

**THE EFFECT OF LIST-GROUP-LABEL STRATEGY  
IN IMPROVING WRITING SKILL FOR THE ELEVENRTH GRADE  
STUDENTS AT SMK NEGERI 1 KARANG BARU**

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**THE MINISTRY OF RELIGIUS AFFAIR  
STATE INSTITUTE OF ISLAMIC STUDIES LANGSA  
2017 M / 1438 H**

**STATEMENT OF APPROVAL**  
**THE EFFECT OF LIST-GROUP-LABEL STRATEGY**  
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**AT SMK NEGERI 1 KARANG BARU**

Submitted to the Faculty of Tarbiyah and Training IAIN Langsa as  
a partial Fulfillment of the Requirements  
For degree of Sarjana Pendidikan (S.Pd) in English Education Department

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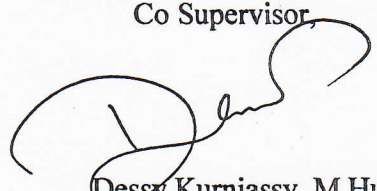
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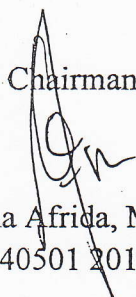
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Has been defended in Sidang Munaqasyah In Front of the Council of Thesis Examiners and has been accepted as a Partial Fulfillment of Requirement for Sarjana Pendidikan (S.Pd) in English Education Departement of Tarbiyah and Teacher Training Faculty, on:

Sunday, April 9<sup>th</sup>, 2017 M  
12 Rajab 1438 H

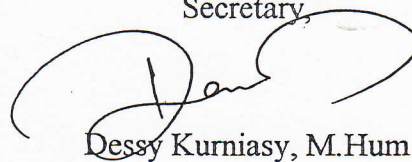
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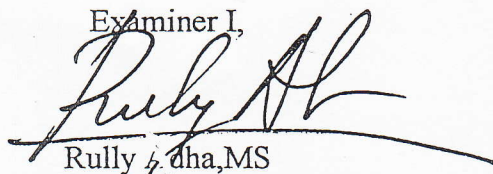
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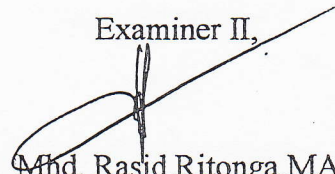
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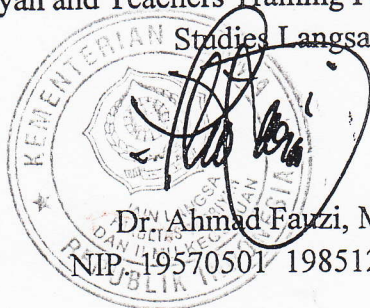
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## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, praise to be Allah, who has given her life, strength, health and chance in doing this thesis for seeking the degree of Sarjana Pendidikan. Peace be upon to our beloved, the great messenger, prophet Muhammad SAW and his companions who have guided human being from the ignorance to the straight path. The writer realizes that the writer could finish this final project with the help of many people. Therefore, the writer would like to express her gratitude and sincere appreciation to her supervisors Nina Afrida, M.pd and Dessy Kurniasy, M.Hum who have shared their best to guide and assist her during the time of completing this thesis.

She also owes to all lectures who have taught her during the course of the study at the English Study Program of teacher Training and education Faculty IAIN Zawiyah Cot Kala Langsa. The writer would like to say thanks to the headmaster of SMK Negeri 1 Karang Baru, and the leader of Library of IAIN Zawiyah Cot Kala Langsa, who gave her the permission to hold the research.

Finally, she extends her warmest gratitude to her parents, her family who continuously gave spirit and support to finish her study. Her thank also goes to all her friends of English Department of 2011, for your moral and material contribution, he could not find any words to express this deepest thanks to you all. May Allah the mighty bless you all... Amien.

The Writer

**Rina Astami**

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## ABSTRACT

### **The Effect of List-Group-Label Strategy in Improving Student Writing Skill in Class XI SMK Negeri 1 Karang Baru**

This final project focused on the research of List Group Label Strategy in teaching writing report text. The objectives of this study were (1) To know the effect of List-Group-Label strategy in improving student writing skill in class XI SMK Negeri 1 Karang Baru; (2) To find out the achievement of students who are taught by using List-Group-Label strategy in writing report text. In this study, the population was the eleventh grade students of SMK Negeri 1 Karang Baru in the academic year of 2016/2017. The number of the population is 392 students which were classified into 10 classes. The writer chose XI APT.1 as experimental group and XI APT.4 as control group. The writer used experimental research with quantitative research measurement to find the mean. The experimental group was given a treatment by using List Group Label Strategy, and the control group was given a treatment by using Direct Instruction. After giving treatments, the two groups were given post-test. The result of study,  $t_{\text{value}} = 10,36$ . meanwhile  $t_{\text{table}} = 1,686$  thus obtained  $t_{\text{value}} > t_{\text{table}}$  is  $10.36 > 1.686$  at significance level  $\alpha = 0.05$ , Ha accepted. It can be concluded that increased understanding of the student on writing. Report text by using the List Group Label Strategy in class XI APT.1 in SMK Negeri 1 Karang Baru in academic year 2016/2017 was high. It means that there was significant difference in the achievement of students between those who were taught by using List Group Label Strategy and by using Direct Instruction in writing report text. It can be seen that there was significant difference in the achievement of students between those who are taught by using List Group Label Strategy (experimental group) and by using Direct Instruction (control group) in writing report text. The writer offered some suggestions. For the teacher, the teacher should give variations in teaching, especially using List Group Label Strategy in teaching writing report text. For the students, the students should practice a lot of writing English texts in order to increase their knowledge.

Key words: The *effect, List Group Label Strategy, writing, report text.*

## CHAPTER I

### INTRODUCTION

#### A. Background of Research

Writing is one important skill that should be learned in mastering English. It is often ignored by people in study English, instead writing is necessary for academic part, school, and so on. "Writing has become a necessary skill to master since it frequently determines their academic success. Therefore, every student has to learn how to write effectively"<sup>1</sup>. So, for students, writing has become a main skill to be mastered since it frequently determines their academic success. Therefore, every student has to learn how to write effectively and clearly. Writing is crucial vital to convey the idea on pieces of paper such as passage, letter, and other daily activities. So that's why writing is really important skill that should be learned.

