not have ability, automatically they will not know what the text is about.

The purpose of reading based on the standardization of English course competences is to understand of meaning (interpersonal, ideational, and textual) in some written texts that has communicative purpose, structural text, and certain linguistic. It means that, reading includes a

receptive skill. Therefore, a reader should have the best strategy to obtain a good comprehension of the messages in reading text. Judith Westphal Irwin says that reading comprehension can be seen as the process of using one's own prior experiences and the writer's cues to infer the author's intended meaning. It means that the students can understand what they are read by doing comprehension.

Based on the my experience in Teacher Training Practice in SMA Swasta Gajah Mada Medan, the writer found that many students were difficult to read a text because they did not have enough background about the language structure. When doing the reading, the students could not be able to read a text.

However, some of the students of SMA Negeri 1 Pancur Batu still difficult in understand English text is still low. It is because of they do not pay attention when the teacher explain the material. So it's clear the ability of students in reading at eleventh grade of SMA Negeri 1 Pancur Batu still far from the School Based-curriculum. It's seen from the following phenomena:

1. Some of the students are not able to identify main ideas from the text.
2. Some of the students are not able to identify supporting ideas from the text.
3. Some of students have limited knowledge about new word or unfamiliar words.
4. Some of the students get difficulties in making inference in analytical narrative text.
5. Some of the students are not able to answer the question based on the text given to them.

In this school, the teacher always used conventional strategy. First, the teacher explain the material to the students, and than, the teacher ask them to give some question, after that, the teacher ask the students to response the questions from some of their friends, finally the teacher conclude the lesson before closing. In this case, the writer wants to apply a strategy that will help

the students to increase their ability in reading. The name of that strategy is List, Group, Label Strategy.

List group label strategy is designed to encourage children to improve vocabulary and categorization skills, organize verbal concepts, aid in remembering and reinforcing new words, and activate prior knowledge about the subject. Types of texts this strategy with fiction, nonfiction and expository text. Based on the explanation above, the writer is conducting a research entitled: “The Effect of Using List Group Label strategy toward Reading Comprehension on Narrative Text at Eleventh Grade of SMA Negeri 1 Pancur Batu”.

1.2 The Problem of the Study

Based on the background and phenomena of the reading comprehension at eleventh grade of SMA Negeri 1 Pancur Batu, there are many problems that makes students are difficult in reading text. The problems of this research are identified as follows:

Does the using List Group Label Strategy affect the students’ reading comprehension?

1.3. The Objectives of the Study

In relation on the problem of the study, the objective of this study is To find out whether there is a significant effect of improvement on students’ reading comprehension between those students who were taught by using List Group Label Strategy and those who were not.

1.4 The Scope of the Study

Because of the limited time, energy, it is necessary for the writer to limit the problem to improve students reading comprehension. Therefore this research focus on using LGL (List, Group, Label) Strategy and Reading Comprehension on Narrative Text at eleventh grade of SMA Negeri 1 Pancur Batu.

1.5 The Significance of the Research

There two kinds of the significances in a scientific study. There are the of the theoretically significances and practical significances. The two significances are stated as follows:

1.5.1The theoretical

To give input for the English teacher there in finding the appropriate strategy to teach reading comprehension on narrative text.

1.5.2The practical

- a. To broaden the writer's knowledge about teaching reading comprehension on narrative text by using List Group Label Strategy.
- b. To give some input for students of SMA Negeri 1 Pancur to improve their reading comprehension on narrative text.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. Theoretical Framework

Theories are needed to clarify some concepts term applied in this research concerned. Some terms are used in this study and they need to be theoretically explained. In the following part, theoretical elaboration on the term used will be explained.

2.1.1 The Nature of Reading

Reading is very important skill that we have to learn. We can enlarge our knowledge by reading. The readers need to be able to figure out the author's purpose presenting the material,

comprehend some valuable information stated in the passage in relation to comprehending the overall content of reading materials.

Reading is about understanding written text. It is complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language.

Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

According to Baker and Brown in Dorn and Soffos says that reading is a complex process involving a network of cognitive actions that work together to construct meaning.

While, Kalayo states that reading is an activity with a purpose. A person may read in order to gain the information, for enjoyment, to enhance knowledge of the language being read, the purpose for reading also determines appropriate approach to reading comprehension.

