

Hak Cipta Diindungi Undang-Undang

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CHAPTER I INTRODUCTION

A. The Background of the Problem

Besides our mother tongue, Indonesian and local dialect, we also learn English as our foreign language. English is very important because nowadays English already becomes one of the most important languages. In other words, by mastering English we can grasp a half of this world, not only in education side but also in politics and in business. Our government is aware of how important English is, so they makes English become one of the subjects which is taught from playgroup until the university.

In English, there are four language skills, they are listening, speaking, reading, and writing. The students must master four language skills so they can use English actively and also passively. Reading as a part of the language skills besides listening, speaking and writing, must be taught maximally by the teacher to the students.

Reading is very important for the students. Linse *et. al* (2005: 69), state that reading is a set of skills that involves making sense and deriving the meaning from the printed words. So, in reading activity, the students not only need to read the text aloud but also comprehend what they read. It will make the students easy in getting more information from the text. Besides, reading activity also influences students' other English skills; listening, writing, and speaking.



Junior High School Telkom Pekanbaru is one of the Junior high schools in Pekanbaru, presenting English to the students especially for reading. According to School-Based Curriculum, reading must be taught and learned in Junior High School. Based on School Based Curriculum for Junior High School (2006: 278) the goals of teaching English are as follows:

1. Developing communicative competence in oral and written form to achieve functional literacy level.
2. Having awareness about sense and significance of English in order to increase national competence in global society.
3. Developing students' understanding about relationship between language and culture.

Based on the writer's observation at Junior High School Telkom Pekanbaru, the students enjoyed when learning English, but some of the students were still weak in comprehending the text especially in descriptive texts, and sometimes they did not understand what they read. Moreover, the students could not answer the question related to the text. Besides that, the lack of vocabulary was also as one of the problems faced by the students. Some of the students spent much time to pay full attention to find the meaning of words without trying to find the message of the text.

Because of that, the students could not catch the ideas on the text and it was difficult for them to get the writer's message from the text. It means the students could not comprehend the text that could be said that the students' reading comprehension was still far from the expectation of curriculum. It

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could be proven from the minimum of students' passing grade. It is 75. For the students who did not pass this grade means that she/he was failed in learning. From the observation, the writer found some phenomena as follows:

1. Some of the students had difficulties in finding the main idea of descriptive text.
2. Some of the students were not able to get information from the text.
3. Some of the students were not able to make the inference of descriptive text.
4. Some of the students get difficulties to identify the meaning of words in the text they read.
5. Some of the students were not able to identify the language features of descriptive text.

Therefore, to solve this problem needs a suitable strategy for students' reading comprehension. In this case, the writer wants to apply a strategy that can help students in reading comprehension. The strategy is called List-Group-Label Strategy. According to Taba (1967) in Allen (2007: 69) List-Group-Label is a brainstorming and categorizing activity that provides students with the opportunity to think about, discuss, categorize, and label words related to a central concept.

This strategy is good for the English students, because it can help the students in the activation of background knowledge. As it is known, the students' background knowledge influences their reading comprehension. If the students have more knowledge about the topic of descriptive text in the

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class, they will be easy to comprehend what they read since there are three different elements which impact reading: background knowledge, linguistic knowledge of the target language, and the strategies or techniques the child uses to tackle the text (Peregoy and Boyle: 2004) in Linse *et. al* (2005: 69).

So, when the students have good background knowledge and then they use the appropriate strategy in reading, it will be easy for them to comprehend the text.

Based on the phenomena depicted above, the writer is interested in investigating the phenomena above into a research entitled: **“The Effect of Using List-Group-Label Strategy on Students’ Reading Comprehension at Junior High School Telkom Pekanbaru”**.

