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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

Reading is one of the language skills that is important for students to learn. Brown (2003: 185), asserts reading is likewise a skill that teachers simply expect learners to acquire. It is supported by Linse *et. al* (2005: 69), states that reading is a set of skills that involves making sense and deriving the meaning from the printed words. It can be said that when the students read and comprehend the text, they will get more information and improve their knowledge. As it is known, reading influences other English skills. Thus, the students will be easy to speak when they have more information about the topic that is talking.

According to the Report of the Expert Panel on Literacy in Grades 4 to 6 in Ontario (2004: 61), reading is an interactive, problem-solving process of making meaning from texts. It can be said that reading is a complex interaction between the text, the reader and the purposes for reading, which are shaped by the reader's prior knowledge and experiences, the reader's knowledge about reading and writing language and the reader's language community which are culturally and socially situated.

From the explanation above the writer concludes that reading is a process of grasping the meaning of the words of the writer's idea about



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the topic. Furthermore, grasp means comprehending. Comprehension or the ability to find the meaning of what has been read is the dominant goal of reading.

2. Reading Comprehension

Comprehension is that students understand what they read, and they can make meaning from the words on the page. Anderson (2003) in Linse *et. al* (2005: 71) states that the aim of reading is comprehension. Because comprehension is the key to improve students' reading skills. Thus, Serravallo (2010: 43) asserts that comprehension is at the heart of what it means to really read by thinking and understanding and getting at the meaning behind a text.

Comprehension instruction begins before the students that can even conventionally read. As students read during read-aloud, they are asked to think about characters, make predictions about what will come next, question and wonder what's happening, and consider what lesson they can learn from the book. It can be concluded that comprehension is a prior aim in reading in which students can understand and get the meaning or message of the text that they read.

In addition, Phillips *et. al* (2012: 2) states reading comprehension is about grasping the meaning of the text; interpretation is about exploring meanings presupposed, implied, and reasonably justified by the text. A reader's comprehension is influenced by a range of internal factors, including perceptions, beliefs, motivation, and problem-solving

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Strategies. Main idea of a sentence or passage is its primary point or argument. And in everyday conversation, we tend to state our main ideas clearly, not wanting anyone to be distracted or confused

The National Reading Panel (NRP) on its website National Reading Panel reported there are three main themes to reading comprehension skills:

- a. The role of vocabulary development and instruction play an important role in helping students to understand the complex cognitive process of reading.
- b. The reader must be actively involved with the text by intentionally thinking about what he or she is reading.
- c. Teacher's preparation of comprehension strategies to improve understanding is connected to reading achievement.

Lenz, University of Kansas, writes in the article "An Introduction to Reading Comprehension" at the Special Connections website that "the process of comprehending involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message." How the student interprets the words to make meaning of the words can be different for different students. Knowledge of the topic, language structures, text structures, genres, cognitive and metacognitive strategies, reasoning abilities, and motivation can all affect their comprehension.



3. Kinds of Reading Text

Reading is one of the language skills that must be mastered by everyone especially for the students who learn English. Therefore, to ease the students to master reading skill, they have to first know the kinds of reading text. Following Nida in Newmark (1880: 13), they distinguish four kinds of (literary or non-literary) text:

- a. Narrative: a report of related events presented to the listeners or readers in words arranged in a logical sequence or dynamic sequence of events, where the emphasis is on the verbs or for English, 'dummy' or 'empty' verbs plus verb-nouns or phrasal verbs ('He made a sudden appearance', He burst in).
- b. Description, giving information about how something or someone looks, sounds, etc: using words to describe what something or someone is like. Which is static, with emphasis on linking verbs, adjectives, adjectival nouns.
- c. Discussion, a treatment of ideas, with emphasis on abstract nouns (concepts), verbs of thought, mental activity ('consider', 'argue', etc.), logical argument and connectives,
- d. Dialogue, a literary technique in which writers employ two or more characters to be engaged in conversation with each other. In literature, it is a conversational passage or a spoken or written exchange of conversation in a group or between two persons directed towards a particular subject.