Based on the definition above, the writer can conclude that reading is a skill that presents the writer's idea related to the management reading text content itself. It can be seen that reading is not only looking at word in the form of graphic symbols but also getting meaning from word to word or line to line to understand what we read. It means that reading is a process to understand the text content and to get information.

2.1.2 Reading Comprehension

a. Definition

According to Irwin, Comprehension is an active process to which reader brings his or her individual attitudes, interest, expectation, skills, and prior knowledge. Based on explanation

above, the writer concludes that comprehension is the process which the reader brings his or her prior knowledge to interacting with the text.

Comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one. The reader actively engages with the text to construct meaning. This active engagement includes making use of prior knowledge. It involves drawing inferences from the words and expressions that a writer uses to communicate information, ideas and view points.

There are two levels of thinking and how each can shape comprehension:

A) Surface level. The surface level of comprehension is a literal level of understanding represented by the ability to recall factual information from the text. This retrieval process involves short-term memory; thus, this level of understanding directly relates to the recency of the reading.

B) Deep level. The deep level of comprehension is a conceptual level of understanding that results from the reader's ability to think beyond the text, thus integrating the author's intentions with the reader's point of view. At this level, the author's message serves as a pivotal point in regulating the reader's deeper thinking. Reading comprehension involves much more than readers' responses to text. Reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).

a. Skill

According to Nunan, the microskills and macroskills below represent the spectrum of possibilities for objectives in the assessment of reading comprehension:

a) Microskills

1. Discriminate among the distinctive lengths in short-term memory.
2. Retain the chunks of language of different lengths in short term memory.
3. Process writing at an efficient rate of speed to suit the purpose.
4. Recognize a core of words, and interpret word order patterns and their significance.
5. Recognize grammatical word classes (nouns, verbs, systems (e.g. tense, agreement, pluralization), pattern, rules, and elliptical forms.
6. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

b) Macroskills

1. Recognize the rhetorical forms of written discourse and their significance for interpretation.
2. recognize the communicative functions of written texts, according to form and purpose.
3. Infer context that is not explicit by using background knowledge.
4. From describe events, ideas, etc, infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
5. Distinguish between literal and implied meanings.
6. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.

7. Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of the text.

Some principle Strategies for Reading Comprehension:

1. Identify your purpose in reading a text.
2. Apply spelling rules and conventions for bottom-up decoding.
3. Use lexical analysis (prefixes, roots, suffixes, etc) to determine meaning.
4. Guess at meaning (of words, idioms, etc) when you are not certain.
5. Skim the text for the gist and for main ideas.
6. Scan the text for specific information (names, dates, key words).
7. Use silent reading techniques for rapid processing.
8. Use marginal notes, outlines, charts, or semantic maps for understanding and retaining information.
9. Distinguish between literal and implied meanings.
10. Capitalize on discourse markers to process relationships.

b. Types of reading

According to Brown, there are several types of reading performance are typically identified, and these will serve as organizers of various assessment tasks as follow:

1. Lexical comprehension : preview vocabulary before reading the story or text and review new vocabulary during or after the text.

Example: what does 'enchanted ' means

2. Literal comprehension: look in the text to find the answers written in the story and ask questions from the beginning, middle, and end of the story.

Example: who was the girl who lost the glass slipper?

3. Interpretive comprehension: understand “ facts” that are not explicitly stated in the story.

Example: how did they pumpkin turn into a carriage?

4. Applied comprehension: not a simple question that can be marked right or wrong and challenges children to support their answer with logic or reason.

Example: do you think Cinderella was wrong for going to the ball after her step mother told “her she couldn’t go”?

5. Affective comprehension: preview social scripts to ensure understanding of plot development and connect motive to plot and character development.

Example: what do you do when you’re disappointed because you cannot do something fun? Is that how Cinderella reacted?

2.1.3 Teaching Reading

Reading is an essential skill for learners of English as a second language. For most of those learners is the most important skill to master in order to ensure success not only in learning English, but also in learning in any content class when reading in English required. It means that with reading, the learners will make greater progress and development in all other areas of learning.