The aim of writing is to express or to communicate the thought, mind and feeling of the writer. Other will enjoy the writing result. "Writing is the process with our brain works while doing this activity, in other words, writing needs thinking, time, and freedom of other activities"<sup>2</sup>. It means that writing gives a thinking time then they get when they attempt spontaneous conversation. This allows them more opportunity for language processing. Writing is not natural skill because one cannot acquire this ability automatically and easily. Writing skill differs from other skill like speaking and listening, the two other skills can be gained through natural

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<sup>1</sup>Harmer, J. *How to Teach Writing*. Pearson Education Limited. England. 2004. P.76

<sup>2</sup>Harmer, J. *How to teach english*, Pearson education limited. England. 2007. P.112



process in teaching. Writing is a description of language, which can be understood by some one using symbols. In other words, writing can be defined as a tool of language that describes some one about message by using visual written symbols. To teach writing effectively need some strategies.

Teacher is not easy to make students understand about writing, especially for the student at SMK Negeri 1 Karang Baru, when they write a text, they were not so interested because they do not understand what they want to write. Students couldn't write well because of vocabulary factors. Besides of lack in vocabulary, students couldn't arrange their idea well.

One of factors why the students can not write well is vocabulary. Vocabulary is one of the language element that can not be ignored in any language teaching. Vocabulary knowledge is very highly correlate with scores on general intelligence, standardized achievement test, and school success. Vocabulary is Using words appropriately means knowing grammatical slots.<sup>3</sup>In addition, building the useful vocabulary especially at elementary level is central to the learning of a foreign language because the process of learning of words changes in nature as it continues<sup>4</sup>.

There are many ways to teach writing for students. One of them is List-Group- Label strategy. Developed by Hilda Taba to help students work with new terminology and technical vocabulary, the list-group-label strategy helps students brainstorm previous knowledge about a topic, pools group knowledge to learn collectively, and introduces new vocabulary<sup>5</sup>. In addition, this strategy

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<sup>3</sup>Harmer, J. *How to teach english*, Pearson Education Limited. England. 2007. p.61

<sup>4</sup>Cameron, Lynne. *Teaching Language to Young Learners*. Cambridge: Cambridge University Press. 2005. p.43

<sup>5</sup>Taba, H. *Teacher's handbook for elementary social studies*. Writing, MA: Addison Wesley. 2007. p.89

requires students to engage with categorization and organization skills. While this strategy usually centers around one topic within the novel's context, it teaches students important skills of pooling knowledge, organizing information, and learning new vocabulary—all skills that they can apply in other classes and writing/writing learn collectively, and introduces new vocabulary. In addition, this strategy requires students to engage with categorization and organization skills. While this strategy usually centers around one topic within the novel's context, it teaches students important skills of pooling knowledge, organizing information, and learning new vocabulary. "List-Group-Label is a vocabulary strategy that engages students in a three-step process to actively organize their understanding of content area vocabulary and concepts"<sup>6</sup>. "List-group-label is a form of semantic mapping. 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.

In the List-Group-Label strategy brainstorming allows students to share words they know that are associated with a key concept. Students access their prior knowledge in relation to the concept the teacher has chosen for their focus. Producing lists of words helps students be aware of how much they know about the topic and captures their interest in a topic or concept. In addition, introduces the strategy and highlights the vocabulary and comprehension skills that list-group-label supports.

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<sup>6</sup>Brown, D. H. *Teaching by Principles: An Interactive Approach To Language Pedagogy*. New York : Longman.2007.p.113

Because the reason above, the writer conducted the research entitled “The Effect of List-Group-Label Strategy in Improving Student Writing Skill in Class XI SMK Negeri 1 Karang Baru”

### **B. The problem of the Research**

From the explanation above, the researcher would like to formulate the problems as follow:

1. Can List-Group-Label strategy effect and improve student's writing skill in class XI SMK Negeri 1 Karang Baru?
2. To extent is the achievement of students who are taught by using List-Group-Label strategy in writing skill?

### **C. The purpose of Study**

The purposes of this study are:

1. To know the effect of List-Group-Label strategy in improving student writing skill in class XI SMK Negeri 1 Karang Baru
2. To find out the achievement of students who are taught by using List-Group-Label strategy in writing report text.

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

This research focused on the teaching student's ability specially about noun in mastering writing report text to class XI of SMK Negeri 1 Karang Baru.

## **E. Basic Assumption and Hypothesis**

### **1. Basic Assumption**

The assumption is a matter that is believed to be true by the researcher based on a variety of sources, which will be the basis for hypothesizing that should clearly<sup>7</sup>. In scientific research the researcher must provide assumptions about the position of the problem, because the assumption would be the theoretical basis in research reports.

1. List-Group-Label strategy is one strategy which can create students interesting
2. Writing mastery is needed to be able in English

### **2. Hypothesis**

“Hypothesis is a guiding idea, tentative explanation or statement of probability, serving to initiate and guide observation and search for relevant data and other consideration and to predict certain result of consequences<sup>8</sup>. Based on the problems above the writer takes hypothesis :

H<sub>0</sub> : There is no significant difference in the achievement of students in writing report text between those who are taught by using List Group Label Strategy and by using Direct Instruction in writing report Text

H<sub>a</sub> : There is significant difference in the achievement of students in writing report text between those who are taught by using List Group Label Strategy and by using Direct Instruction in writing report text

## **F. Significance of the Study**

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<sup>7</sup>Arikunto, Suharsimi. 2010. *Procedur penelitian suatu pendekatan praktik*. Jakarta: Rineka Cipta.

<sup>8</sup>Sugiono. *Metode penelitian pendidikan pendekatan kuantitatif, kualitatif dan r&d*. Bandung: Alfabeta. 2008. p.113

Based on the objectives of the study, It is hoped that the result of the analysis will:

1. Theoretical benefits:

This study is expected to enrich the theories and methods in teaching vocabulary for writing by using List-Group-Label strategy in descriptive text, particularly to ninth grade students in Junior High School

2. Practical benefits

For the students

- a. The students can improve their vocabulary in writing and can apply by using List-Group-Label and can write the text easily.
- b. The students will be able to be motivated to participate in learning English especially in studying vocabulary before writing

For the teacher:

- a. It will give many variations for other teacher in the teaching design in teaching vocabulary

For another researcher :

- a. contribute advantage for another researcher that this research as one of referency which can be used to develop knowledge and next research of the texts.