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Afterwards, Hatim and Mason (1990: 153-158) proposed three basic text types and sub-types in reading:

1) The Expository Text Type

The expository text type focuses on the analysis of concepts. Hatim & Mason (1990:154), said that two important variants of conceptual exposition are descriptive and narrative texts. In place of 'concepts', descriptions handle objects or situations, while narrative texts arrange actions and events in a particular order. Hatim notes that whereas descriptive and narrative texts are generally easily recognizable, delineation in other cases are more difficult to draw. What is of importance here is the delineation of the characteristics of the argumentative text, especially the 'through-argument' variant and conceptual exposition.

2) The Instructional Text Type

The focus of the instructional text type is on the formation of future behavior. There are two types of identified sub-types: instruction with option, as in advertising or consumer advice; and instruction without option, for instance in contracts or treaties. Though both instructional and argumentative text types focus on managing a situation, the means of achieving such an aim are different.

3) The Argumentative Text Type

An argumentative text is defined by de Beaugrande and Dressler (1981: 184) in Hatim and Mason (1990: 154) as:



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Those utilized to promote the acceptance or evaluation of certain beliefs or ideas as true vs. false, or positive vs. negative. Conceptual relations such as reason, significance, volition, value and opposition should be frequent. The surface text will always show cohesive devices for emphasis and insistence, e.g. recurrence, parallelism and paraphrase...

The dominant function of an argumentative text is to manage or steer the situation, guiding the readers in a manner favorable to the text producer's goals. It attempts to persuade the readers that the writer's opinion is worth given a hearing and can be held by a reasonable person.

Regarding the ideas above, the writer took descriptive text as a teaching material used in treatments because descriptive text is suitable for use in this research strategy and appropriate with the curriculum used in the school.

4. Teaching Reading

As known, comprehension is the goal of reading, but it can be the most difficult skill to master, especially for English language learners. They often have problems mastering science, math, or social studies concepts, for example, because they cannot comprehend the textbooks for these subjects. According to Breiseth a manager Colorín Colorado, a free Web-based "*bilingual service that provides information for educators and families of English language learners*" says that there are three main approaches in teaching reading comprehension: building background

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knowledge, teaching vocabulary explicitly, and checking comprehension frequently.

It can be said that, in teaching reading, students' background knowledge and their vocabulary knowledge become factors that impact students' comprehension in reading. So that, the teacher should find the appropriate strategy to help them in building their background knowledge and vocabulary knowledge. It is one of the writer's reasons to take List-Group-Label strategy as a strategy in helping teacher to teach reading comprehension. Because List-Group-Label strategy is a strategy that constructs students' vocabulary knowledge and their background knowledge.

Furthermore, Saputra (2014: 88) states that there are some aims in teaching reading:

- a. Development of reading skills; study skills; comprehension skills;
- b. Introduction (or practice) of an important/ new genre, e.g. poem, flowchart, etc.
- c. Creation of a new interest or a cashing in on current interest so that pupils will read more;
- d. The ironing out of old (bad) habits, e.g. word by word reading.
 - a. The development of flexible reading strategies, e.g. skimming and scanning for obtaining an overview and reading intensively to obtain an accurate picture of what is being described.



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Irwin in Klingner *et. al* (2007: 9-11) describes five basic comprehension processes that work together simultaneously and complement one another: micro-processes, integrative-processes, macro-processes, elaborative processes, and meta-cognitive processes

1. Micro processes happen within individual sentences. It is the ability to remember details idea of a text that carries meaning
2. Integrative processes is the process of understanding and inferring the relationships among clauses to make connection across sentences.
3. Macro processes are the ability to organize ideas in a coherent way. These processes can be done through selecting the most important information to remember and delete relatively less important details.
4. Elaborative processes. These processes connect the information provided in the text to the prior or background knowledge.
5. Metacognitive processes is the conscious awareness or control of cognitive process. In these processes the readers try to understand the texts, select what information to remember and decide the strategies used when reading. The metacognitive strategies that the readers use include repeating information to enhance recall, underlining important words or sections of a passage, note taking, and checking understanding.