B. The Problems

1. Identification of the Problems

Based on the phenomena that writer noticed, some of the students at Junior High School Telkom Pekanbaru encountered problem in English subject especially in reading comprehension. Thus, the problems in this research were identified as follows:

- a. Why did some of the students have difficulties in finding the main idea of descriptive text?
- b. Why were some of the students not able to get information from the text?
- c. Why were some of the students not able to make the inference of descriptive text?



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- d. What factors affected the students get difficulties to identify the meaning of words?
- e. Why were some of the students not able to identify the language features of descriptive text?

2. Limitation of the Problems

Based on the identification of the problem above, the writer focused on students' difficulties to obtain information of reading text and their understanding about the descriptive text. Then, the students' problems were solved by using list-group-label strategy.

3. Formulation of the Problems

Referring to the identification of the problems above, the problems of this research can be formulated in following research questions:

- a. How is the students' reading comprehension of the eighth grade at Junior High School Telkom Pekanbaru after being taught by using list-group-label strategy?
- b. How is the students' reading comprehension of the eighth grade at Junior High School Telkom Pekanbaru before being taught by using list-group-label strategy?
- c. Is there any significant difference after being taught by using list-group-label strategy and before being taught by using list-group-label strategy on students' reading comprehension at Junior High School Telkom Pekanbaru?



- d. Is there any significant effect on the students' reading comprehension of the eighth grade at Junior High School Telkom Pekanbaru?

C. Objectives and Significance of the Research

1. Objectives of the Research

The objective of this research is to improve students' reading comprehension by using List-Group-Label strategy.

- a. To know students' reading comprehension of the eighth grade at Junior High School Telkom Pekanbaru after being taught by using list-group-label strategy.
- b. To know students' reading comprehension of the eighth grade at Junior High School Telkom Pekanbaru before being taught by using List-Group-Label strategy.
- c. To find out whether there is a significant difference on students' reading comprehension after being taught by using List-Group-Label strategy and before being taught by using list-group-label strategy at Junior High School Telkom Pekanbaru
- d. To find out whether there is a significant effect on students' reading comprehension taught by using List-Group-Label strategy at Junior High School Telkom Pekanbaru.

2. Significance of the Research

This research is expected to contribute the following significance:

- a. Hopefully, these research findings are able to benefit the writer as a novice researcher, especially in learning how to conduct a research.

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- b. Besides, these research findings are also expected useful and valuable, especially for students and English teacher of the eighth grade at Junior High School Telkom Pekanbaru as the positive information for the following teaching and learning process.
- c. Finally, these research findings are also expected to be the positive issues especially for those who are concerned in the world of teaching and learning English as Foreign Language in general.

D. Reasons for Choosing the Title

The writer intends to conduct this research in accordance to:

1. The title is relevant with the writer's status as an English student.
2. The writer wants to apply and to know the students' reading comprehension by using List-Group-Label strategy and identify the use of list-group-label strategy in teaching learning process.
3. The strategy the writer found can be interestingly applied because it has never been applied in educational research by English Education Department students on students' reading comprehension.

E. The Definition of Terms

In order to explain and avoid misunderstanding and misinterpretation about the title and the content of the research, it is better to define the terms that are used in this research as follows:



1. Effect

The effect in Richards and Schmidt (2010: 190) is a measure of the strength of one variable's on another or the relationship between two or more variables.

In this research, the effect means the result of using List-Group-Label Strategy on the Students' Reading Comprehension at Junior High School Telkom Pekanbaru.

2. List-Group-Label Strategy

According to Taba (1967) in Allen (2007: 69) List-Group-Label is a brainstorming and categorizing activity that provides students with the opportunity to think about, discuss, categorize, and label words related to a central concept.

List-Group-Label meant in this research is a strategy applied by writer for students' reading comprehension.

3. Reading Comprehension

Phillips *et. al* (2012: 2) state, reading comprehension is about grasping the meaning of the text; interpretation is about exploring meanings presupposed, implied, and reasonably justified by the text.

Dealing with the explanation, reading comprehension is the ability of comprehending the English text, especially in descriptive text.