

**THE EFFECT OF USING LIST GROUP LABEL STRATEGY TOWARD  
READING COMPREHENSION ON NARRATIVE TEXT OF THE  
SECOND YEAR STUDENTS AT STATE ISLAMIC SENIOR  
HIGH SCHOOL SUNGAI PAKNING BENGKALIS  
REGENCY**



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## ABSTRAK

### **Latifatut Taufiqoh (2013): Pengaruh Penggunaan Strategy List Group Label terhadap Pemahaman Membaca dalam Teks Naratif pada Siswa Kelas Dua Madrasah Aliyah Negeri Sungai Pakning Kabupaten Bengkalis**

Berdasarkan KTSP, membaca adalah salah satu kemampuan dalam menguasai bahasa Inggris yang harus diajarkan dan dipelajari pada tingkat SMA/MA. MAN Sungai Pakning merupakan salah satu pengguna kurikulum tersebut dalam proses belajar mengajar. Setelah melakukan study pendahuluan di MAN Sungai Pakning, sebagian siswa pada kelas satu masih memiliki kelemahan dalam menulis. Peneliti menginterpretasikan bahwa mereka mempunyai kelemahan tersebut di tunjukkan kurangnya kosakata bahasa Inggris dan informasi tentang materi yang diajarkan untuk mengekspresikan ide-ide mereka dalam bahasa Inggris. Dengan demikian, peneliti tertarik untuk melakukan penelitian dengan judul pengaruh penggunaan strategi LGL (List Group Label) Terhadap Pemahaman Siswa dalam Membaca Kelas Dua Madrasah Aliyah Negeri Sungai Pakning Kabupaten Bengkalis.

Jenis penelitian ini adalah penelitian *experiment* dan desain penelitian adalah penelitian *pre-experimental* yang menggunakan kelas *experiment* dan kelas kontrol. Peneliti mengambil 2 kelas dari siswa kelas 2. Kelas XI 1 sebagai kelas *experiment* dan kelas XI 2 sebagai kelas kontrol dengan menggunakan *total sampling technique*. Jumlah kelas XI 1 dan XI 2 adalah 40 siswa. Kedua kelas ini dilakukan *pretest* di awal, perbedaan tindakan di pertengahan dan *posttest* di akhir penelitian. Hasil *post-test* dari kelas *experiment* dan kelas kontrol dibandingkan untuk mengetahui pengaruh dari tindakan.

Dalam penelitian ini, peneliti menggunakan tes sebagai alat untuk mengumpulkan data. Tes digunakan untuk menemukan bagaimana pemahaman membaca siswa pada teks *narrative*. Data dari penelitian ini adalah nilai dari pemahaman membaca siswa yang diperoleh dengan menggunakan tes membaca. Dalam penganalisisan data, peneliti menggunakan SPSS 17.

Akhirnya, peneliti menemukan bahwa angka signifikan  $0.002 < 0.5$ . Maksudnya masih ada prosedur yang belum terlaksana secara lengkap. Berdasarkan hasil signifikansi tersebut,  $H_a$  diterima dan  $H_0$  ditolak. Selain itu, dapat pula dibuktikan dari mean *post-test* pemahaman membaca siswa pada kelas *experiment* adalah 24.1%, sedangkan nilai mean *post* pada kelas kontrol adalah 9,77%. Jadi ada perbedaan peningkatan yang signifikan Pemahaman siswa membaca antara siswa yang diajarkan dengan *strategy list group label* dan siswa yang diajarkan secara konvensional; *reading method*.

## ملخص

لطيفة التوفيق (2013): تأثير استخدام إستراتيجي **List Group Label** في فهم قراءة نص الحكاية لدى الطلاب للفصل الثاني في المدرسة العالية الحكومية "سونجى فأنينج" بمنطقة بنجاليس".

بناء على منهج مستوى الوحدة التربوية أن القراءة هي قدرة على استيعاب اللغة الإنجليزية اللازمة أن تدرس في مرحلة المدرسة المتوسطة العالية. إن المدرسة العالية في "سونجى فأنينج" هي إحدى المدارس التي تستخدم ذلك المنهج في عملية التعلم والتعليم. وبعد أن قامت الباحثة بالدراسة السابقة وجدت الباحثة أن معظم الطلاب مازالو يملكون الضعف في الكتابة. وطنت الباحثة أن أسباب نقصانهم لقلة المفردات الإنجليزية والمعلومات عن المادة المعلمة لتعبير أفكارهم في اللغة الإنجليزية. فلأجل ذلك تتجذب الباحثة للبحث عن تأثير استخدام إستراتيجي **List Group Label** في فهم قراءة نص الحكاية لدى الطلاب للفصل الثاني في المدرسة العالية الحكومية "سونجى فأنينج" بمنطقة بنجاليس".

هذا البحث بحث تجريبي. وخطة هذا البحث باستخدام الفصل التجريبي والفصل المراقب. أخذت الباحثة فصلين (الفصل الواحد عشر "1" كالفصل التجريبي، والفصل الواحد عشر "2" كالفصل المراقب). واستخدمت الباحثة التقنية العشوائية. وعدد الطلاب من هذين الفصلين أربعون طالبا. وتعطى الباحثة الاختبار الأول في الفصلين والاختبار الأخير في آخر البحث. وحاصلة البحث من الفصل التجريبي والفصل المراقب تقارن لمعرفة التأثير من الإجراءات.

استخدمت الباحثة الاختبار كطريقة جمع البيانات. وهذا الاختبار يهدف إلى اكتشاف فهم الطلاب على قراءة نص الحكاية. والبيانات في هذا البحث نتيجة مأخوذة من خلال اختبار القراءة. واستخدمت الباحثة SPSS 17 لتحليل البيانات.

وأخيرا، وجدت الباحثة العدد الهام يعني  $0.002 < 0.5$  ومعنى تلك الحاصلة مازالت توجد العملية التي لا تنفذ كاملة. بناء على تلك الحالة فتكون  $H_a$  مقبولة و  $H_o$  مردودة. ومن جانب آخر يعرف أن نتيجة متوسط الاختبار الأخير عن فهم القراءة في الفصل التجريبي %24.1. ونتيجة متوسط الاختبار الأخير في الفصل المراقب %9.77. فلأجل ذلك يوجد فرق الترقية الهام عن فهم قراءة نص الحكاية بين الطلاب الذين يعلمون باستخدام إستراتيجي **List Group Label** والطلاب الذين يعلمون بالطريقة التقليدية (طريقة القراءة).

## ABSTRACT

**Latifatut Taufiqoh (2013):** “The Effect of using List Group Label Strategy toward Reading Comprehension on Narrative Text of the Second Year Students at State Islamic Senior High School Sungai Pakning Bengkalis Regency.”

Based on school based curriculum (KTSP), reading is one of skill in mastering english that must be taught and learned in State Islamic Senior High School. State Islamic Senior High School is one of school that uses it as a guide in teaching learning process. After doing preliminary observation at state islamic senior high school sungai pakning, some of the students of the second year still have low ability in their reading. The researcher interpret that they have low ability in reading were indicated because they have lack vocabulary in expressing their ideas in english. Thus, the researcher interested to conduct the research entitle The Effect of using List Group Label Strategy toward Reading Comprehension on Narrative text of the Second Year students at State Islamic Senior High School Sungai Pakning Bengkalis Regency.

The type of the research was an experimental research and the design of the research was experimental design, which used experimental class and control class. The researcher two classes the class was XI 1 as experimental class and XI 2 as a control class by using cluster random sampling. The number of class XI 1 and XI 2 are 40 students. Both class are administrated a pre-test at the beginning, different treatment in the middle and post test at the end of the research. The posttest result of experiment class and control class was compared in order to determine the effect of the treatment. In analyzing the data, the researcher used SPSS 17.

Finally, the researcher found that the significant number was  $0.002 < 0.005$ , and the implementation of the List Group Label Strategy well done. It means that there were still missing item procedures. Based on the significance result above,  $H_a$  is accepted and  $H_o$  is rejected. Besides, it can be proved from mean score of students reading comprehension of post-test at experimental class was 24,1%. While in control class only 9,77%. In conclusion, there is a significance difference of class improvement of reading comprehension between students who were taught by using list group label strategy and who were taught by using conventional way; reading method.