5. Assessing Reading

Assessing comprehension is fraught with challenges, because it can be difficult to determine how much students really know and what they are actually thinking (as we attempted to do in the preceding example). Traditional measures tend to focus on straight recall or literal understandings, but there is much more to comprehension than this. (Klingner *et. al*, 2007: 13).

Klingner also confirms reading comprehension assessment has different purposes. One of these is to compare students' comprehension levels to those of students in a norming sample. Another is to find out if students have met reestablished criteria for their grade level. A third purpose is to inform instruction by determining when students understand what they read and how efficiently they use which comprehension strategies. Similarly, an important purpose is determining why a student may be struggling.

Understanding the purposes of assessment and approaching the process as a teaching and learning tool can relieve some of this pressure. In line with current trends toward authentic, formative assessment, we embrace the view that appraising students' knowledge and skills is as elemental in the educational process as delivering purposeful instruction. (Brown, 2003: 7)

On the other hand Pang *et. al* (2003: 18) states there are two forms of reading assessment. The first is to find out how well children are



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reading in order to help them improve (diagnosis). Diagnostic assessment is about giving feedback and assistance to learners. The second is to measure how much progress has been made. Both forms of assessment are needed for effective reading instruction. In beginning reading, assessment is normally done by listening to students reading aloud. Teachers assess word recognition and fluency in this way. Beyond this stage, assessment should focus primarily on text comprehension.

Assessment is very important to know the ability of students, and also measure their potential in study. To support this statement Cohen *et. al.* (2007: 418) describe the purposes of a test are several, for example to diagnose a student's strengths, weakness and difficulties, to measure achievement, to measure aptitude and potential, to identify readiness for a program.

To know the students' comprehension in reading, the teacher should assess it with the indicators of reading comprehension. According to Westphal (1986: 3) in Khairunnas (2014: 25), there are some indicators of reading comprehension:

- a. The students' ability to identify main idea.

Main idea is the most important or central thought of a paragraph or larger section of text. So, in this indicator the students are able to determine what central to a paragraph is what the writer most values or wants to emphasize.

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- b. The students' ability to find out the meaning of vocabulary.

Vocabulary is the words of a language. Thus, in this indicator the students are able to understand and find out the meaning of specific words used in the text.

- c. The students' ability to identify the information.

The students are able to find and understand the specific information contained in the text.

- d. The students' ability to identify the references.

The students are able to find and understand certain words or phrases that refer to a specific meaning or subject.

- e. The students' ability to make inference from the reading text.

The students are able to figure out necessary information that the author does not explicitly tell the reader in the text.

In the syllabus of school based curriculum, the following indicators are expected to the students to master reading descriptive text that students are able to: 1) Find out information from descriptive text, 2) Identify the generic structure of descriptive text, 3) Identify the language feature of descriptive text, 4) Identify references of descriptive text, 5) Locate the meaning of vocabulary in context.

Based on the opinion above, the writer took some indicators of reading comprehension for her research; they are:

1. The students' ability to find out the main idea of descriptive texts.
2. The students' ability to find out information of descriptive texts.

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3. The students' ability to identify the meaning of words in the descriptive texts.
4. The students' ability to identify language features of the descriptive texts.
5. The students' ability to make inference of the text read.

Then, the writer concludes that the five indicators of reading comprehension above can be the guidance for the teacher who wants to assess the reading comprehension of the students. Finally, reading assessment has standard to assess it. It is called as rubric. Rubric has categories that should be achieved by students. Here is an example of reading assessment rubric:

Table II.1
Rubric Reading Assessment

| Score | Level | Description |
|--------|-----------|---|
| 88-100 | Excellent | The students can identify the topic, main idea, information, language feature, and generic structure very clearly. |
| 75-87 | Good | The students can identify the topic, main idea, information, language feature, and generic structure clearly. |
| 62-74 | Enough | The students can have limited understanding to identify the topic, main idea, information, language feature, and generic structure. |

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| | | |
|-------|------|--|
| 50-61 | Poor | The students can have little understanding to identify the topic, main idea, information, language feature, and generic structure. |
| <50 | Fail | The students have no understanding to identify the topic, main idea, information, language feature, and generic structure. |

In this study, the writer uses multiple-choice test to assess the students' reading comprehension. Every multiple choice item consisted of four answer options (a, b, c, and d). According to Richards and Scmidth (2010: 380) multiple-choice item is a test item in which the test taker is presented with a question along with four or five possible answers from which one must be selected. Usually the first part of a multiple-choice item will be a question or incomplete statement.