There are many reason why getting students to read English text is an important part of the teacher’s job. In the first place, many of them want to be able to read text in English either for their careers, for study purpose or simply for pleasure. Reading is also useful for other purposes too. Any exposure to English (provide students understand it more or less) is a good thing for language students. Reading text also provides good models for English writing. When we teach skill of writing, we will need to show students models of what we are encouraging them

to do. Reading text also provides opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraph and text.

According to Jeremy Harmer there are six principles behind the teaching of reading:

Reading is not passive skill.

Reading is an incredibly active occupation. To do it successfully, we have to understand what the word mean, see the pictures the words are painting, understand the arguments, and work out if we agree with them. If we do not do these things – then we only just scratch the surface on the text and quickly forget it.

Students need to be engaged with what they are reading. As with everything else in lessons, students who are not engaged with the reading text – not actively interested in what they are doing – are less likely to benefit from it. When they are really fire up by the topic or the task, they get much more from what is in front of them.

Students should be encouraged to respond to the content of a reading text, not just to the language. Of course, it is important to study reading texts for the way they use language, the number of paragraphs they contain and how many times they use relative clauses. But the meaning, the message of the text, is just as important and we must give students as chance to respond to that message in some way. It is especially important that they should be allowed to express their feeling about the topic – thus provoking personal engagement with it and the language.

Prediction is a major factor in reading. When we read texts in our own language, we frequently have a good idea of the content before we actually read. Book covers give us hint of what's in the book, photographs and headlines hint at what articles are about and reports look like reports before we read a single word.

The moment we get this hint the book cover, the headline, the word processes page our brain starts predicting what we are going to read. Expectations are set up and active process of reading is ready to begin. Teachers should give students 'hints' so that they can predict what's coming too. It will make them better and more engaged readers. Match the task to the topic. We could give them a restaurant menu and ask them to list ingredients alphabetically. There might be reasons for both tasks but, on the face of it, they look a bit silly. We will probably be more interested in what Hamlet means and what the menu foods actually are.

Once a decision has been taken about what reading text the students are going to read, we need to choose good reading tasks – the right kinds of questions, engaging and useful puzzles, etc. the most interesting text can be undermined by asking boring and inappropriate questions; the most common place passage can be made really exciting with imaginative and challenging tasks.

Good teachers exploit reading texts to the full. Any reading text is full of sentences, words, ideas, description etc. it does not make sense just to get students to read it and then drop it move on to something else. Good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further tasks, using the language for study and later activation.

In the process of teaching and learning English especially in reading subject, a good reading comprehension achievement of the students is one of the most crucial goals by the end of teaching and learning process.

According to Zaughloul, the goals of teaching reading will be balanced between the affective domain and the cognitive domain. The affective domain is the domain of attitudes, interests, values, appreciation, and life adjustment. The cognitive domain is the domain of intellectual skill including the recall or recognition of information, the comprehension of

information, and the development of logical and rational thought skills such as analysis, synthesis, and evaluation.

a. Affective goals

Goal 1: Developing positive attitudes toward reading

The term attitude, as used here, applies to students' perception of their competence and their disposition toward their future performance. The development of a positive attitude toward reading means progressing students' confidence in their own ability as a reader. Ideally, students should experience success regularly and approach reading confidently, with a "can do" spirit, rather than avoiding it because it is painful and frustrating.

Goal 2: Developing personal interests and tastes in reading

Having a positive attitude is not enough. Lifelong readers choose to persuade their life interest through reading. Having an interest in reading means, having the motivation to read and to respond affectively, to seek to enlarge readers sense of self-worth through reading.

b. Cognitive goals

Goal 3: Developing the use of reading as a tool to solve problems

Reading weighs heavily in the tool belt of working, technological society. It helps as to solve a broad array of personal and social problems in a complex, literate world. Reading also away to deal with everyday problem where printed language is a feasible and requisite solution.

Goal 4: Developing the fundamental competencies of reading at succeeding higher levels of independence

Reading is an activity with a purpose. One of the important purposes is to make a readers get comprehension from the text that they have read. So it is needs appropriate strategy

to understand and comprehend of the text well. In order to get reading comprehension, there are four-step process for the students, they are:

1. Write and say the story parts (this prompts students to write down the story parts, which focuses attention on the story parts and activates prior knowledge before reading the story).
2. Read and think (this step prompts the students to look for story elements while reading).
3. Remember and write (this reminds students to write notes about each story part).
4. Look back and check (this prompts students to go back through the story and check their work, and they may also add information).