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Reading is an activity with a purpose.<sup>1</sup> 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 determines 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."<sup>2</sup> When we are reading, we can get much information such as technology, art, politic, 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

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<sup>1</sup>Kalayo Hasibuan and Fauzan. *Teaching English as Foreign Language*. Pekanbaru: Alaf Riau Graha UNRI Press. 2007, p.114

<sup>2</sup>Neil Anderson, 2003. Reading. In *Practical English Language Teaching*. First Edition. Editor: David Nunan. Singapore: McGraw-Hill/Contemporary, Inc., 2003.p 68

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.<sup>3</sup> 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<sup>4</sup>. It means that the students can understand what they are read by doing comprehension.

MAN Sungai Pakning is one of educational institutions in Bengkalis regency. In this school, English is learned and taught as a compulsory subject. Furthermore, it is also one of the subjects that will be tested in National Examination. As a formal education, this school also has English subject to teach for the student especially reading skill that

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<sup>3</sup>Tim penulis. *Standar Kompetensi Mata Pelajaran Bahasa Inggris Sekolah Menengah Atas dan Madrasah Aliyah*, Jakarta: Departemen Pendidikan Nasional, 2003, p.16

<sup>4</sup> Irwin, Judith westphal. 1985. *Teaching Reading Comprehension Processes*. New Jersey: Prentice Hall. P.9.

taught since the first year of English teaching period and twice in a week with time duration 45 minutes for one hour learning process.

Based on the school-based curriculum English in MAN Sungai Pakning that the students should comprehend the meaning of short functional text and essay form in narrative spoof and hortatory exposition in the context of life<sup>5</sup>.

However, some of the students of MAN Sungai Pakning still felt hard in understand English text is still low. Based on the writer's observation at MAN sungai Pakning, in teaching and learning process the teacher there has applied some strategies. One of them is teacher uses three-phase technique. There are three activities in this technique as follows: beginning activity, the main activity, and the last activity. The beginning activity is asking and answer about the text in the book. The main activity is the students read about the text and the students answer the questions related to the text. The last activity is the students give their opinion about the text that they have already read. This technique is used to make the student be able in reading and to comprehend the meaning. But, they are still confuse when their teacher gives them a text, then ask them to comprehend the text.

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 of MAN

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<sup>5</sup>Tim Penyusun Sillabus. *Syllabus of MAN Sungai Pakning 2012-2013*. Sungai Pakning : unpublished, 2012.



Sungai Pakning 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.<sup>6</sup> Types of texts this strategy with fiction, nonfiction and expository text.<sup>7</sup>

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 of The Second Year Students at State Islamic Senior High School Sungai Pakning Bengkalis Regency”.

## **B. Definition Of The Term**

In order to avoid miss understanding and miss interpretation about the title and the content of the research, the writer will give the definition of the terms as follows:

### **1. 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.<sup>8</sup> In this research, List group label strategy is a strategy used by the researcher to improve students' reading comprehension at the second year students of State Islamic Senior High School Sungai Pakning Bengkalis Regency.

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<sup>6</sup> Retrieved on November, 5 2012 at <http://www.pdfsearch.com/List-Group-Label:-A-Simple-Strategy-for-Improving-Vocabulary>.

<sup>7</sup> Judy Brunner, Judy Tilton Brunner. *I don't get it: Helping Student Understand What They Read*. 2011p.14. at <http://www.EnglishforSocialstudies.com> retrieve on Juny, 12 2012

<sup>8</sup> *opcit*

## 2. Strategy

Strategy an operation that allows the learner to use, apply, transform, relate, interpret, reproduce, and reform information for communication.<sup>9</sup>

## 3. Reading comprehension

Reading comprehension is a process of using one's own prior experience (reader contact) and the writer cues (text context) to infer the author's intended meaning. This process can involve understanding and selectively recalling ideas in individual sentences (micro processes), inferring relationships between clauses and/or sentences (integrative processes), organizing ideas around summarizing ideas (macro processes), and making inferences not necessarily intended by the author (elaborative processes).<sup>10</sup> Reading comprehension the process of deriving meaning from connected text.<sup>11</sup>

## 4. Narrative Text

Narrative is a text focusing specific participants.<sup>12</sup> Its social function is to tell stories or past events and entertain the readers. Narrative

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<sup>9</sup>Karen Tankeslay, *The Threads of Reading: Strategy for Literacy Development*. USA: Association for Supervision and Curriculum Department.2003.p.90

<sup>10</sup>Judith Westphal Irwin. *Teaching Reading Comprehension Process*. New Jersey: Prentice-Hall, 1986. p. 9

<sup>11</sup>Elizabeth S. Pang. *Teaching Reading*. International Academy of Education.2003.p.14

<sup>12</sup> Rachmat Wahidi. *Genre of the Text*. Retrieve on November, 5 2012 at <http://rachmatwahidi.wordpress.com>

deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

## **C. The Problem**

### **1. Identification of the Problem**

Based on the background and phenomena of the reading comprehension of the second year students at MAN Sungai Pakning Bengkalis Regency, there are many problems that makes students are difficult in reading text. The problems of this research are identified as follows:

- a. Some of students not able to identify main ideas from the text.
- b. Some of students not able to identify supporting ideas from the text.
- c. Some of students have limited knowledge about new word or unfamiliar words.
- d. Some of students get difficulties in making inference in analytical narrative text.
- e. Some of students not able to answer the question based on the text given.

### **2. The Limitation of the Problem**

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 of The Second Year Students at State Islamic Senior High School Sungai Pakning Bengkalis Regency.

### **3. The Formulation of the Problem**

Based on the limitation of the problem above, the problem of this research can be stated as follows:

- a. How is students' reading comprehension on narrative text taught by using three phase technique?
- b. How is students' reading comprehension on narrative text taught by using List Group Label Strategy?
- c. Is there any significant effect of the improvement of students' reading comprehension on narrative text between those students who are taught by using list group label strategy and those who are not?

## **D. The Objectives and Significance of the Research**

### **1. The Objectives of the Research**

Based on the formulation of the problem, the objective of the research can be started as follows:

- a. To find out the effect of List Group Label Strategy toward Students Reading Comprehension on narrative text of The Second Year Students at State Islamic Senior High School Sungai Pakning Bengkalis Regency.

- b. To find out the reading comprehension on narrative text ability of the second Year Students at State Islamic Senior High School Sungai Pakning Bengkalis Regency.
- c. To find out the significant effect of improvement of students' reading comprehension on narrative text between those students who were taught by using List Group Label Strategy and those who were not.

## **2. The Significance of the Research**

The significance of the research are as follows:

- 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 State Islamic Senior High School Sungai Pakning Bengkalis Regency to improve their reading comprehension on narrative text.
- c. To give input for the English teacher there in finding the appropriate strategy to teach reading comprehension on narrative text.
- d. To fulfill one of the requirements for finishing the writer's undergraduate study program (S1) at the Education and Teachers' Training Faculty of State Islamic University Sultan Syarif Kasim Riau.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 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.<sup>13</sup> 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.<sup>14</sup>

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<sup>13</sup>Elizabeth S.Pang, et al, *Teaching Reading. Switzerland: International Academy of Education*.2003.p.6

<sup>14</sup>Linda J. Dorn and Carla Soffos. *Teaching for Deep Comprehension: A Reading Workshop Approach*. Portland, Maine: Stenhouse Publishers, 2005. p. 6

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.<sup>15</sup>

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. 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.<sup>16</sup> 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.<sup>17</sup> It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an

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<sup>15</sup>Kalayo Hasibuan and Muhammad Fauzan Ansyari. *Teaching English as Foreign Language (TEFL)*. Pekanbaru: Alaf Riau Graha UNRI Press.2007.p.114

<sup>16</sup>Judih Westphal Irwin. *Westphal, Teaching Reading Process*. New Jersey Prentice – Hall.p.7

<sup>17</sup> Elizabeth S.Pang, et al, *Teaching Reading: Switzerland. International Academy of Education*.2003.p. 14



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.<sup>18</sup>

Reading comprehension involves much more than readers' responses to text. Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as

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<sup>18</sup> Linda J. Dorn and Carla Soffos. *Teaching for Deed Comprehension: A Reading Workshop Approach*. Portland, Maine: Stenhouse Publishers, 2005, p. 14

variables related to the text itself (interest in text, understanding of text types).<sup>19</sup>

a. Skill

According to Nunan, the microskills and macroskills below represent the spectrum of possibilities for objectives in the assessment of reading comprehension.<sup>20</sup>

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.