The writer thoughts that multiple-choice test can be constructed to measure most educational objectives; it is less difficult to construct a test fitting the table of specification by using multiple-choice questions than any other type of question. Furthermore, multiple-choice scoring is fast and can be done by someone not familiar with the subject area.

6. Descriptive Text

Descriptive is used to tell what the subject looks, sounds, feels, tastes, and/or smells like. Syafi'i (2013: 39). The schematic structures of descriptive text are identification and description. Linguistic features are

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focusing on specific participant, the simple present tense, adjectives, noun phrase, and conjunction. In the descriptive text, the tense usually used is simple present tense. Simple present tense is a sentence pattern used to express habitual or everyday activity (Azar, 2002: 2). The simple present tense is something was true in the past, is true in the present, and will be true in the future. It is usually used for general statements of fact.

According to Wardiman *et. al* (2008: 46) to understand about descriptive text the students should know the generic structure of descriptive text as below:

- a. Identification: contains the identification of matter / a will be described.
- b. Description: contains the explanation / description of the thing / person to mention a few properties.

The characteristic of descriptive text based on the linguistic features. Wardiman *et. al* (2008: 46) assert the linguistic features of descriptive text as follow:

1. Specific participant has a certain object, is not common and unique (only one). for example: Bandengan beach, my house, Borobudur temple, uncle Jim
2. The use of the adjective (an adjective) to clarify the noun (noun) for example, be used for the following expression: a beautiful beach, a handsome man, the famous place in Jepara, etc..



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3. Use the present tense sentence patterns simple sentence patterns used are simple present for telling the facts of object descriptions.
4. Action verbs, there are verbs that show an activity (activity can be seen), for example: run, sleep, walk, cut etc.

7. The Concept of List-Group-Label Strategy

To improve students' reading comprehension we need strategies. One of the strategies that can be used is by using List-Group-Label Strategy. List-Group-Label Taba (1967) in Allen (2007: 69) is a vocabulary strategy where students are asked to generate a list of words, group them according to their similarities, and then label the group. This would be a great companion activity for AlphaBoxes . For example, when the teacher asked the students to brainstorm a list of word they associate with *danger*, students might list like *run, enemy, shout, gun, snake, alarm, scream, spider, warn, scare, poison, cry, siren, stranger, escape, fire, bear, and shelter*. Students would group the words according to the categories they identify. Students might group the words *run, shout, scream, warn, cry, and escape* as things they would do if faced with danger. They might group words *enemy, snake, bear, gun, spider, poison, stranger, and fire* as things that could cause danger.

According to Irvin (1990: 18) states that this strategy in be used as a diagnostic instrument to determine what students know about a subject and as an organizational tool to facilitate higher-level thinking. Since it involves the categorizing and labeling of words, List-Group-Label makes

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an excellent pre-reading strategy for vocabulary development lessons as well.

Blachowicz & Fisher (2002) in Stein (2013: 71) assert that List-Group-Label helps students activate background knowledge about a topic and increase their knowledge of words and academic vocabulary while applying categorization and organization skills. So that, with using this strategy the teacher not only introduced new vocabulary to the students but also activated students' background knowledge and clarify their understanding then, reviewed terms prior to a test or before moving to the next unit of study.

In addition, List-group-label was originally developed to assist students in remembering specialized vocabulary in science and social studies. It is most commonly used as a pre-reading strategy to activate schemas concerning an instructional concept. The strategy requires students to list words concerning the topic, group the words together, and label the groups (Boling and Evans, 2008: 61).