From the explanation, that is known there are six principles behind the teaching of reading and four goals of teaching reading. There are many strategies for teaching reading, such as QAR, SQ3R, P2R, Skimming, Scanning, Anticipation Guide, etc.

2.1.4 Narrative text

1. The definition of Narrative text

Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. Narrative text is a kind of text to retell the story in past tense.

2. Social Purpose

The basic purpose of narrative is to entertain, to gain and hold a readers' interest. However narratives can also be written to teach or inform, to change attitudes/social opinions e.g. "Soap Operas" and "Television Dramas" that are used to raise topical issues. Narratives sequence people/characters in time and place but differ from recounts in that through

the sequencing, the stories set up one or more problems, which must eventually find a way to be resolved.

3. Generic structure of narrative:

1. Orientation, introducing the participants and informing the time and the place;
2. Evaluation, it is optional, used to a stepping back to evaluate the plight;
3. Complication or problem, describing the rising crises which the participants have to do with;
4. Resolution, showing the way of participant to solve the crises, better or worse;
5. Reorientation, it is optional.

Language feature of narrative:

1. Using processes verbs;
2. Using linking verbs and linking words of time;
3. Using temporal conjunction and temporal circumstances;
4. Using material processes, behavioural and verbal processes;
5. Using relational processes and mental processes;
6. Using mental verbs and action verbs;
7. Focus on specific and usually individualized participants;
8. Some dialogue may included, using present or future;
9. Connectives, linking words to do with time;
10. Specific nouns, strong nouns have more specific meanings, e.g. 'oak' as opposed to tree;

11. Use of the senses, where appropriate, the senses can be used to describe and develop the experiences, setting and character, e.g. what does it smell like, what can be heard, what can be seen details, what does it taste like, what does it feel like;
12. Using simple past tense

The example of Narrative Text.

TRUE FRIENDS

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen anytime in the forest. So they promised each other that they would always be together in any case of danger.

Suddenly, they saw a large bear getting closing toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground, "Friend, what did the bear whisper into your ears?" The other friend replied, "Just now the bear advises me not to believe a false friend."

2.1.5 List Group Label Strategy

a. Strategy

Strategy an operation that allows the learner to use, apply, transform, relate, interpret, reproduce, and reform information for communication.(Taba, 1967), helps teachers facilitate students' prior knowledge, improve existing vocabulary, organize verbal concepts, and

remember new vocabulary. LGL was originally conceived as a way to help students remember technical vocabulary in science and social studies. However, it is also a technique teachers can use to help students focus on relevant background knowledge. The method is simply applied.

b. List Group Label

List – Group – Label is a form of semantic mapping. The strategy encourages students to improve their vocabulary and categorization skill and learn to organize concepts. “ (Reading Rockets. 2015). The first step, list is when the class brainstorms ideas that deal with a large topic. The next step is group. During grouping, students take their listed ideas and group them into certain categories.

After students have come up with all of their categories, they label the groups into categories. When students make connections between the topic they are reading, they will comprehend the text better and be able to understand their vocabulary more. “Clearly there is a large vocabulary gap between ELLs and their English proficient peers.” (Wright, 2015). By using a list- group- label with whole group or small groups of varying abilities, it will help ELL students to understand and connect to the vocabulary words better.

“According to Vygotsky, learning is a social activity, and knowledge is constructed through interaction and collaboration with others.” (Wright, 2015). Teacher choose to use list-group-label because:

1. It help students organize their understanding of specific vocabulary and concepts.
2. It builds on students’ priorknowledge about a topic.
3. It actively engages students in learning new vocabulary and content by activating their critical thinking skills.
4. It teaches categorizing and label skills.” (Reading Rockets, 2015).