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<sup>19</sup> Karen R. Harris and Steve Graham. *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: the Guilford Press, 2007, p. 8

<sup>20</sup> H. Douglas Brown. *Language Assessment Principle and Classroom Practices*. California: Longman, 2003, p.188-189

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. Perceptive: perceptive reading tasks involve attending to the component of larger stretches of discourse: letters, words, punctuation, and other grapheme symbols bottom-up processing is implied.
2. Selective: this category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language. Certain typical tasks are used: picture-cued tasks, matching, true/false, multiple choice, etc.
3. Interactive: the focus of an interactive tasks is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed.

4. Extensive: extensive reading applies to texts of more than a page up to and including professional articles, essays, technical reports, short stories, and books.<sup>21</sup>

### 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.<sup>22</sup> 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.<sup>23</sup>

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<sup>21</sup> Ibid.p.189

<sup>22</sup>Neil Anderson. "What is Reading". In Nunan, David. *Practical English Language Teaching*. Sydney: Mc Graw Hill.2003.p.69

<sup>23</sup>Jeremy Harmer. *How to Teach English*. Edinburgh Gate. Pearson Education.Longman.2001.p.80

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 students Hamlet's famous soliloquy 'To be or not to be' and ask them to say how many times the infinitive is used. 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.<sup>24</sup>

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 Mark Sadoski, the goals of teaching reading will be balanced between the affective domain and the cognitive domain.<sup>25</sup> 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, student should experience success regularly and approach reading confidently, with a "can do" spirit, rather than avoiding it because it is painful and frustrating.

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<sup>24</sup>Jeremy Harmer. *How to Teach English*. Edinburgh Gate: Pearson.Education.2001.p.82

<sup>25</sup> Mark Sadoski. *Conceptual Foundations of Teaching Reading*. New York: The Guilford Press, 2004, p. 47



*Goal 2: Developing personal interests and tastes in reading*

Having a positive attitude is not enough. Lifelong reader 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/students 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 succeedingly 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:<sup>26</sup>

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).

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<sup>26</sup> Robert Reid and Torri Ortiz Lienemann. *Strategy Instruction for Students with Learning Disabilities*. New York: The Guilford Press, 2006, p. 118

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 DRTA, KWL, QAR, SQ3R, P2R, Skimming, Scanning, Anticipation Guide, etc.

#### **4. Narrative text**

##### 1. The definition of Narrative text

Narrative is a text focusing specific participants.<sup>27</sup> 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 pas 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

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<sup>27</sup> Rachmat Wahidi. *Genre of the Text*. Retrieved on November, 5 2012 at <http://rachmatwahidi.wordpress.com>

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.

4. 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.

### **CINDERELLA**

In the days of yore, there was a good-hearted girl named Cinderella. She very kind and beautiful, but unfortunately, her father had died. After the death of his father she lived with his mother and step sister. Every day he was tortured, by the way was told to wash the dishes, mopping floors and serving them. Nevertheless Cinderella continues to believe that one day he will live happily.

One day, a prince consort then want to look for a big dance was held at the palace, but Cinderella is not allowed to participate. Then the fairy godmother come and helps him. Cinderella was transformed into a beautiful princess. In the palace, the prince falls in love with Cinderella, and then asked her to dance.

Cinderella forgot, that he should not return more than 12 hours, because at that hour all the magic fairy godmother to an end. Tinkling bell sounds at 12, and Cinderella run. Not felt, glass shoe apart and scattered on the steps of the palace. The prince picked it up, and announced that

whoever feet with shoes that fit, whoever she is, will he made his wife. However, the shoe does not fit at the foot of anyone who tried it, including 2 step sisters Cinderella. Cinderella then go try and fit legs! Cinderella eventually married Prince and lives happily.

## 5. List Group Label Strategy

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.<sup>28</sup> So, the teacher needs to apply the appropriate strategy to the students to make the students understand about the text.

In this case the witer 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.

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<sup>28</sup>Kalayo Hasibuan and Muhammad Fauzan Ansyari. *Teaching English As Foreign Language (TEFL)*.Pekanbaru: Alaf Riau Graha UNRI Press.2007.p.115

To make clear about this strategy, there are steps for this strategy.<sup>29</sup>

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 than 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.

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<sup>29</sup> Dixie D. Massey, Tina L. Heafner. *Promoting Reading Comprehension in Social Studies*. North Carolina. University in Greenshoro.p.30

## B. Relevant Research

Required to observe some previous researches conducted by other research in which they are relevant to our research.<sup>30</sup> 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 entitle: “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 average percentage after calculatin is 76,9%, moreover, the data analysis has proved that there is no correlation between teaching reading activities and students reading achievements at the second year studentss 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 is 0,015.

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<sup>30</sup>M. Syafi’I.S, “*From Paragraph to a Research Report: A Writing of English for Academic Purposes*”. Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensif (LBSI).2007.p.122

### C. 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'i that all related theoretical frameworks can be operated in the operational concept.<sup>31</sup> 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:<sup>32</sup>
  - 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.

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<sup>31</sup>*Ibid*, p.122

<sup>32</sup>*Loc.cit*, p.30



- 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.

## **D. The Assumption and 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 ( $H_a$ )

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 of the second years at State Islamic Senior High School Sungai Pakning Bengkalis Regency.

b. The Null Hypothesis ( $H_0$ )

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 of the second years at state Senior High School Sungai Pakning Bengkalis Regency.

## CHAPTER III

### RESEARCH METHOD

#### A. 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.<sup>33</sup> 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).<sup>34</sup>

According to Louis Cohen *et al.*, the design of this research can be illustrated as follows:<sup>35</sup>

**TABLE III.1**

**Nonequivalent control group design**

O1	X	O2 (Experimental Group)
O3		O4 (Control Group)

O1 and O3 = Pre Test

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<sup>33</sup> L. R. Gay and Peter Airasian, *Educational Research*, New Jersey: Prectice Hall Inc, 2000, p. 395.

<sup>34</sup> Cohen, Louis, *et al.*, *Research Methods in Education*, New York: Routledge, 2007, p. 282.

<sup>35</sup> Louis Cohen, Lawrence Manion and Keith Morrison. *Research Methods in Education*. New York: Routledge, 2007,p.283

O2 and O4 = Post Test

X = Treatment by using List Group Label Strategy

## **B. Location and Time of the Research**

This research was conducted at second year students of State Islamic Senior High School Sungai Pakning, Bengkalis Regency. This research was conducted in January-February 2013.

## **C. Subject and Object the Study**

Based on the title of the research, the subject of the research was the second year students of State Islamic Senior High School Sungai Pakning, Bengkalis Regency. Then the object of this research was using list group label strategy and reading comprehension on narrative text.

## **D. Population and Sample**

The population of this research is the second year students of State Islamic Senior High School Sungai Pakning, Bengkalis Regency. 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 the second year students of State Islamic Senior High School Sungai Pakning 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).<sup>36</sup> Furthermore Arikunto, if the amount of population is less than 100 students, the researcher must take all of the population, but if

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<sup>36</sup> Hidayat Syah, *Pengantar Umum Metodologi Penelitian Pendidikan Pendekatan Verifikatif*. Pekanbaru: Suska Press, 2010, p. 140.

the amount of population is more than 100 students, it is better to take 10-15%, 25%, or more.<sup>37</sup>

**Table III.2**  
**Distribution of the Research Population and Sample**

No	Class	Number of students
1	XI 1	20
2	XI 2	20
<b>Total</b>		40

### **E. The Technique 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 post-test. 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.<sup>38</sup> There were four choices A, B, C and D which were adapted from text. The form of the text was narrative text.

#### **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

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<sup>37</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: Rineka Cipta, 2006, p. 134.

<sup>38</sup> Christine Nuttall, *Teaching Reading Skills in a Foreign Language*, London: Heinemann Educational Books, 1983, p. 126.

purposed to measure<sup>39</sup>. 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.<sup>40</sup> The materials were taken from the guide book for the students and other related resources.

## 2. Reliability Test

Reliability is the degree to which a test consistency measures whatever it is measuring.<sup>41</sup> 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 <sup>a</sup>	0	.0
	Total	20	100.0

Based on the table IV.3, we can see that the cases valid are 20 students, excluded 0, and the total students follow the test 20 students

<sup>39</sup> Heaton. *Writing English Language Test*. New York: Longman Group UK Limited, 1988, p. 159.