Dealing with the explanation above, although this strategy is more focused on students' vocabulary mastery but it will be appropriate for students in comprehending their reading. Because in reading comprehension the students also need to master vocabularies, and build the background knowledge. This strategy helps the students to think the words related to the topic in reading especially for descriptive text and then they can improve their background knowledge by using this strategy.

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Brunner (2012: 12) gives some steps in doing List-Group-Label strategy:

- a. Teacher introduces the selected topic in descriptive text to students, then asks them to brainstorm words related to the topic.
- b. Teacher asks students individually determine ways the words can be grouped together, and then the teacher explains that they will be asked to share their reasons for the grouping with classmates.
- c. Teacher places students in groups of two to four, and ask them to review the words. They should reach consensus as to how best to place the words into groupings.
- d. Teacher instructs students to label each listing of words, and indicate how the words are related.
- e. After categories and labels have been assigned, the teacher facilitates a class discussion of the terms and words.
- f. Teacher asks direct students to read the assignment.

Table II.2

List-Group-Label example (Source: *Ell Strategies and Misconceptions*)

The topic that teacher given is *Family*

| Bayu's List | | Rita's List | |
|-------------|---------------|-----------------|----------------|
| Mom | Fish | Mom | TV |
| sister | bird | dad | games |
| me | dad | daughter | shop |
| cousin | stepdad | son | ice cream shop |
| brother | bike riding | rabbit | fun |
| aunt | nephew | bird | nephew |
| uncle | sister-in-law | house/apartment | zoo |

| | | | |
|--|------------------------------|----------------|--|
| grandma grandpa stepmom niece | stepsister brother-in-law | jobs school | |
|--|------------------------------|----------------|--|

Combining their individual lists, Bayu and Rita create the following groups and labels:

| Animals | People | Activities | Family Places |
|-------------------------------|--|--|--------------------------------|
| Bird cat fish rabbit | Mom dad son daughter grandparents stepparents stepbrothers cousins aunts uncles myself | Games shopping biking fun ice cream shop | Jobs house zoo school |

From this activity the students can get many advantages. Brunner (2012: 15)

gives some advantages of using list-group-label for the students, those are:

1. Activating background knowledge prior to reading a selection
2. Facilitating a deeper understanding of the vocabulary terms
3. Engaging for all students in a classroom with students having a wide range of academic ability
4. Providing differentiation through the choice of selected words for each group
5. Allowing for both small- and large- group discussion
6. Encouraging collaboration

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7. Providing opportunity for students to consider relationships between words
8. Good activity for a substitute teacher
9. Easy to implement
10. Applicable for a variety of subjects

B. Relevant Research

There are two researches that relate to this research in term of the way to learn through list-group-label strategy.

1. The first research was carried out by Wildah Hayati Nasution (2013) entitled “Improving Students’ Achievement in Reading Exposition Text through List- Group- Label Strategy”. This research was conducted by using classroom action research. Based on qualitative data, it was found that teaching learning process ran well. Students were active, enthusiastic, and interested in reading exposition text. So far in relation to the data analysis, it was improved that List-group-Label strategy gave the improvement to the students’ achievement in reading exposition text.
2. The second research was conducted by Mustafiah Nur Pratiwi (2013). This research was entitled “The Effectiveness of Using List Group Label in Teaching Vocabulary Viewed from Students’ Creativity (An Experimental Study at The Fifth Grade of SD N VII Wonogiri in The Academic Year of 2012/2013)”. The research findings were: (1) The LGL strategy was more effective than Translation strategy to teach



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vocabulary for the fifth grade students of elementary school; (2) The vocabulary mastery of the students having high creativity was better than those having low creativity; and (3) There was an interaction between teaching strategies and students' creativity. Based on these research findings, it can be concluded that LGL strategy is an effective strategy to improve the vocabulary mastery of the fifth grade students of SD N VII Wonogiri. The result of the research implies that the use of LGL strategy can be effectively used to improve students' vocabulary mastery. In LGL, students develop their academic vocabulary by categorizing words into groups that relate to similar concepts.