## **G. Definition of Key Terms**

To avoid misunderstanding and misinterpretation, the writer needs to clarify the key terms as follows:

### **1. Writing**

Writing is one of the important skills in teaching English. It has always occupied place in most English language course. Writing is a way to product language, which you do naturally when you speak. Writing is communication with other in a verbal way. Writing is also an action a process of discovering and organizing your idea, putting them on paper and reshaping and revising them.<sup>9</sup>

## **2. List Group Label Strategy**

List-group-label is a form of semantic mapping. 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.

## **CHAPTER II**

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<sup>9</sup>Blachowichs And Fisher.*Teaching English to Student*. London. Harper ColliusPubliser.2002.p.116

## REVIEW OF RELATED LITERATURE

### A. The Definition of Writing

Writing is the most difficult subject in the school since the students have to produce a text by using English. They have to write about what they think in their mind and state it on a paper by using the correct procedure. “Writing is a way to produce language you do naturally when you speak.”<sup>10</sup> Writing is speaking to other on paper – or on a computer screen. Writing is also an action—a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them. “Writing is a process and that we write is often heavily influenced by constraints of genres, then these elements have to be present in learning activities.”<sup>11</sup> “Writing is a continuous process of thinking and organizing, rethinking, and reorganizing.”<sup>12</sup> Writing is a powerful tool to organize overwhelming events and make them manageable. Writing is really a form of thinking using the written word. From the definitions above can be concluded that writing is a way to produce language that comes from our thought. It is written on a paper or a computer screen. Writing is routinely used as the medium for learning and for assessment at all stages of the educational system and, as such, it ceases to be the immediate focus of attention. Whilst the writing may well be corrected for superficial accuracy in spelling or punctuation, the principal assessment focus is concerned with the extent to which the writing indicates, for example, understanding of a literary text or

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<sup>10</sup>Meyers. *Gateways to Academic Writing: Effective Sentence Paragraph and Essay*. New York: Longman. 2005. p 2

<sup>11</sup>Harmer, Jeremy. *How to teach writing*. New York: Longman. 2004. P 86.

<sup>12</sup>Boardman, Cynthia. A. *Writing to Communicate (Paragraph and Essay)*. New York: Longman

historical period<sup>13</sup>. The sheer amount of writing children produce during their time in school has often been noticed... but only on rare occasions is the writing itself made the focus of teaching attention.

Writing clearly takes more effort than speaking clearly, and it can be a more intimidating experience<sup>14</sup>. Many eloquent and articulate speakers go to great lengths to avoid placing their thoughts in writing, because the written word is permanent and allows the reader time to analyze and assess. Writing achievement, at least as far as it is measured in test terms, improves as pupils pass through the secondary school, there is no real evidence to show that pupils actually know more about writing as they grow older.

## **B. Steps in Writing**

There are six steps to make a good writing, among others”,<sup>15</sup>

### 1. Exploring Ideas

Writing first involves discovering ideas. Before writing, let our mind explore freely. And then record those thoughts by writing on whatever you can. As in speaking, you must have something to say, a reason for saying it, and someone to say it to.

#### a. Subject

Before writing ask yourself, “what is the subject or the material want to write about and what do we know about it?” Choose a subject that we care about and

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<sup>13</sup>Geoff Dean. *Understanding writing development*. London : Sage Publications. 2004. p. 105

<sup>14</sup>Lindy lindner, Beth Means. *Teaching Writing in Middle sSchool*. Colorado :TeacherIdeasPress. 2008. P.112

<sup>15</sup>Meyers. *Gateways to Academic Writing: Effective Sentence Paragraph and Essay*. New York. Longman. 2005. p 10



know about (or can find out about). Then we will have something interesting to say, and we will say it more clearly and confidently. We must select and then narrow our subject from the general you will practice doing that in the exercise that follows.

b. Purpose

After deciding the subject, now ask ourselves, “What is the purpose?” Communicating always has a purpose: to persuade or to entertain or may be to do all three. We could inform, persuade or to entertain our classmate with example of odd incidents we have experienced at our job.

c. Audience

After deciding our subject and our purpose, ask ourselves, “Who is the audience?” To answer to that question will determine what we say about our subject and what the purpose we hope to achieve. We may need to provide a lot of evidence to persuade a reader who does not agree with your opinion, but provide far less for someone who tends to agree with us.

2. Pre Writing

The second step of the writing process involves writing in our thoughts on paper or on the computer. Don’t worry about making mistakes because we will probably change our mind and our wording later anyway. This step is called pre writing. It is a time to relax, to write quickly and to begin organizing our thoughts

a. Brainstorming

One way to capture our thought is by brainstorming, or listing thoughts as they come to us. We might brainstorm a second or third time to generate more ideas.

b. Clustering

In clustering, we write our subject in the middle of the page and then circle it. We write related ideas around the circle as they occur to us. Then we circle the ideas and connect them to our subject circle. These related ideas are like branches.

c. Free Writing

Another way to get started is free writing. We simply write about the subject without worrying about sentence, structure, spelling, logic and grammar. Writing as we would speak so that we can get our ideas down fast.

3. Organizing

After we have put our ideas into words, we can begin to organize them. This process involves selecting, subtracting, and adding. Think again about our purpose and audience what goal does we want to accomplish—to inform, persuade, or entertain? What point do we want to make? And what should we tell our readers so that we can accomplish those goals? Return to our pre writing and do the following:

- a. Underline or highlight best ideas in our brainstorming list, putting related ideas together. Add to the as more ideas occur to us and remove or ignore the parts that are not related to our choices.
- b. Choose the part of the clustering diagram that has the best ideas. Do a second clustering diagram that explores those ideas in greater detail. Ignore the parts of the original diagram that are not related to our choice.
- c. Circle or highlight the best parts of our free writing. Do a second even a third free writing on them, Ignore the parts of each free writings that are not related to our choice. And focus more specifically on our subject and add more details.

d. Outlining

After selecting, subtracting and adding, the writer can make an informal outline.