<sup>40</sup> Ag. Bambang Setiyadi, *Metode Penelitian Pengajaran Bahasa Asing; Pendekatan Kuantitatif dan Kualitatif*. Edisi Pertama, Yogyakarta: Graha Ilmu, 2006, p. 23.

<sup>41</sup> L. R. Gay and Peter Airasian, *Op. Cit.*, p. 169.

**Tabel III.4****Scale Statistics**

Mean	Variance	Std. 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.5****Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.649	0.647	20

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<sup>42</sup>;

1. 0.00– 0.20      Reliability is low
2. 0.21 – 0.40    Reliability is sufficient

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<sup>42</sup> Heaton. *Op. Cit.*, 16.

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.

#### **F. 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).<sup>43</sup>

Ho = Variance population identic

Ha = Variance population not identic

If probabilities > 0.05, Ho is accepted.

If Probabilities < 0.05, Ho is rejected

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<sup>43</sup> Hartono, *Statistik untuk Penelitian*, Yogyakarta : Pustaka Pelajar, 2008, p. 180.



## **CHAPTER IV**

### **DATA PRESENTATION AND ANALYSIS**

#### **A. The Data Presentation**

##### **1. The Description of Research Procedure**

The purpose of the research is to obtain the students' reading comprehension on narrative text who are taught by using list group label strategy and those who are taught without using list group label strategy, and to find out whether or not there was the significant difference of the improvement by using list group label strategy toward students' reading comprehension on narrative text. The researcher calculated data taken from the scores of the students' final test. The data were obtained from the students' reading comprehension of experimental and control class. Before taking the data from the sample, the researcher tried one of the second classes in order to prove whether the test was reliable or not. The result found in the try out was 0.649. It means that the test was high reliable. The researcher gave pre-test and post-test to XI 1 and XI 2. The researcher asked the students to answer some questions based on the text given; the text was a narrative text. Based on design of the research, it was found that class XI 2 was as control class and XI 1 was as experimental class. Then, the researcher gave treatments to experimental class for eight meetings.

After giving treatments to experimental class, the researcher used the same format of questions and text of narrative to test students' reading comprehension on narrative text for the post-test of experimental class.

While for control class, which was taught without using list group label strategy, the researcher used the same format of questions of narrative for their post-test also.

The data of this research were obtained from the score of students' of the experimental class and control class. All of data were collected through the following procedures:

1. In Both classes (experimental and control group), students were asked to answer the questions based on the narrative text given.
2. The format of the test was multiple choices.
3. The researcher together with the observer gave a score of the students' reading comprehension that was collected from their score of pre-test and post-test.

The test was composed of 20 items, and each item was given score 5.

The final score was analyzed by using the following formula<sup>44</sup>:

$$\text{Final score} = P = \frac{F}{N} \times 100\%$$

Where:

P : Percentage

F : Frequency of the score

N : Number of Case

---

<sup>44</sup> Anas Sudijono, *Pengantar Statistik Pendidikan*, Jakarta: Rajafindo Persada, 2012, p. 43.

## 2. Students' reading comprehension who are taught by using list group label strategy

The data of students' reading comprehension who are taught by using list group label strategy were obtained from pre-test and post-test of XI 1 as an experimental class taken from the sample of this class (20 students). The researcher taught directly for eight meetings in the experimental class. The data can be seen from the table below:

**Table IV.1**  
**The Score of the Students' Reading Comprehension who are Taught by Using List Group Label Strategy**

No.	Students	Experimental Class		Gain
		Pre-Test	Post-Test	
1	Student 1	65	75	10
2	Student 2	50	75	25
3	Student 3	80	90	10
4	Student 4	50	70	20
5	Student 5	45	65	20
6	Student 6	65	80	15
7	Student 7	60	75	15
8	Student 8	45	60	15
9	Student 9	50	85	35
10	Student 10	60	60	0
11	Student 11	65	75	10
12	Student 12	45	60	15
13	Student 13	45	60	15
14	Student 14	55	65	10
15	Student 15	50	65	15
16	Student 16	60	75	15
17	Student 17	65	75	10
18	Student 18	65	80	15
19	Student 19	75	80	5
20	Student 20	65	70	5
Total		1160	1440	280
Mean		65	72	14

From the table IV.1, the researcher found that the total score of pre-test in experimental group was 1160 while the highest was 80 and the lowest was 45. The total score of post-test in experimental group was 1440 while the highest was

90 and the lowest was 60. The total score of pre-test in experimental group was 1160 and the total score of post-test in experimental group was 1440. So Based on the data obtained, in the post-test of experimental class all of student passed the graduated standard (SKL), the score obtained  $\geq 60$ .

### **3. Students' reading comprehension on narrative text who are taught without using list group label strategy**

The data of students' reading comprehension on narrative text who are taught without using list group label strategy were also taken from pre-test and post-test of XI 2 as control class taken from the sample of this class (20 students).

The data can be seen from the table below:

**Table IV.2**  
**The Score of the Students' Reading Comprehension on Narrative who are Taught without Using List Group Label Strategy**

No.	Students	Control Class		Gain
		Pre-Test	Post-Test	
1	Student 1	75	80	5
2	Student 2	85	85	0
3	Student 3	60	65	5
4	Student 4	55	60	5
5	Student 5	90	85	-5
6	Student 6	50	60	10
7	Student 7	50	60	10
8	Student 8	65	70	5
9	Student 9	50	60	10
10	Student 10	60	65	5
11	Student 11	50	60	10
12	Student 12	55	65	10
13	Student 13	40	60	20
14	Student 14	45	55	10
15	Student 15	35	50	15
16	Student 16	45	40	-5
17	Student 17	45	50	5
18	Student 18	60	65	5
19	Student 19	60	40	-20
20	Student 20	50	60	10
Total		1125	1235	110
Mean		56,25	61,75	5,5

From the table IV.2, the researcher found that the total score of pre-test in control group was 1125 while the highest was 90 and the lowest was 35 and the total score of post-test in control group was 1235 while the highest was 85 and the lowest was 40. Based on data above, in the post-test of control class there were 5 students who did not pass the graduated standard (SKL), or the score obtained  $< 60$  while there were 15 students passed the graduated standard (SKL), or the score obtained  $\geq 60$ .

**Table IV.3**

**The Pre-Test Score of Experimental and Control Class**

No.	Students	Pre-Test	
		Experimental Class	Control Class
1	Student 1	65	75
2	Student 2	50	85
3	Student 3	80	60
4	Student 4	50	55
5	Student 5	45	90
6	Student 6	65	50
7	Student 7	60	50
8	Student 8	45	65
9	Student 9	50	50
10	Student 10	60	60
11	Student 11	65	50
12	Student 12	45	55
13	Student 13	45	40
14	Student 14	55	45
15	Student 15	50	35
16	Student 16	60	45
17	Student 17	65	45
18	Student 18	65	60
19	Student 19	75	60
20	Student 20	65	50
Total		1160	1125
Mean		65	56,25

From the table IV.3, the total score of pre-test in experimental class is 1160. Total score of pre-test in control class is 1125. These scores are before treatment. There is only a little difference of score.

**Table IV.4****The Post-Test Score of Experimental and Control Class**

No.	Students	Post-Test	
		Experimental Class	Control Class
1	Student 1	75	80
2	Student 2	75	85
3	Student 3	90	65
4	Student 4	70	60
5	Student 5	65	85
6	Student 6	80	60
7	Student 7	75	60
8	Student 8	60	70
9	Student 9	85	60
10	Student 10	60	65
11	Student 11	75	60
12	Student 12	60	65
13	Student 13	60	60
14	Student 14	65	55
15	Student 15	65	50
16	Student 16	75	40
17	Student 17	75	50
18	Student 18	80	65
19	Student 19	80	40
20	Student 20	70	60
Total		1440	1235
Mean		72	61,75

From the table IV.4, the total score of post-test in experimental class after having treatment is 1440. It means that experimental class after treatment is better than before. When we compare with post test of control class, the total score is 1235. The scores of two classes are increasing. But the score of experimental class is higher than control class.

