

# CHAPTER I INTRODUCTION

## A. Background of the Study

Reading is the one important skill in learning language besides listening, speaking, and writing. The fundamental goal for reading activity knows enough science to concept and to know the language to students this is a bridge to understanding they have to read. As the lack knowledge of English they often encounter difficulties when reading compulsory books written in that language. In order to gain what the people need to know from written language, they have read several reading source such as magazine, novel, short story, religious book, etc.

Reading is an essential skill for all students at all level, by reading, the student are required to be able to read and understand the content of the text well. Grabe and Stroller (2002; 9) state that reading is ability to draw meaning from the printed page and interpret the information appropriately.

Reading is not as easy as people think. Reading is a complex process, so that people faced some difficulties when they want to get information through reading. Similarly, the students also find some difficulties while reading a text. For instance are, the student get some difficult in drawing the meaning, and they contain of the text. They could not grasp the ideas and answer the question based on the text. It means that they cannot comprehend the text.

Reading comprehension is a process of constructing meaning from the text. The reader is expected to be able to recreate the meaning intended by the writer and interpret the information well.

Based on my experience during conducting teaching practice (PPL) most of the students have any problems to comprehend the text. Based on syllabus and textbooks used by students at Senior High School Level that students are required to be able to master the material related to exposition text. but in a fact the students find it very difficult to understand the exposition text. It happened because the student has lack in prior knowledge or experience with the vocabulary or content being explained, unfamiliar with the topic, lack of experience reading. Those factors effected student achievement. It made student had low achievement in reading exposition text. Besides that, the students felt that the teaching learning process in reading a text was monotonous and uninterested. The student were just asked to read the text, translated it into Indonesian, discussed the content, and finally they were asked to answer the question based on the text. This situation makes them lazy to study English.

So, One of the solution that researcher recommended that can be used to solve the problem in reading exposition text is by using List-Group-Label strategy. List-Group-Label Startegy is a pre- reading startegy that a grouping and labelling activity prior to reading helps students predict and clarify the meanings of words and the upcoming text. Besides the strategy encourages students to improve their vocabulary and categorization skills and learn to organize concepts. Categorizing listed words, through grouping and labeling, helps students organize new concepts in relation to previously learned concepts. By using this strategy the researcher will help the students get the many words and enjoy while they are studying in a text and also will motivate and encourage the student in learning.

## **B. The Problem of the Study**

Based on the background of the study, the problem of this study is formulated as the following “is the student achievement in reading exposition text improved if they are taught by applying List-Group-Label Strategy?”

### **C. The Objective of the Study**

The objective of study is to investigate whether the application of List-Group-Label strategy significantly improve the student achievement in reading exposition text.

### **D. The Scope of the Study**

The scope of this study is to improve the student achievement in reading expository text through List-Group-Label strategy.

### **E. The Significance of the Study**

The study is conducted in order to know about List-Group-Label and the findings are expected to have both theoretical and practiced importance to the English teacher and student.

1. Theoretically, this study is to enrich the theories for teaching reading, especially for Senior High School level.
2. Practically, this study are expected to:
  - a. Help the student to increase their achievement in comprehending when they are reading a text and allow them to involve actively in the learning process.
  - b. Make students more active in managing their lesson in their teaching learning process.
  - c. Provide the English teachers to plan and conduct a better and interesting strategy in learning process.
  - d. Make the teacher knows and understands the characteristics of his students, so he can handle during teaching learning process well.