#### 4. Writing the First Draft

We have done some pre writing, selected our best ideas, expanded on them, and arranged them in some reasonable order. Now we can begin the first draft of our paragraph. Don't worry about being perfect, so write fast as if we were speaking to our readers. Some steps for drafting can be stated as follows:

- a. Say something about before we write in
- b. Write fast by hand or by computer
- c. Use only one side of the paper
- d. Leave wide margins and double space to make room for changes.
- e. Save your work every five or ten minutes on the computer.

#### 5. Revising the Draft

Revising is among the most important steps in writing, especially for people who write in a second language. Revising means improving what we have already written. When we revise, we examine how well we first draft make its point and achieves its purpose for its audience. That may require rearranging ideas, developing ideas further, cut out ideas that do not support our point, and changing the wording of your sentences. These are some tips for revising:

- a. Make notes in the margins or write new material on separate sheet of paper.
- b. Circle words we think we misspelled or will want to change later
- c. Tape or staple additions where we want them to go.
- d. On the computer, use cut and paste or insert commands to move things around.
- e. Print out a double space copy for revisions: slow down and revise in pencil.

#### 6. Producing the Final Copy

There are two steps in producing the final copy, they are:

a. Editing

After we have revised our paragraph, we can edit your work. Check in carefully. Focus on grammar, words choice, verb forms, punctuation, and spelling. Read the paper more than once. Copy it over or print it our again with all our corrections. This draft should be net and should represent our best effort.

b. Proofwriting

The final stage in the revision process is proofwriting. That means carefully writing our draft more than once to check that our revisions and editorial changes were made correctly.

**C. Learning in Writing**

To be properly regarded as a writer means individual pupils have to develop the capability of recognising with great clarity what textual material is about in the first place. If a writer is not well acquainted with the particular devices and structures other text-makers are employing in their texts to convey, to explore or to bring about in meaningful terms, then writing remains a detached, unrelated, almost abstract activity.<sup>16</sup>

To enable the growth of this more developed awareness, readers have to be guided through their textual engagements in school as ‘potential writers’. Whilst being expected to, and continually tutored in the essential ways of being able to, make personal responses to their writing materials, pupils also need to be supported in considering closely the ways in which the writers they encounter have chosen to

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<sup>16</sup>Geoff Dean. *Understanding writing development*. London : Sage Publications. 2004. p. 107

structure their texts, have selected the most appropriate vocabulary and language in relation to the text's purpose, and have decided on a particular 'voice' or stance in relation to the matter that is being communicated etc. These issues are not possible to assign simply to activities designated unproblematically as 'writing' or 'writing'; a shift towards more focused, linked textual study and awareness is essential.

The following 'learning outline' with regard to teaching writing can only be regarded as the simplest of starting points; but just as teachers of writing need to have securer guiding principles against which to position their teaching to encourage worthwhile learning, so teachers of writing would also do well to start from the positions contained in the following statements. The issues contained in every one of these statements can be taught, and pupils can improve their skills and make progress in learning in each category, whether in the early, middle or later years of education. The qualities, or characteristics, of the 'writer' Geoff Dean recommending are (with a simple explanation of each in parenthesis):

1. Writing is a purposeful, controlled, deliberate text-making construct – different from speaking. (Writers need to have a real sense of intent when undertaking any writing exercise, and to be clear why they are attempting to bother to create a written text, because they know that they have to bring into play a large number of criteria to achieve real success.)
2. All writing should be designed to meet the needs of real or imagined audiences. (Is this writing for oneself or for others? What are the 'needs' of other audiences? How can they be met? These external demands might require changes in vocabulary, syntax, approach and tone, amongst other things.)

3. Writing should be framed within recognisable text-types or genres. (Writers have to be aware about whether they are, for instance, recounting, explaining, instructing, persuading etc., as the first starting point for their work. They may well be combining different types of text, to fulfil a number of purposes, and they need an understanding of how those combinations can best be effected. Good writers will want to explore textual possibilities beyond the straightforward rules; less confident writers need to be fully acquainted with the straightforward rules.)
4. More precise and effective writing can be achieved through informed grammatical and linguistic choices. (Written texts are devised by the careful selection of words, in an appropriate order rubbing together, performing specific tasks, making effects on their readers. Knowing that one has to be aware of all those features is difficult enough; controlling all those elements simultaneously is hugely demanding.)
5. Writing can be more carefully compiled when modelled through writing. (Writers need to know which textual models already exist and what the available writing territory looks like. As readers, they need to understand how texts have affected them or how they have conveyed their messages, to become, in their turn, successful text-makers capable of achieving similar or even stronger effects on their own readers.)
6. Writing is a process that can be continually improved. (Writing is a craft. Few writers are capable of achieving the focus of writing, to bring about the desired meaning, at the first attempt. Good writers continually strive to ensure that their fullest meanings are conveyed. Most 'finished writing is a compromise by the

author, who will have run out of time to hone the writing any more precisely and agrees to its publication at that point.)

7. Writing can be used to articulate, rehearse, explore and consolidate ideas, concepts and knowledge. (Writing has many potential functions, and they all require practice and further consolidation. Learning writers need to be shown how writing can be the means by which meaning and understanding can be enhanced and consolidated. Indeed, learning might not be established until the writer has used the medium of writing to articulate what is being thought.)
8. Writing can be more successfully prepared and practised through preliminary and ongoing talk. (Writing should not be a solitary activity in English classrooms, but one in which discussion and negotiation are constantly taking place. Learning writers should be continually challenged about the choices they are making and the directions they are intending, both by themselves and with the help of their peers. These collaborative methods need not diminish the final personal independence that should be the goal of this learning.
9. Writing skills can be improved through reflection and self-evaluation of progress. (As in all learning endeavours, the pupil's own self-awareness is crucial. Writers must have a good insight of their own strengths and be capable of identifying areas of necessary improvement, against which to set their writing activities.)<sup>17</sup>

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<sup>17</sup>Geoff Dean. *Understanding writing development*. London : Sage Publications. 2004. p. 107-107

#### **D. Type of Writing Exam**

Among the many different kinds of exam tasks that are currently in use, the following are some of the most common a. Applications letter and CVs, b. Articles, reports, and reviews c. Description of pictures, paintings, or events d. Discursive compositions, e. Leaflets, f. Letters (informal and formal), g. Reports, h. Transactional letters.