## B. The Data Analysis

### 1. Students' reading comprehension on narrative text who are taught by using list group label strategy

The data of the students' post-test scores of experiment class were obtained from the result of their reading comprehension after giving the treatment. The data can be described as follows:

**Table IV.5**

**The Frequency Distribution Pre-test of Experimental Group**

Score	Frequency	Percent	Valid Percent	Cumulative Percent
45	4	20.0	20.0	20.0
50	4	20.0	20.0	40.0
55	1	5.0	5.0	45.0
60	3	15.0	15.0	60.0
65	6	30.0	30.0	90.0
75	1	5.0	5.0	95.0
80	1	5.0	5.0	100.0
Total	20	100.0	100.0	450.0

The table IV.5 shows the frequency distribution of experimental group before treatment. The output from 20 respondents, the valid percent with the interval of 45 was 20.0 %, the interval of 50 was 20.0%, the interval of 55 was 5.0%, the interval 60 was 15.0%, the interval 65 was 30.0%, the interval 75 was 5.0%, and the interval 80 was 5.0%, so the total interval of 20 was 100.0%.

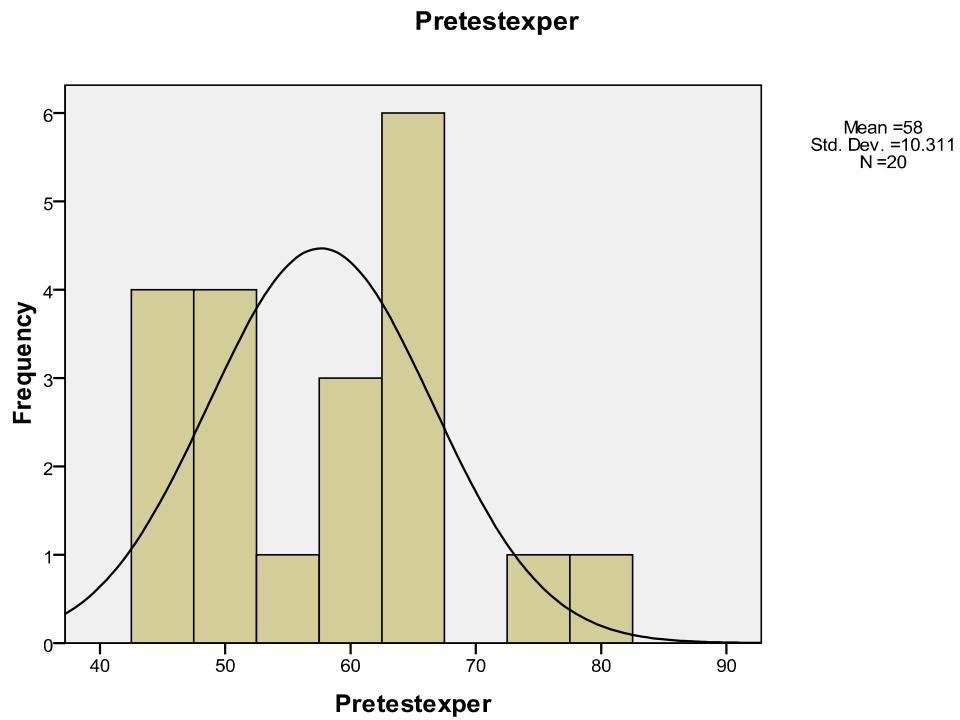
Based on the table above, it can be seen that the total number of students was 20 students. The higher score was 80, and the lowest score was 45. The highest frequency was 6 at score 65. While the statistical of this data is as the following table:

**Table IV.6**  
**Statistics**

N	Valid	20
	Missing	0
	Mean	58.00
	Standard Error of Mean	2.306
	Median	60.00
	Mode	65
	Standard Deviation	10.311
	Variance	106.316
	Range	35
	Minimum	45
	Maximum	80
	Sum	1160
Percentiles	0	
	25	50.00
	50	60.00
	75	65.00



### Histogram IV. 1



**Table IV.7**

#### The Frequency Distribution Post-test of Experimental Group

Score	Frequency	Percent	Valid Percent	Cumulative Percent
60	4	20.0	20.0	20.0
65	3	15.0	15.0	35.0
70	2	10.0	10.0	45.0
75	6	30.0	30.0	75.0
80	3	15.0	15.0	90.0
85	1	5.0	5.0	95.0
90	1	5.0	5.0	100.0
Total	20	100.0	100.0	460.0

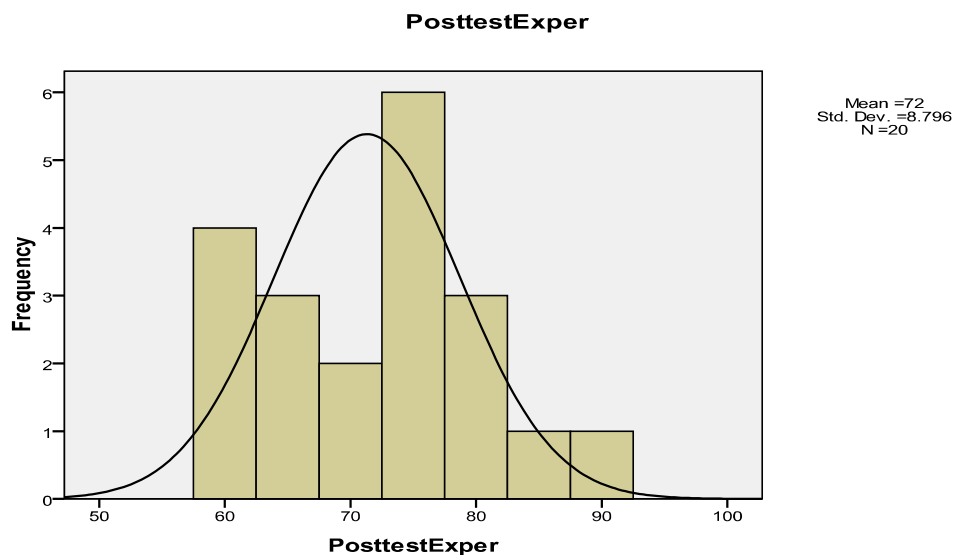
The table IV.7 shows the frequency distribution of experimental group before treatment. The output from 20 respondents, the valid percent with the interval of 60 was 20.0 %, the interval of 65 was 15.0%, the interval of 70 was

10.0%, the interval 75 was 30.0%, the interval 80 was 15.0%, the interval 85 was 5.0%, and the interval 90 was 5.0%, so the total interval 20 was 100.0%.

Based on the table above, it can be seen that the total number of students was 20 students. The higher score was 90, and the lowest score was 60. The highest frequency was 6 at score 75. While the statistical of this data is as the following table:

**Table IV.8**  
**Statistics**

N	Valid	20
	Missing	0
Mean		72.00
Standard Error of Mean		1.967
Median		75.00
Mode		75
Standard Deviation		8.796
Variance		77.368
Range		30
Minimum		60
Maximum		90
Sum		1440
Percentiles	0	
	25	65.00
	50	75.00
	75	78.75

**Histogram IV.2****Table IV.9**

**The Classification of Post-Test Experimental Group at the Second Year Students of State Islamic Senior High School sungai Pakning Bengkalis Regency**

NO	CATEGORIES	SCORE	FREQUENCY	PERCENTAGE
1	Very good	80-100	5	25%
2	Good	70-79	8	40%
3	Enough	60-69	7	35%
4	Less	50-59	-	0%
5	Bad	0-49	-	0%
	Total	-	20	100%

Based on the table IV.9, the classification of experimental group at the second year students of State Islamic senior High School Sungai Pakning Bengkalis Regency of the output from 20 students shows that the category of number 1, there are 5 frequencies (25%), the category of number 2, there are 8 frequencies (40%), the category of number 3, there are 7 frequencies (35%), the category of number 4, there is 0 frequency (0%), the category of number 5, there

is 0 frequency (0%). Thus, the majority of students in this regard are classified into **good level**.

## **2. Students' reading comprehension on narrative text who are taught without using list group label strategy**

The data of students' post-test scores of control class were obtained from the result of their reading comprehension on narrative text without using list group label strategy. The data can be described as follows:

**Table IV.10**  
**The Frequency Distribution Pre-test of Control Group**

Score	Frequency	Percent	Valid Percent	Cumulative Percent
35	1	5.0	5.0	5.0
40	1	5.0	5.0	10.0
45	3	15.0	15.0	25.0
50	5	25.0	25.0	50.0
55	2	10.0	10.0	60.0
60	4	20.0	20.0	80.0
65	1	5.0	5.0	85.0
75	1	5.0	5.0	90.0
85	1	5.0	5.0	95.0
90	1	5.0	5.0	100.0
Total	20	100.0	100.0	600.0

The table IV.10 shows the frequency distribution of control group, the score of pre-test. The output from 20 respondents, the valid percent with the interval of 35 was 5.0 %, the interval of 40 was 5.0%, the interval of 45 was 15.0%, the interval of 50 was 25.0%, the interval of 55 was 10.0%, the interval of 60 was 20.0%, the interval of 65 was 5.0%, the interval of 75 was 5.0%, the interval of 85 was 5.0%, and the interval of 90 was 5.0%, so the total interval 20 was 100.0%.