2.1.5.1 Procedure of List Group Label (LGL) Strategy

Brassell (2011:61) states that the procedure of List Group Label strategy as:

1. As a pre reading activity, chose a topic from the text and ask the students to brainstorming words related to this topic. For example, the teacher gives a topic about the fox, then teacher ask the students to think about the fox.
2. Tell the students to look at the list and try to find words that are related to one another.
3. Ask the students to work with partner and determine ways to classify their words, following the example practiced as a whole class.
4. Ask students to share their categories as a whole class and discuss why they grouped various words together.
5. Ask students to read the text and identify any new words they encounter as they read
6. When students are finishing reading, ask them to try to place the new words they read into the categories they established earlier.

2.1.5.2 How to use List Group Label

- a. List: Have students brainstorm all the words they think relate to the topic.
 1. Visual display students responses.
 2. At this point do not critique students responses. Some words may not reflect the main concept but hopefully students will realize this as they begin grouping the words in the next step.
- b. Group: Divide your class into small groups. Each group will work to cluster the class list of words into subcategories. As groups of words emerge, challenge your students to explain their reasoning for placing words together or discarding them.

- c. Label: Invite students to suggest a little or label for the groups of words they have formed. These labels should related to their reasoning for the grouping.” (Reading Rockets, 2015).

2.1.5.3 Advantages of List Group Label Strategy

This strategy will give advantages for the students. There are some advantages that given by some expert, Brassell (2011:61) explains that there are three advantages of list group label strategy:

1. Encourage students to improve their vocabulary and categorization skills. It means list group label can help the students in increasing their vocabulary.
2. Assist students in remembering and reinforcing new vocabulary. It easy to the students in remembering the new word.
3. Allow students to organize their verbal concepts. It brief by using list group label the students not only know the meaning of the word but also they can know the meaning based on concept and contexts.
4. Allows for both small and large group discussion. It can apply in all kind of class, small group or large group discussion.
5. Provides opportunity for students to consider relationship between words. Help the students in group the word that have related.
6. Good activity for a substitute teacher. It easy using by the teacher and it's very helped the teacher in teaching process.
7. Applicable for a variety of subjects. List group label can be applied in a variety of subject.
8. Students need to connect familiar words with new words, expanding their conceptual understanding of vocabulary. Then, during and after reading, they revisit their categories to expand and make changes.” (Miller, Veatch, 2011). “Teachers can help ELLs acquire

new words in instructional and natural, noninstructional ways, by understanding that vocabulary acquisition happens most easily in context and related to topics that the students care about.” (Wright, 2015). “By revisiting during and after reading, the teacher can ensure that students are learning the words meaning that is connected to the area of study.” (Miller, Veatch, 2011).

According to Kalayo, reading comprehension result when the reader knows which skills and strategies are appropriate for the type of the text and understand how to apply them to accomplish the reading purpose. So, the teacher needs to apply the appropriate strategy to the students to make the students understand about the text.

In this case the writer suggested a good strategy to make reader understand about the text. The name of this strategy is List Group Label Strategy. Jhon E. Readence said that List group Label Strategy is designed to encourage children to improve their vocabulary and categorization skills, organize their verbal concepts, aid them in remembering and reinforcing new words and activate their prior knowledge about the subject.

According to C. Becker Dobbertin, List group Label strategy is the downside to study guides is that students don't really read, they just skim for answers, or copy off of each other in lunch. Students will most likely still skip or skim the sections the textbook Buddy doesn't require them to read, but on the other hand, they will most likely get more out of the sections they do read.

To make clear about this strategy, there are steps for this strategy.

1. The teacher explains the material that related to the narrative.
2. The teacher selects a one or two word topic from the material students will read.
3. The teacher asks students to listed the main idea of the topic on the chalkboard.
4. The teacher asks individuals or small groups of students brainstorm words and phrases related to the topic and responses are recorded.

5. The teacher then reads the list generated by the students, allowing each student to hear the correct pronunciation.
6. Once students have categorized the original list, they are instructed to label each category with a title reflecting the similar characteristics of the word. These labels are then shared with the whole group.