In writing composition, based on the type of mistakes, she made classification into these following areas: “a. Structure, b. Tenses-especially past tense, c. Personal pronouns, d. Conjunctions, e. Punctuation, f. Articles, g. Prepositions, h. Capitalization and spelling.”<sup>18</sup>

This classification was meant to ease the writer in taking a view of the student’s grammatical errors and analyzing them. She analyzed the error from the area in which the students most frequently made one to that in which they made the last one.

#### **E. Teaching Vocabulary for writing**

Teaching vocabulary is not easy for common student. Because each of students have different power of mind in thinking and memorizing. Here teacher must work hard to make a variety teaching in the classroom to raise up students’ motivation in studying English<sup>19</sup>. The role of teacher is so important in teaching; a clever student can be down and feel lazy to study because of a bad teacher. But on

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<sup>18</sup>Meyers. *Gateways to Academic Writing: Effective Sentence Paragraph and Essay*. New York. Longman. 2005. p 11

<sup>19</sup>Thornbury.S. *How to teach vocabulary*, malaysia, pearson education limited. 2002. p133



the contrary, a student who does not have any skill, can be a good creator from a good teacher.

To be sure, there are other intervening variables such as the fact that about 5% of the words of an academic text consist of technical vocabulary, with each subject containing roughly 1,000 word families or the fact that there is a vocabulary, called academic vocabulary or subtechnical vocabulary, which consists of 570 word families and covers almost 10% of an academic text. Still, in order to master the amount of writing required by a typical university degree program, it seems imperative to have a large vocabulary consisting of perhaps 5,000 to 10,000 words<sup>20</sup>.

Based on the explanation above can be concluded that how important to master more vocabularies. Moreover in writing comprehension, without mastering more vocabularies, so more lower writing material can be understood.

Because vocabulary knowledge is critical to writing comprehension, it is important that those working with young readers help foster their development of a large “word bank” and effective vocabulary learning strategies. There are several effective explicit (intentional, planned instruction) and implicit (spontaneous instruction as a child comes to new words in a text) strategies that adults can employ with readers of any age.

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<sup>20</sup>Nation., I. S. P. *Learning vocabulary in another language*. Cambridge; New York: Cambridge University Press.2001.p.37

## **F. Text**

### **1. Definition of Text**

Texts consist of spoken or written words that have the purpose of conveying a message<sup>21</sup>. Genre much deals with kinds of texts. It has:

1. Communicative purpose/social function
2. Generic structure/text organization
3. Linguistic features

### **2. Kinds of Text**

Rusmanhaji (2013:2) explains that there are thirteen types of genre of the text. They are report, report, analytical exposition, procedure, recount, spoof, anecdote, discussion, description, explanation, review, hortatory, and news item. but in this explanation, the researcher just explains five of them.

#### **a. Narrative**

Report is a text that has function to amuse and entertain the readers.

#### **b. Recount**

Report and recount in some ways are similar. Both are telling something in the past so report and recount usually apply past tense; whether Simple Past Tense, Simple Past Continuous Tense, or Past Perfect Tense. The ways report and recount told are in chronological order using time or place. Commonly report, text is found in story book, myth, fable, folklore, etc while recount text is found in biography.

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<sup>21</sup>Rusmanhaji. *Simple GenreforStudents ofJunior High School*. Bekasi : ESS. 2013.p.3

### **c. Descriptive**

Descriptive explains a particular person, place or thing. The elements of genre of the text are:

### **d. Report**

Report is a text which contains the information about event, object, place, etc. The elements of genre of the text are:

1. Purpose: to presents information about something, as it is.
2. Generic Structure:
  - General classification
  - Description
3. Language Features:
  - Introducing group or general aspect
  - Using condition logical connection
  - Using Simple Present Tense

### **e. Procedure**

Procedure is a text that shows or to tell how process or events are accomplished, or how something is done.

## **G List-Group-Label Strategy**

### **1. The definition**

List-Group-Label is a semantic map strategy that helps students improve their vocabulary and categorization skills and learn to organize concepts before writing or writing. “List-Group-Label is a brainstorming activity that helps students understand how words can belong in a variety of groups while activating and

building background knowledge prior to beginning a unit of study”<sup>22</sup>. This instructional strategy stimulates thinking about a topic and then extends that thinking by analyzing and searching for topic-related patterns and relationships and then categorizing the words/concepts by identifying a representative label. List-Group-Label strategy helps students organize new concepts in relation to previously learned concepts through grouping and labeling words. It actively engages students in learning new vocabulary and content by activating their critical thinking skills. Word learning requires multiple exposures to the word within meaningful contexts<sup>23</sup> So, List Group Label strategy

## **2. The Implementation of List-Group-Label strategy in Teaching writing**

According to research, good writers focus on increasing vocabulary (Pietelman, Heimlich, & Berglund 2010). This strategy helps students increase their vocabulary so that they can become better writers. This strategy in particular has been shown to promote the long-term acquisition of language in an academic setting (Johnson, 2008:89).

The Steps in teaching vocabulary before writing by using List-Group-Label (T. Vacca and L. Vacca, 2005 : 278) :

- Select a main concept in a writing selection.
- Establish the purpose of the strategy.

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<sup>22</sup>Paribakht, S., & Wesche, M. *Vocabulary enhancement activities and writing for meaning in second language vocabulary development*. In J. Coady & T. Huckin (Eds.), *Second language vocabulary acquisition: A rationale for pedagogy* Cambridge: Cambridge University Press. 2009. (pp.174-200).

<sup>23</sup>Rosenbaum, C. *A word map for middle school: A tool for effective vocabulary instruction*. *Journal of Adolescent & Adult Literacy*, 2010. p. 44-49.

- **List:** Have students brainstorm all the words they think relate to the topic. Visually display student responses. At this point, do not critique students Responses. Some words may not reflect the main concept, but hopefully student will realize this as they begin grouping the words in the next step.
- **Group:** Divide your class into small groups. Each group will work to cluster the class list of words into subcategories. As groups of words emerge, challenge you students to explain their reasoning for placing words together or discarding them
- **Label:** Invite students to suggest a title or label for the groups of words they have formed. These labels should related to their reasoning for the grouping.