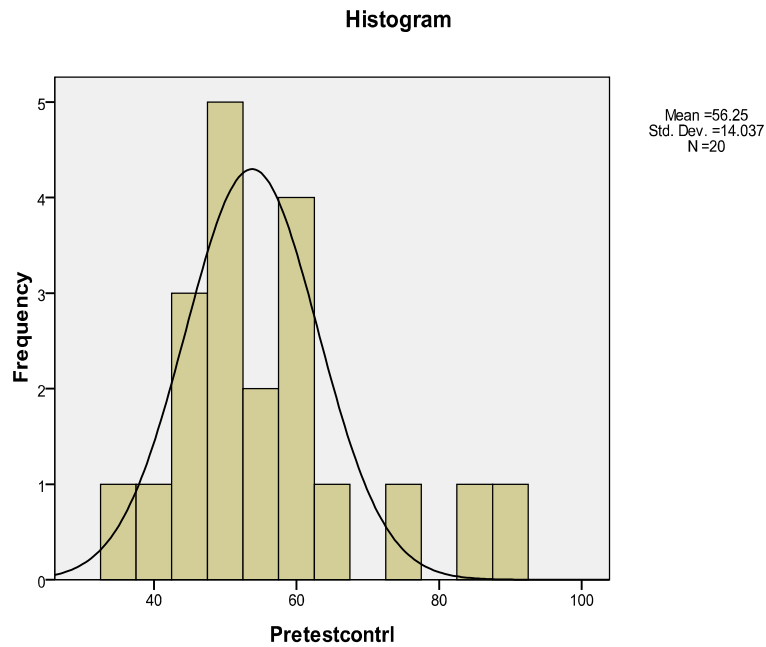
Based on the table above, it can be seen that the total number of students was 20 students. The higher score was 90, and the lowest score was 35. The highest frequency was 5 at score 50. While the statistical of this data is as the following table:

**Table IV.11**

**Statistics**

N	Valid	20
	Missing	0
	Mean	56.25
	Standard Error of Mean	3.139
	Median	52.50
	Mode	50
	Standard Deviation	14.037
	Variance	197.039
	Range	55
	Minimum	35
	Maximum	90
	Sum	1125
	Percentiles	0
		25
		46.25
		50
		52.50
		75
		65.00

### Histogram IV.3



**Table IV.12**  
**The Frequency Distribution Post-test of Control Group**

Score	Frequency	Percent	Valid Percent	Cumulative Percent
40	2	10.0	10.0	10.0
50	2	10.0	10.0	20.0
55	1	5.0	5.0	25.0
60	7	35.0	35.0	60.0
65	4	20.0	20.0	80.0
70	1	5.0	5.0	85.0
80	1	5.0	5.0	90.0
85	2	10.0	10.0	100.0
Total	20	100.0	100.0	470.0

The table IV.12 shows the frequency distribution of control group, the score of post-test. The output from 20 respondents, the valid percent with the interval of 40 was 10.0 %, the interval of 50 was 10.0%, the interval of 55 was 5.0%, the interval of 60 was 35.0%, the interval of 65 was 20.0%, the interval of

70 was 5.0%, the interval of 80 was 5.0%, and the interval of 85 was 10.0%, so the total interval of 20 was 100.0%.

Based on the table above, it can be seen that the total number of students was 20 students. The highest was 85, and the lowest score was 40. The highest frequency was 7 at score of 60. While the statistical of this data is as the following table:

**Table IV.13**  
**Statistics**

N	Valid	20
	Missing	0
	Mean	61.75
	Standard Error of Mean	2.721
	Median	60.00
	Mode	60
	Standard Deviation	12.169
	Variance	148.092
	Range	45
	Minimum	40
	Maximum	85
	Sum	1235
	Percentiles	0
		25
		56.25
		50
		60.00
		75
		65.00

**Table IV.14**

**The Classification of Control Group at the Second Year Students of State Islamic Senior High School Sungai Pakning Bengkalis Regency**

<b>NO</b>	<b>CATEGORIES</b>	<b>SCORE</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
1	Very good	80-100	3	15%
2	Good	70-79	1	5%
3	Enough	60-69	11	55%
4	Less	50-59	3	15%
5	Bad	0-49	2	10%
	Total	-	20	100 %

Based on the table IV.17, the classification of control group at the second year students of State Islamic Senior High School Sungai Pakning Bengkalis Regency of the output from 20 students shows the category of number 1, there are 3 frequencies (15%), the category of number 2, there is 1 frequency (5%), the category of number 3, there are 11 frequencies (55%), the category of number 4, there are 3 frequencies (15%), the category of number 5, there are 2 frequencies (10%). Thus, the majority of students in this regard are classified into **enough level**.

However, generally the statistical description of data can be seen in the following table description:



**Table IV.15****Statistics**

	Pre-test Exper	Post-test Exper	Pre-test Control	Post-test Control
N Valid	20	20	20	20
Missing	0	0	0	0
Mean	58.00	56.25	72.00	61.75
Standard Error of Mean	2.306	3.139	1.967	2.721
Median	60.00	52.50	75.00	60.00
Mode	65	50	75	60
Standard Deviation	10.311	14.037	8.796	12.169
Variance	106.316	197.039	77.368	148.092
Range	35	55	30	45
Minimum	45	35	60	40
Maximum	80	90	90	85
Sum	1160	1125	1440	1235
Percentiles				
0				
25	50.00	46.25	65.00	56.25
50	60.00	52.50	75.00	60.00
75	65.00	65.00	78.75	65.00

Based on the statistical description table above, it shows the detail description of all the data. It can be seen the differences mean, std. error of mean,

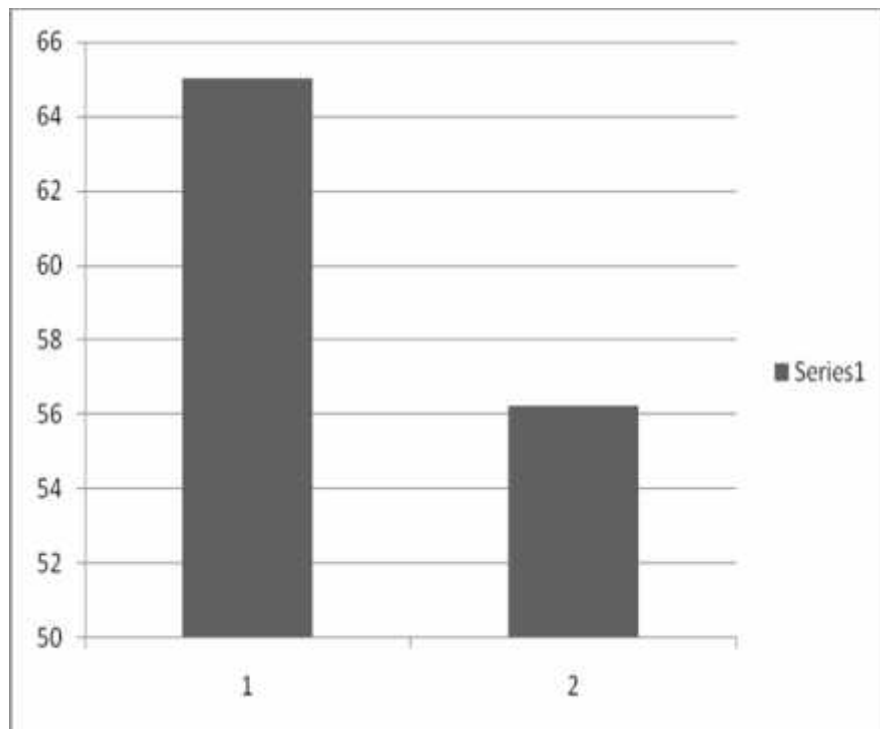
median, mode, std. deviation and other data of both experimental and control class.