2.2 The Previous Relevant Research

Required to observe some previous researches conducted by other research in which they are relevant to our research. We have to analyze the relevant research and finding the point of that research. Talking about reading, there are a lot of investigation that have been done by many researchers. The following are some relevant researchers to this research project: This research has relevance with order research; a research from Khairani. In her research, she is conducted a research entitled: "The correlation between teaching reading activities and students reading achievement in answering question based on reading text at the second year of SMA Negeri 2 Rambah Hilir pasir pangaraian". She is concluding that based on the analysis data, it has proved that the teaching reading activities in classroom is good. The data analysis has proved that there is no correlation between teaching reading activities and students reading achievements at the second year students of SMA Negeri 2 Ramah Hilir. The null hypothesis is accepted wheter at 5% significant level is 0,273 or at 1 % significant level are 0,345. The coefficient of observed in correlation between teaching reading activities and students reading achievements. Based on the previous researchers' opinion above, the researcher conclude that the importance of learning strategies in learning Academic vocabulary is as a way for the students to learn, understand, and comprehend academic vocabulary more effectively and successfully.

2.3. Operational Concept

Operational concept is the concept used to clarify the theories used in this research in order to avoid misunderstanding and misinterpretation. It is necessary to explain briefly the variable used in the research. As mentioned by Syafi that all related theoretical frameworks can be operated in the operational concept. There are two variables used in this research. There is a variable X that refers to the effect of List Group Label Strategy and variable Y that refers to Students reading comprehension on narrative text. Therefore, variable X is as independent and Y is as dependent.

1. Variable X: List group label strategy:

- a. The teacher explains the material that related to the narrative.
- b. The teacher selects a one or two word topic from the material students will read.
- c. The teacher asks students to listed the main idea of the topic on the chalkboard.
- d. The teacher asks individuals or small groups of students brainstorm words and phrases related to the topic and responses are recorded.
- e. The teacher than reads the list generated by the students, allowing each student to hear the correct pronunciation.
- f. Once students have categorized the original list, they are instructed to label each category with a title reflecting the similar characteristics of the word. These labels are then shared with the whole group.

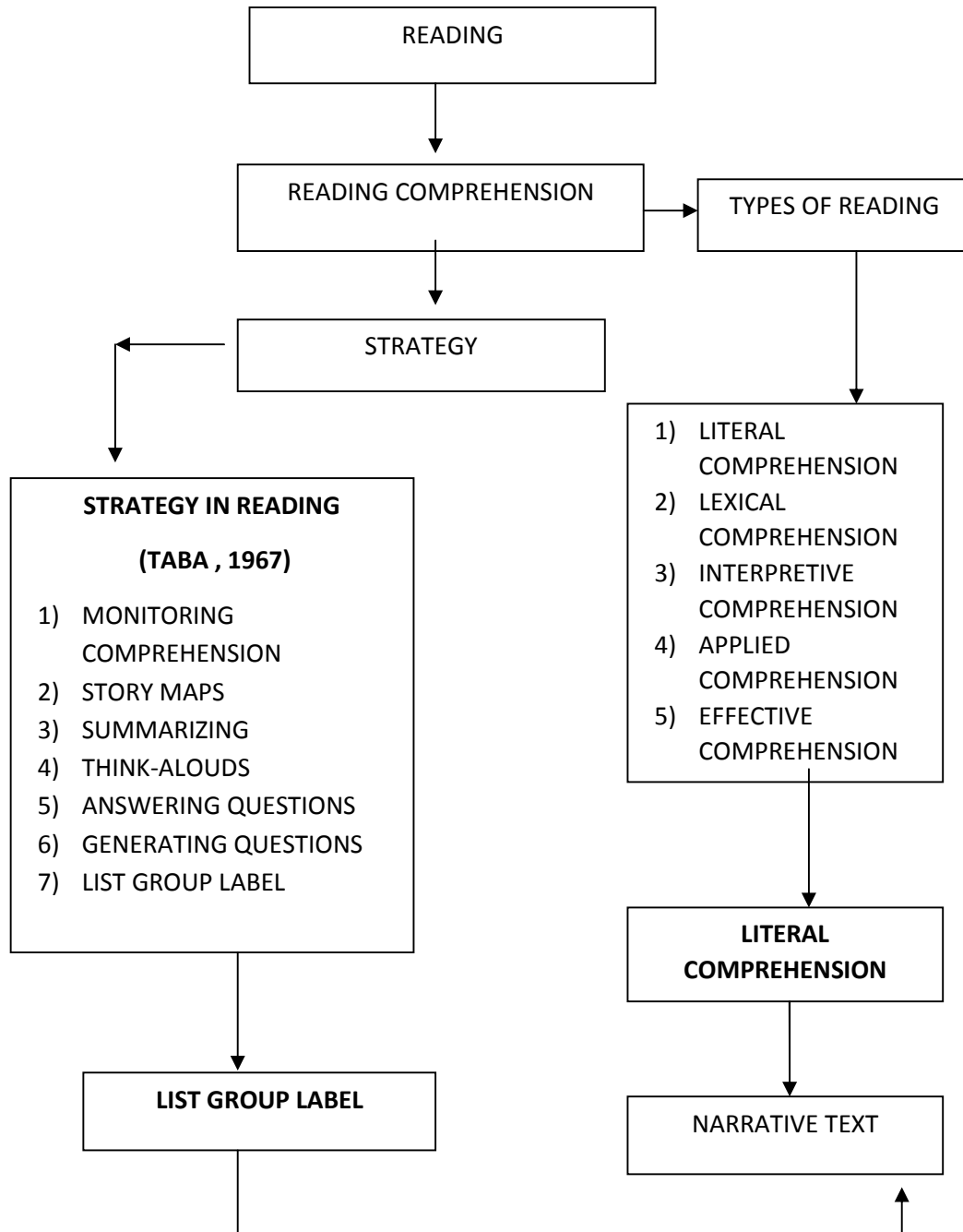
2. Variable Y: Reading Comprehension on narrative text The indicators for students' reading comprehension on narrative text are as follows:

- a. Students are able to identify main idea of the text.
- b. Students are able to identify the purpose of the text.

- c. Students are able to identify the meaning of vocabulary in context.
- d. Students are able to identify reference of the text.
- e. Students are able to learn something of the text.

Figure 2.1

CONCEPTUAL FRAMEWORK



2.4 The Hypothesis

1. Assumption

This research is on the basic of following assumption:

- a. List Group Label Strategy can help students to comprehend the reading text on narrative text.
- b. The respond of the students toward the List Group Label Strategy is variations.
- c. The respondents are treated by using List Group Label Strategy achieve better reading on narrative text than who are not treated by using List Group Label Strategy.

2. Hypothesis

Based on the assumption above, hypothesis for this research can be forwarded as follows:

a. The Alternative Hypothesis (Ha)

There is a significant difference of improvement of students' reading comprehension between those students who were treated with List Group Label Strategy and those who were treated without List Group Label Strategy at eleventh grade of SMA Negeri 1 Pancur Batu.

b. The Null Hypothesis (Ho)

There is no significant difference of improvement of students' reading comprehension between those students who were treated with List Group Label Strategy and those who were treated without List Group Label Strategy at eleventh grade of SMA Negeri 1 Pancur Batu.

CHAPTER III

RESEARCH METHOD

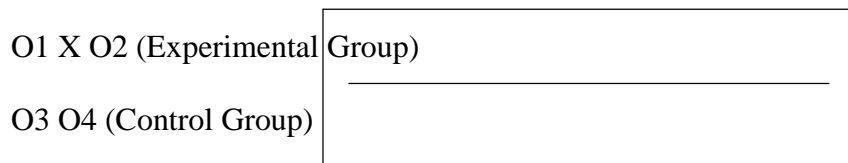
3.1 The Research Design

The type of the research is quasi experimental design. The kind of quasi experimental design of this research is nonequivalent control group design. It involves random assignment of intact groups to treatments, not random assignment of individuals. There are two classes in this research; control and experimental classes. Both of groups were given a pretest at the beginning, treatment was given only for the experimental class in the middle and posttest at the end of the research. The pretest and posttest results were compared in order to determine the effect of the treatment. Cohen et al. say that to account for differences between pretest and posttest scores by reference to the effects of X (treatment).

According to Louis Cohen et al, the design of this research can be illustrated as follows:

TABLE III.1

Nonequivalent control group design



O1 and O3 = Pre Test

O2 and O4 = Post Test

X = Treatment by using List Group Label Strategy.

3.2. Subject and Object the Study

Based on the title of the research, the subject of the research was the at eleventh grade of SMA Negeri 1 Pancur Batu . Then the object of this research was using list group label strategy and reading comprehension on narrative text.