Initial **List** of Animals in the zoo:

Zebra	Cow	Possum
Deer	Mule	Parrot
Pig	Antelope	Blue Jay
Cat	Lion	Goldfish
Horse	Sheep	Elephant
Dog	Goat	Coyote
Tiger	Raccoon	Giraffe

Animals Organized into <b>groups</b>			
Zebra	Deer	Cat	Pig
Tiger	Possum	Dog	Horse

Lion	Raccoon	Goldfish	Cow
Giraffe	Coyote	Parrot	Mule
Elephant	Blue Jay		Sheep
Antelope			Goat

<b>Labeled groups</b>			
Jungle	Forests/wood	House	Farm
Zebra	Deer	Cat	Pig
Tiger	Possum	Dog	Horse
Lion	Raccoon	Goldfish	Cow
Giraffe	Coyote	Parrot	Mule
Elephant	Blue Jay		Sheep
Antelope			Goat

#### **H. List Group Label Strategy in Report text**

Report text is a type of the text which is learned in high school level in Indonesia. Report text is the text which is used to describe about somebody, something, someplace, or an animal. Report is a text which contains the information about event, object, place, etc<sup>24</sup>.

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<sup>24</sup>Djuharie heinemann. *Text Types in English*. Australia: McMillan Education. 2010.p.22

Report is a text which presents information about something, as it is. It is as a result of systematic observation and analysis. Some text types are quite difficult to differ. Such report and descriptive text have the similarity in the social function and generic structure. However if they are analyzed carefully, the slight difference between the two text types will reveal. The purpose of the two texts are to give the live-description of the object/participant. Both the report and descriptive text try to show rather than tell the reader about the factual condition of the object. Readers by themselves will catch the impressive point of the object through that showing writing style. What make different, between report and descriptive text, is the scope of the written object. If we talk about, eg: bicycle, it belongs to report text. It will talk about bicycle in general; its parts, physical strength, function for certain people or other general characters of bike. In the other hand, descriptive text will convey more focus, for example "my bicycle" with its specific characters; color, length, wheel style, etc.

In short, report text describes the way of certain things and frequently refer to phenomenon of nature, animal and scientific object. Mostly, report is written after getting careful observation. This scientific and technical sense make clearer difference from descriptive text. The way of descriptive text in showing thing is based on the objective fact of the thing. It describe the specific thing simply as the thing is.

Generic structure of report text consists of two elements, namely identification refers to identify phenomenon to be described. While, description refers to the text that describes parts, qualities, and characteristics. Descriptive text is one genre of text which suitable in using List Group Label Strategy. When teaching

writing by using List Group Label strategy, firstly teacher guide students to list ideas for the topic which will be written, recording each idea on a separate piece of paper. Such as **zoo**. Students brainstorm a *list* of words they associate with the topic. may sometimes decide to provide the words for students.

Secondly, In small groups they compare their ideas. Thirdly group the ideas into “like” items. Fourthly, students label each group according to their classification. Then, The fifthly they then walk around the room to look at other groups’ classifications. They observe differences between groups. Sixthly, A representative of each group explains why the categories were chosen. And the last, students’ work is displayed around the room. A whole-class discussion looks at the question of which classifications are useful and in which ways. In this discussion the teacher raises the issue of criteria for “useful”. Discussion should highlight different ways of grouping ideas. Teacher records responses on a chart, etc. Lists for younger students may contain between 10-15 words and 25-30 words for older students.

Initial List of Animals in the zoo:

Zebra	Cow	Possum
Deer	Mule	Parrot
Pig	Antelope	Blue Jay
Cat	Lion	Goldfish
Horse	Sheep	Elephant
Dog	Goat	Coyote
Tiger	Raccoon	Giraffe



And then teacher pronounces each word on the word list and students speculate about the meanings. After that Students observe the word list looking for patterns and/or relationships that exist among the words. After Students “relist” the words into **groups** based on the patterns and relationships. For younger students, the words can be placed on word cards for students to sort into categories.

Animals Organized into groups			
Zebra	Deer	Cat	Pig
Tiger	Possum	Dog	Horse
Lion	Raccoon	Goldfish	Cow
Giraffe	Coyote	Parrot	Mule
Elephant	Blue Jay		Sheep
Antelope			Goat

After that, students name or **label** the categories they created and share their reasoning.

Labeled groups			
Jungle	Forests/wood	House	Farm
Zebra	Deer	Cat	Pig
Tiger	Possum	Dog	Horse
Lion	Raccoon	Goldfish	Cow
Giraffe	Coyote	Parrot	Mule

Elephant	Blue Jay		Sheep
Antelope			Goat

### I. The rules of List-Group-Label Strategy

The Steps/rule in teaching vocabulary by using List-Group-Label (T. Vacca and L. Vacca, 2005 : 278) :

- Select a main concept in a writingselection.
- Establish the purpose of the strategy.
- List: Have students brainstorm all the words they think relate to the topic. Visually display student responses. At this point, do not critique students Responses. Some words may not reflect the main concept, but hopefully studentwill realize this as they begin grouping the words in the next step.
- Group: Divide your class into small groups. Each group will work to cluster the class list of words into subcategories. As groups of words emerge, challenge youstudents to explain their reasoning for placing words together or discarding them
- Label: Invite students to suggest a title or label for the groups of words they have formed. These labels should related to their reasoning for the grouping.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

Quantitative approach is used in this research by using experimental design. The study was an experimental design, since it described the quantitative degree to which variables were related. It was also reasonable that the writer intended to examine the cause and effect between two variables. According to Hadi that is an experimental design is one of the precise methods to examine the cause and effect. In this study, the writer prepared or set up LGL strategy toward students' writing ability. For the students who was examined to answer writing test.

The writer used an experimental research. In this study, the writer divided the sample into two classes, namely experimental class and control class. The experimental group was taught by using LGL. The other one was the control group was taught by using Direct Instruction.

The writer used "*The Post-Test Control and Experiment Group Design*". In this design, participants were randomly assigned to a control group and an experimental group, but there is not pre-test.<sup>25</sup>

In this research, the writer used two classes, experimental class and control class. The experimental group and the control class had no pre-test. But, the two groups were given the different treatments. The experimental class was given a treatment by using List-Group-Label Strategy, and the control class was given by

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<sup>25</sup>Cohen, L., Lawrence Manion, and Keith Morrison. 2007. *Research Methods in Education*. London: Routledge.

using Direct Instruction. After given treatments, the two classes were given post-test.