### 3. The Analysis of Pre-test of Experimental And Control Class

**Table IV.16**

**The Students' Reading Comprehension Score of Pre-Test at  
Experiment and Control Class**

No.	Students	Pre-Test	
		Experimental Class	Control Class
1	Student 1	65	75
2	Student 2	50	85
3	Student 3	80	60
4	Student 4	50	55
5	Student 5	45	90
6	Student 6	65	50
7	Student 7	60	50
8	Student 8	45	65
9	Student 9	50	50
10	Student 10	60	60
11	Student 11	65	50
12	Student 12	45	55
13	Student 13	45	40
14	Student 14	55	45
15	Student 15	50	35
16	Student 16	60	45
17	Student 17	65	45
18	Student 18	65	60
19	Student 19	75	60
20	Student 20	65	50
Total		1160	1125
Mean		65	56,25

**Graph IV.1**

The table above describes about the comparison between students' reading score of both experimental and control pre-test. The mean score of experimental class is 65, while the mean score of control class is 56,25. So, it indicates that students reading comprehension at experimental and control class are the similar. It means that there is no significance different on the students' basic reading comprehension at experimental and control class, it is easy to measure and to know the improvement of students' reading comprehension after giving treatment or the difference between class that have been taught by using list group label strategy and natural approach as the conventional way.

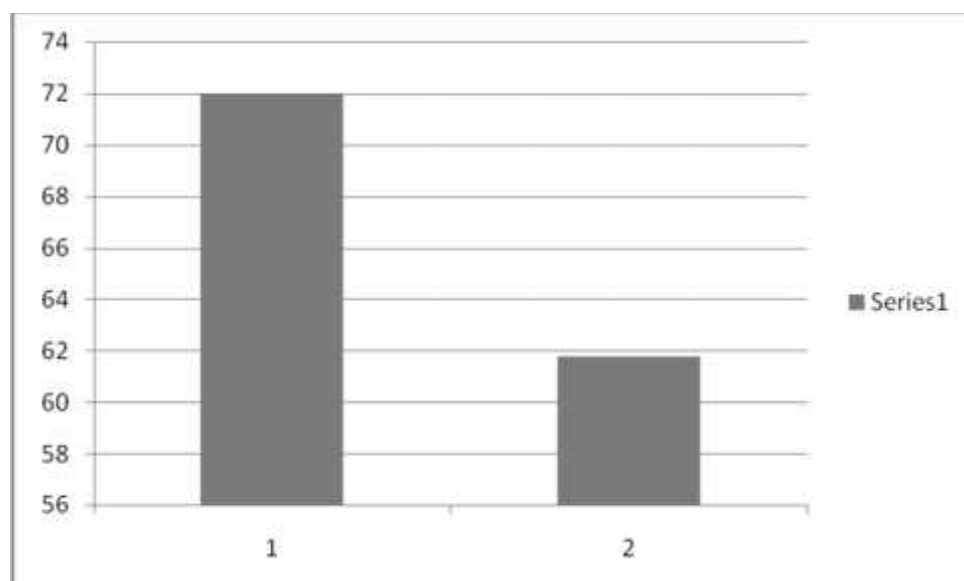
#### 4. The Analysis Post-test of Experimental and Control Class

Table IV.17

##### The Students' Reading Score of Post-test at Experiment and Control Class

No.	Students	Post-Test	
		Experimental Class	Control Class
1	Student 1	75	80
2	Student 2	75	85
3	Student 3	90	65
4	Student 4	70	60
5	Student 5	65	85
6	Student 6	80	60
7	Student 7	75	60
8	Student 8	60	70
9	Student 9	85	60
10	Student 10	60	65
11	Student 11	75	60
12	Student 12	60	65
13	Student 13	60	60
14	Student 14	65	55
15	Student 15	65	50
16	Student 16	75	40
17	Student 17	75	50
18	Student 18	80	65
19	Student 19	80	40
20	Student 20	70	60
Total		1440	1235
Mean		72	61,75

Graph IV.2



The table above describes about the comparison between students' reading score of both experimental and contro, class after giving treatment. The mean of the score of experimental class is 61 while the mean score of control class is 61,75. Both of classes have their improvement from pretest score, but the score is different: students reading comprehension at experimental is higher than control class. It means that there is a better improvement at experiment at class than control class that had been given treatment.

### **5. The Analysis of Improvement of Reading Comprehension of Experiment Class**

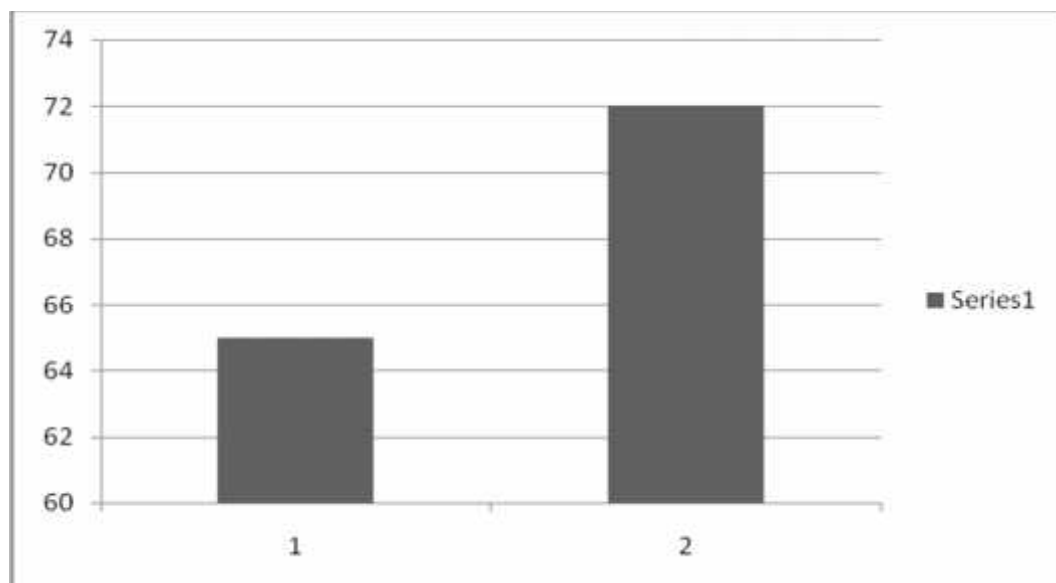
**Table IV.18**

#### **The Students Reading Score At Pre-Test To Post-Test At Experimental Class**

No.	Students	Experimental Class		Gain	P %
		Pre-Test	Post-Test		
1	Student 1	65	75	10	50%
2	Student 2	50	75	25	55%
3	Student 3	80	90	10	55%
4	Student 4	50	70	20	52%
5	Student 5	45	65	20	50%
6	Student 6	65	80	15	53%
7	Student 7	60	75	15	52%
8	Student 8	45	60	15	47%
9	Student 9	50	85	35	61%
10	Student 10	60	60	0	41%
11	Student 11	65	75	10	50%
12	Student 12	45	60	15	47%
13	Student 13	45	60	15	47%
14	Student 14	55	65	10	47%
15	Student 15	50	65	15	48%
16	Student 16	60	75	15	51%
17	Student 17	65	75	10	50%
18	Student 18	65	80	15	53%
19	Student 19	75	80	5	50%
20	Student 20	65	70	5	47%
Total		1160	1440	280	960%
Mean		58	72	14	50%

The table above describes about the differences between students' reading score before and after giving treatment at experimental class. Before giving a treatment, the students' reading mean score were about 58, it was known by taking pre-test at the beginning. While after giving treatment, the mean score of students' reading comprehension improved. It was 72 the mean improvement was 14 (24,1%). The improvement of each students were various, there were drastically improved and not even no improvement. But generally, the improvement can be seen at mean score.