In conclusion, the use of list-group-label as a strategy gives significant effect on students' reading comprehension. While, in this research, the writer uses list-group-label as a strategy on students' reading comprehension at Junior High School Telkom Pekanbaru

C. Operational Concept

This research concerns the relationship between two variables: independent variable (X) and dependent variable (Y):

1. Variable X is using List-Group-Label strategy. Variable X is independent variable as the input, influences and causes a part or a whole particular outcome, and may be modified to effects the outcome (Cohen *et. al*, 2007: 504). List-Group-Label strategy refers to the strategy in teaching reading which is expected to give effect on reading comprehension of the

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eighth grade students at Junior High School Telkom Pekanbaru. Brunner (2012: 12) gave some steps in doing List-Group-Label strategy:

- a. Teacher introduces the selected topic in descriptive text to students, then asks them to brainstorm words related to the topic.
 - b. Teacher asks students individually to determine ways the words that can be grouped together, and then the teacher explains that they will be asked to share their reasons for the grouping with classmates.
 - c. Teacher places students in groups of two to four, and asks them to review the words. They should reach consensus as to how best to place the words into groupings.
 - d. Teacher instructs students to label each listing of words, and indicate how the words are related.
 - e. After categories and labels have been assigned, the teacher facilitates a class discussion of the terms and words.
 - f. Teacher asks direct students to read the assignment.
2. Variable Y is students' reading comprehension as the dependent variable which is the output and is caused by the input totally or partly (Cohen *et. al*, 2007: 504). To measure how big the output (Reading Comprehension) of this research has been caused by the input (List-Group-Label strategy), the indicators of reading comprehension are required to consider.

To know the students' reading comprehension of the eighth grade students at Junior High School Telkom Pekanbaru, the writer determines some indicators for students' reading comprehension.



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- a. The students' ability to find out the main idea of descriptive texts.
- b. The students' ability to find out information of descriptive texts.
- c. The students' ability to identify the meaning of words in the descriptive texts.
- d. The students' ability to identify language features of the descriptive texts.
- e. The students' ability to make inference of the text read.

D. The Assumption and the Hypotheses of the Research

1. The Assumption

Prior knowledge or background knowledge refers to all of the accessible pre-existing information in which a reader has stored in their long-term memory while topic-relevant prior knowledge refers to the readers pre-existing knowledge related to the specific main concepts and ideas of the specific text being read (Shapiro, 2004). As noted earlier, the information in an individual text often assumes a certain amount of pre-existing knowledge and such as, tends to lack certain information that is necessary for the construction of coherent mental representations of the given text. One of the big reasons of topic-relevant prior knowledge has such a large impact on reading comprehension because of this information gap. The lack of relevant information in the text requires the reader to fill this gap with information from their prior knowledge, (Kintsch, 1988, 1998) in LofAlexandria (2013).



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Junior High School Telkom Pekanbaru, then the better using list-group-label strategy, the better reading comprehension will be.

2. The Hypotheses

The hypothesis is a powerful tool in scientific inquiry and it is used for seeking truth. A hypothesis may be precisely defined as a tentative proposition suggested as a solution to a problem or as an explanation of some phenomena (Ary *et. al*, 2010: 75). Based on the assumption above, hypothesis of this study could be formulated as follows:

a. H_0^1 : There is no significant effect on students' reading comprehension scores of the eighth grade at Junior High School Telkom Pekanbaru after being taught by using list-group-label strategy.

H_0^2 : There is no significant different on students' reading comprehension scores of the eighth grade at Junior High School Telkom Pekanbaru after and before being taught by using list-group-label strategy.

b. H_a^1 : There is significant effect on students' reading comprehension scores of the eighth grade at Junior High School Telkom Pekanbaru after being taught by using list-group-label strategy.

H_a^2 : There is significant different on students' reading comprehension scores of the eighth grade at Junior High School Telkom Pekanbaru after and before being taught by using list-group-label strategy.