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

The writer did this research in the eleventh grade of first semester of SMKNegeri1 Karang Baru in academic year of 2016/2017 because the writer wanted to know the development of this school in education especially in writing text using List-Group-Label Strategy. The writer planned the research in Januari 2017.

## **C. Subject of the Research**

Selection of the subjects was very important steps in conducting a research study. There were three steps which would be discussed. The first was to determine the population, the second was to determine the sample, and the third was to determine the sampling.

### **1. Population**

Population, terminologically, is the total number of the subjects (respondents) to be investigated .A population is composed of regional generalizations: the object / subject that has certain qualities and characteristics that set by the researchers to learn and then to draw its conclusions<sup>26</sup>.

The population of this research was the eleventh grade students of SMKNegeri1 Karang Baru. They are :

- XI MP I = 25 students

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<sup>26</sup>Sugiono. Metode penelitian pendidikan pendekatan kuantitatif, kualitatif dan R&D. Bandung: cv alfa beta. 2008. p.148

- XI MP II =	25 students
- XI APT I =	20 students
- XI APT II =	24 students
- XI APT III=	30 students
- XI APT IV=	20 students
- XI APSP =	26 students
- XI AHP I =	25 students
- XI AHP II =	24 students
- <u>XI AHP III=</u>	<u>30 students+</u>
=	392 students

## 2. Sample

A sample is any subject of measurements selected from the population. Sample is also considered as the representative of the population<sup>27</sup>. The technique which was used by the writer to take the sample was purposive Sampling. This technique requires groups or cluster in taking the sample based on the groups that had already existed in the population. To make easier, some students would be selected as sample out of the total number of students in the eleventh grade students which consisted of class XI.APT.1 which has 20 students as the experimental group and class XI.APT.4 which has 20 students as the control group.

Theoretically, the researcher chose the sample by using purposive sampling by which she chose the sample based on her purpose.

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<sup>27</sup>Arikunto, s. Prosedur penelitian: suatu pendekatan praktik. Jakarta: Rineka Cipta. 2010. p. 128

Purposive sampling is a sampling method in which elements are chosen based on purpose of the study”.

Purposive sampling may involve studying the entire population of some limited group. There were some reasons which motivated the researcher to choose this class as the subject of the research (purposive sampling).

#### **D. Variable of the Research**

A variable was the empirical counterpart of a construct or concept<sup>28</sup>. A concept which can take on different quantitative values is called a variable<sup>29</sup>. It means that variable of the research contains the main things become an object of the research affecting result of the research. In this research, the independent variable was List-Group-Label Strategy, and the dependent variable was writing the texts.

#### **E. The Technique of Collecting Data**

An instrument is needed to collect the data collection. Instruments can be designed to collect qualitative data, quantitative data, or a mixture of both.<sup>30</sup> The instruments are used to achieve the accuracy the data and can indicate that the writer is successful or not in her research. There were many instruments which are used to collect the data. They were essay test. Each student must finish the essay report text at least 200 words.

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<sup>28</sup>Wimmer, Roger D. and Joseph R. Dominick. *Mass Media Research: An Introduction*. Boston: Cengage-Wadsworth. 2011. p.44

<sup>29</sup>Kothari, C. R. *Research Methodology: Methods & Techniques* (Second Revised Edition). New Delhi: New Age International (P) Ltd..2004.33

<sup>30</sup>Hall, Ralph. *Applied Social Research: Planning, Designing, and Conducting Real-World Research*. South Yarra: Palgrave Macmillan.2008. p.147

In this study, the writer used a test as a method of data collection. The test was used to measure the achievement of students in writing report text, namely post-test. The post-test was used to find out the writing achievement after the treatment. Since the writer wanted to investigate the writing achievement after the treatment, then the writer chose achievement test in the form of multiple choice items.

The test used the objective test. The test is essay. Before the test was given, this test tried out to know the instrument will be valid and reliable or not. The test materials was taken from the teaching materials at the eleventh grade of SMKNegeri1 Karang Baru

The writer conducted a post-test after the treatments had been given. The purpose of the post-test is to know the achievement of students in writing report text after they were given a set of treatment. The post-test was conducted in class XI.APT.I class and XI.APT.4 Class

#### **F. The Technique of Data Analysis**

The method of data analysis was non-statistical and statistical analysis. By analyzing the students' scores, it would be easy to identify and determine the degree of capability of the students. The writer used the result of the test to determine the significant difference between two means. The steps which was done by the writer in analyzing the data are as follows:

1. **The writer scored the writing ability test of the experimental group and control group**

In doing the scoring of writing ability test of the experimental group and control group, the writer processed the result of the students' test. The type of writing test was objective test. To analyze the result, the researcher employ statistical procedure to calculate the test score as follows:

NO	ASPECT	SCORE
1	Grammar	20
2	Accuracy	20
3	Words	20
4	Coherence	20
5	Unity	20
TOTAL		100

To determining the student's ability in writing using the criteria :

Class Interval	Achievement level
90 >	A. Excellent
80 – 89	B. Good
70 – 79	C. Fair
60 – 69	D. Bad
40 – 59	E. Very Bad

## 2. The writer did percentage of the students' letter grades

After getting the letter grades of the students, the writer did percentage of the students' grades in order to know the achievement of students in writing report text. the formula used for computing the percentage was as follows:



$$P = \frac{f}{n} \times 100\%$$

Where:

**P:** the percentage of the achievement of student in writing.

**N:** the number of students.

**f:** frequency of each criteria.

### 3. The writer did Statistical Analysis (Finding out the *t*-test)

After collecting the data by using test, the writer analyzed the result of the test. To find out the result of the test, the writer accounted the data by using a statistical formula which is called *t*-test. *t*-test is the most elementary method for comparing two groups' mean scores<sup>31</sup>. There were some steps to analyze data as follows:

- a. The writer made a table for the group to find the *t*-test

Subject	Group			
	Experimental Group (X <sub>1</sub> )		Control Group (X <sub>2</sub> )	
	Code	Score	Code	Score
1	-	-	-	-
2	-	-	-	-
3	-	-	-	-
4	-	-	-	-

<sup>31</sup>Wimmer, Roger D. and Joseph R. Dominick. *Mass Media Research: An Introduction*. Boston: Cengage-Wadsworth. 2011. p.312.