**Graph IV.3**



To know the percentage of the mean improvement we can calculated it:

$$\frac{\text{PreTest} - \text{PostTest}}{\text{PreTest}} \times 100 = 24,1\%$$

$$\frac{58 - 72}{58} \times 100 = 24,1\%$$

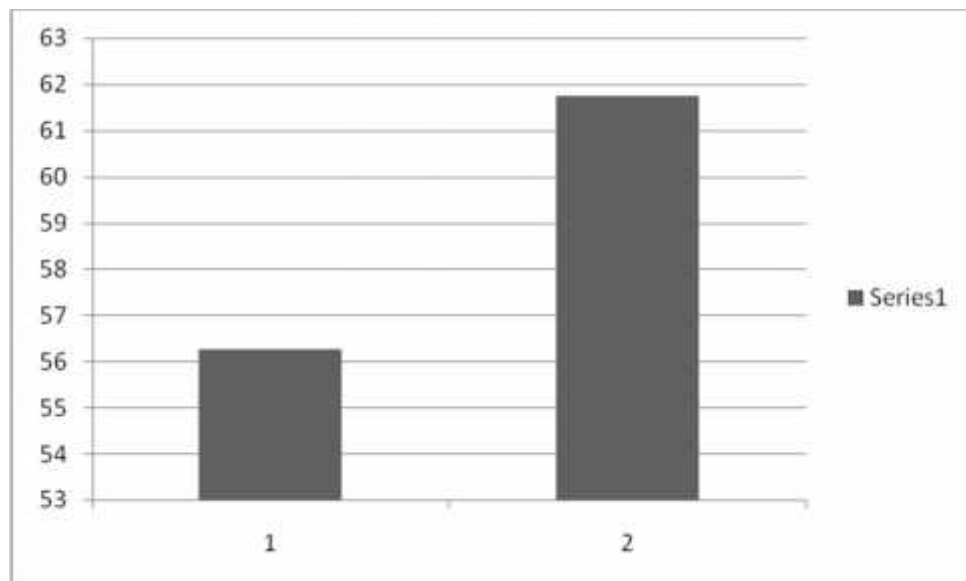
So the mean improvement was 14 and the percentage is 24,1%. It means that there is significant difference of the improvement reading comprehension after giving treatment.

## 6. The analysis of Improvement of Reading Comprehension of Control Class

**Table IV.19**

### The Students Reading Score at Pre-Test to Post-Test Control Class

No.	Students	Control Class		Gain	P %
		Pre-Test	Post-Test		
1	Student 1	75	80	5	53%
2	Student 2	85	85	0	57%
3	Student 3	60	65	5	44%
4	Student 4	55	60	5	40%
5	Student 5	90	85	-5	57%
6	Student 6	50	60	10	40%
7	Student 7	50	60	10	40%
8	Student 8	65	70	5	47%
9	Student 9	50	60	10	40%
10	Student 10	60	65	5	43%
11	Student 11	50	60	10	40%
12	Student 12	55	65	10	43%
13	Student 13	40	60	20	40%
14	Student 14	45	55	10	37%
15	Student 15	35	50	15	33%
16	Student 16	45	40	-5	26%
17	Student 17	45	50	5	33%
18	Student 18	60	65	5	43%
19	Student 19	60	40	-20	27%
20	Student 20	50	60	10	40%
Total		1125	1235	110	823%
Mean		56,25	61,75	5,5	41%

**Graph IV.4**

The table above describes about the differences between students' reading score before and after research at control class. Firstly, the students' reading mean score were about 56.25, it was known by taking pre-test at the beginning. While after giving post-test, the mean score of students' reading comprehension was 61.75, the mean improvement was 5,5 (9,77%). So in the control class was no better improvement of students reading comprehension.

To know the percentage of the mean improvement we can calculated it:

$$\frac{\text{PostTest} - \text{PreTest}}{\text{PreTest}} \times 100 = 9,77\%$$

$$\frac{61,75 - 56,25}{56,25} \times 100 = 9,77\%$$

So the mean improvement was 5,5 and the percentage is 9,77%. It means that there is significant difference of the improvement reading comprehension after giving treatment.



## **7. The analysis of differences improvement between experimental and control class**

From the analysis at table 20 and 21 above, it can be seen that there is a difference improvement of students' reading comprehension at Experimental and Control Class. It saw that the different mean score improvement at the experimental class was 14 by percentage 50% while at control class was 5,5 by percentage 41%.

Based on the percentage influence found for both classes, it is clear that the percentage of influence improvement of list group label strategy on students' reading comprehension is higher than control class. It means that the strategy is used by the teacher in teaching reading skill is one of the factors that give the influence toward students' reading comprehension. It can be proved from the influence of improvement of list group label strategy itself was 50%, while natural approach that is as the conventional method just influence 41%.

After knowing about the percentage different improvement from both of the classes, to know clearly, then the researcher will analyze it by using independent sample T-Test at the last discussion.

**8. The analysis of the improvement of students' reading comprehension by using independent sample T-test**

**Table IV.20**

Class	N	Mean	Std. Deviation	Std. Error Mean
Gain 1	20	14.00	7.539	1.686
Gain 2	20	5.50	8.414	1.881

Based on the table above, it can be seen that the total students from each class, the experimental class consisted of 20 students and for the control class consisted of 20 students also. The mean of experimental class improvement was 14.00 and mean of control class improvement was 5.50. standard deviation from experimental class was 7.539, wheli the standard deviation from control class was 8.414. and standard error mean from experimental class wa 1.686 and control class was 1.881

Table IV.21

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
PostControl	Equal variances assumed	.037	.849	3.365	38	.002	8.500	2.526	3.386	13.614
	Equal variances not assumed			3.365	37.5	.002	8.500	2.526	3.384	13.616

Based on the output SPSS above (table IV.24), independent sample T-test shows *Levene's Test* for variance in this hypothesis examination:<sup>45</sup>

Ho: Variance Population Identical

Ha: Variance Population not accepted

This statement based on the probability gate:

If Probability > 0.05, Ho is accepted

If Probability < 0.05, Ha is rejected

<sup>45</sup> Hartono, *SPSS 16.0 Analisis Data Statistik dan Penelitian*, (Pekanbaru: Pustaka Pelajar, 2007), p. 159.

Based on the output SPSS above, it answered the hypothesis of the research that  $H_a$  is accepted because  $0.002 < 0.05$ . It means that  $H_0$  is rejected.

From the table above, it can be seen that  $t_o$  3.365 and df 38, because df 38 was not found from the "t" table ( $t_t$ ). So the researcher took df 40. Mean difference was 3.365 and standard error difference was 0.256. Lower interval of the difference was 3.386 and upper confidence difference was 13.614. If  $t_o$  ( $t$  calculated) = 3.365 compare with  $t_t$  ( $t$  table) with df = 40, the  $t_o$  was higher than  $t_t$  in significance 5% (2.01) and 1% (2.68). So the researcher can conclude that  $H_0$  is rejected and  $H_a$  is accepted.

It means that there is significant difference of improvement of using list group label strategy toward students' reading comprehension on narrative text of the second year at State Islamic Senior High School Sungai Pakning Bengkalis Regency.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Referring on the data analyzes and data presentation expalined at the chapter IV, finally the researcher concludes that answer the formulation of the problem:

1. The students' reading comprehension who are taught by using list group label strategy is **good category**.
2. The students' reading comprehension who are taught without using list group label strategy is **enough category**.
3. There is a significant difference of using list group label strategy toward reading comprehension on narrative text of the second year students at State Islamic Senior High School Sungai Pakning Bengkalis Regency.

#### B. Suggestion

Pertaining on the research finding, the researcher would like to give some suggestion to the teacher, students and the school. From the conclusion of the research above, it is known that using list group label can give the significant improvement toward students' reading comprehension.

1. In implementing list group label strategy, the teacher should show up enthusiasm and interest in teaching learning activity in order to motivate students, because it is very challenge and interest strategy to improve

students' reading comprehension on narrative text. Besides, it was proven at this research finding. So the researcher suggests that this strategy become one of strategy to be implemented by teacher in teaching reading by concerning all its procedures.

2. The teacher should support the strategy used by using interesting topic that suitable to the students' level and presents the lesson objective clearly and explains some difficult vocabulary in order to make the students motivated in learning activity. Besides, teacher can encourage students' awareness about the importance of reading comprehension to convey the meaning to be understood spontaneously because one does not need thinking more to read in the real time. Actually, the teacher should have construct variety, creativity and enjoyable learning in order to make the students not be bored. The students will be interested to the teaching learning activity. Besides, dealing with this strategy, the teacher has to encourage students' reading comprehension.
3. For the students, they have to have hard effort to improve their reading comprehension and take a part actively in some interaction in order to support their mastering reading.
4. For the institution, it will be more effective if this strategy is implemented in the small class because the researcher can control the students' learning activities and the most important thing is that timing. It means that this activity needs more time in order to give chance to the students in fair.

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