3.3. Population and Sample

The population of this research is the at eleventh grade of SMA Negeri 1 Pancur Batu. It has two classes, XI 1 as experimental class and XI 2 as control class. Each class consisted of 20 students. The total number of students at eleventh grade of SMA Negeri 1 Pancur Batu was 40 students. Because the population was not too big, so the technique used in taking the sample was total sampling technique. According to Hidayah Syah, sample amounts equal to the population is called the total sample (total sampling). Furthermore Arikunto, if the amount of population is less than 100 students, the researcher must take all of the population, but if the amount of population is more than 100 students, it is better to take 10-15%, 25%, or more.

Table III.2

Distribution of the Research Population and Sample

No.	Class	Number of students
1	XI MIA 4	20
2	XI MIA 5	20
Total		40

3.4. The Instrument of Collecting the Data

There is an instrument that was used to acquire the data from the students. It is test. It was divided into two kinds of tests; pre-test and posttest. Pre-test was given before treatment and post-test was administered in the last of treatment. The kind of the test was multiple choices.

Multiple choice questions in the hands of a skilled teacher are highly effective instrument for training interpretive skills. There were four choices A, B, C and D which were adapted from text. The form of the text was narrative text.

3.4.1 The Validity Test

Heaton states that the validity of a test refers to appropriateness of a given test or any of its component parts as measure of what it is purposed to measure. It means the test will be valid to the extent that is measured what it is supposed to measure. The type of validity is content validity. Referring to Bambang, Content validity is that if a measurement is as the representative of the ideas or the appropriate material that will be measured. The materials were taken from the guide book for the students and other related resources.

3.4.2 Reliability Test

Reliability is the degree to which a test consistency measures whatever it is measuring. To know the reliability of the test, we should know: (a) the mean score, (b) the standard deviation of the test, and (c) Cronbach's Alpa. The researcher used the SPSS 17.0 for windows statistical software.

Tabel III.3

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded	0	0
	Total	20	100.0

Based on the table, we can see that the cases valid are 20 students, excluded 0, and the total students follow the test 20 students

Tabel III.4

Scale Statistics

Mean	Variance	Std Variance	Deviation N of Items
8.35	12.766	3.573	20

Based on the table III.4, we can see that the mean score is 8.35, variance is 12.766. Std. Deviation is 3.573, and number of items are 20.

Tabel III.4

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
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0.649	0.647	27
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Based on the table III.5, we can see that Cronbach's Alpha is 0.649, Cronbach's Alpha based on standardized items is 0.647, and number of items are 20.

The score obtained compares to r table of product moment that the degree of freedom was 38 "r" product moment at the level of 5% is 0.304 and 1% is 0.393. The score obtained of Cronbach's Alpha was 0.649 higher than r table whether 5% and 1% ($0.304 < 0.649 > 0.393$). It means that the test was reliable.

According to Heaton the value of correlation coefficients is as follow;

1. 0.00– 0.20 Reliability is low
2. 0.21 – 0.40 Reliability is sufficient
3. 0.41 – 0.70 Reliability is high
4. > 0.70 Reliability is very high

Based on the result above, reliability and validity of the test is including as high category.

3.5 The Scoring System

In scoring the result of students' reading test, the researcher used percentage correct (Arikunto:2006). The percentage correct score is used in reporting the result of achievement test. The highest score is 100%. The researcher calculates the average of the pre-test and post-test by using this formula:

$$S = \frac{R}{N} \times 100\%$$

Where:

S = Score

R = the correct

N = Number of test

100% = cumulative range, 0 - 100

3.6 The Technique of Data Analysis

In analyzing the data, the researcher used score of pre-test and post-test of experimental as well as and control group. These scores were analyzed statistically. The researcher used score of experimental class and control class. In order to find out whether there was a significant difference of the improvement by using list group label strategy toward students' reading comprehension, the data statistically analyzed by using T-test formula by using SPSS 17.0 (Statistical Package for the Social Sciences).

Ho = Variance population identic

Ha = Variance population not identic

If probabilities > 0.05 , Ho is accepted.

If Probabilities < 0.05 , Ho is rejected