5	-	-	-	-
Total	$\sum x_1$		$\sum x_2$	
Mean	X1		X2	
Number of subject	N1		N2	
Variance	S1 <sup>2</sup>		S2 <sup>2</sup>	

b. The writer calculated the mean of each group based on Sudjana's formula. The formula is stated as follows:

1. Experimental Group

$$x_1 = \frac{\sum x_1}{n_1}$$

2. Control Group

$$x_2 = \frac{\sum x_2}{n_2}$$

Where:

$x_1$  = The mean score of the experimental Group

$x_2$  = The mean score of the control group

$\sum x_1$  = The sum of scores in experimental group

$\sum x_2$  = The sum of scores in control group

$n_1$  = Number of subject in experimental group

$n_2$  = Number of subject in control group<sup>32</sup>

c. The writer applied all of formula into  $t$ -test.  $T$ -test formula was as follows:

$$t\text{-test} = \frac{x_1 - x_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:

$x_1$  = The mean score of experimental group

$x_2$  = The mean score of control group

$s$  = square –root of variance of two groups

$n_1$  = Number of subjects in experimental group

$n_2$  = Number of subjects in control group

d. The writer found the score **df**.

$$Df = (n_1 + n_2) - 2$$

The significant of 5 % value of  $t$  ( $t_0 > t_{table}$ )

Where:

**Df** : degrees of freedom.

$n_1$ : number of subjects in experimental group

$n_2$ : number of subjects in control group

e. . The writer made conclusion.

## CHAPTER IV

### FINDING AND DISCUSSION

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<sup>32</sup>Sudjana. 2005. *Metoda Statistika (Edisi 6)*. Bandung: Tarsito.p.75

This chapter describes the result and the discussion of the study as the students in previous chapter. This study is intended to find the achievement of students who are taught by using List Group Label Strategy and those who are taught by using Direct Instruction in writingreport text. This chapter contains the information dealing with the research findings and discussions.

#### **A. The Result of research**

##### **1. Pretestdan Post testof Studentswhich used List Group Label Strategy**

###### 1. Analysis of Pre test

The pre test score students are:

20, 20, 25, 25, 25, 25, 35, 35, 35, 40, 40, 40, 45, 55, 75, 75, 80, 85, 90, 90

- The highest score = 90
- The lowest score = 20

###### a. Range of Score

$$\begin{aligned} R &= \text{The highest score} - \text{The lowest score} \\ &= 90 - 20 \\ &= 70 \end{aligned}$$

###### b. Determine the Class

$$\begin{aligned} K &= 1 + 3,3 \text{ Log } n \\ &= 1 + 3,3 \text{ Log } 20 \\ &= 1 + 3,3 (1,30) \\ &= 1 + 4,29 \\ &= 5,29 \\ &= 5 \text{ or } 6 \end{aligned}$$

###### c. Class Interval

$$I = \frac{R}{K}$$

$$= \frac{70}{5}$$

$$= 14$$

Tabel 4.1 Table of Frequency distribution Distribusi Frekuensi of pre test score Pretest which used List Group Label Strategy

Score	$f_i$	$x_i$	$x_i^2$	$f_i x_i$	$f_i x_i^2$
20 – 33	6	26,5	702,25	159	4213,5
34 – 47	7	40,5	1640,25	283,5	11481,75
48 – 61	1	54,5	2970,25	54,5	2970,25
62 – 75	2	68,5	4692,25	137	9384,5
76 – 89	2	82,5	6806,25	165	13612,5
90 – 103	2	96,5	9312,25	193	18624,5
	$\sum f_i = 20$			$\sum f_i x_i = 992$	$\sum f_i x_i^2 = 60287$

Based on Table 4.1, can be formulated Mean score, varians ( $S_1^2$ ), and standard

Deviation ( $S_1$ ) as follow:

$$\text{Mean } (X_1) = \frac{\sum f_i x_i}{\sum f_i}$$

$$= \frac{992}{20}$$

$$= 49,6$$

$$S_1^2 = \frac{n \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)}$$

$$= \frac{20 \times 60287 - (992)^2}{20(20-1)}$$

$$= \frac{1205740 - 984064}{20(19)}$$

$$= \frac{221676}{380}$$

$$S_1^2 = 583,36$$

$$S_1 = \sqrt{583,36}$$

$$S_1 = 24,15$$

2. Post test Analysis

Post Test scores are:

60, 60, 60, 60, 60, 65, 65, 65, 70, 70, 70, 70, 75, 75, 80, 90, 90, 90, 100, 100

- The highest score = 100
- The lowest score = 60

a. Range of Score

$$\begin{aligned} R &= \text{The highest score} - \text{The lowest score} \\ &= 100 - 60 = 40 \end{aligned}$$

b. Determine the Class

$$\begin{aligned} K &= 1 + 3,3 \text{ Log } n \\ &= 1 + 3,3 \text{ Log } 20 \\ &= 1 + 3,3 (1,30) \\ &= 1 + 4,29 \\ &= 5,29 \\ &= 5 \text{ atau } 6 \end{aligned}$$

c. Class Interval

$$\begin{aligned} I &= \frac{R}{K} \\ &= \frac{40}{5} \end{aligned}$$

$$= 8$$

Tabel 4.2 Table of Frequency distribution Distribusi Frekuensi of post test score Pretest which used List Group Label Strategy

Score	$f_i$	$x_i$	$x_i^2$	$f_i x_i$	$f_i x_i^2$
60 – 67	8	63,5	4032,25	508	32258
68 – 75	6	71,5	5112,25	429	30673,5
76 – 83	1	79,5	6320,25	79,5	6320,25
84 – 91	3	87,5	7656,25	262,5	22968,75
92 – 99	0	95,5	9120,25	0	0
100 – 107	2	103,5	10712,25	207	21424,5
	$\sum f_i = 20$			$\sum f_i x_i = 1486$	$\sum f_i x_i^2 = 113645$

Based on Table 4.2, can be formulated Mean score, variances ( $S_1^2$ ), and standard Deviation ( $S_1$ ) as follow:

$$\begin{aligned}\text{Mean } (X_1) &= \frac{\sum f_i x_i}{\sum f_i} \\ &= \frac{1486}{20}\end{aligned}$$

$$= 74,3$$

$$\begin{aligned}S_1^2 &= \frac{n \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)} \\ &= \frac{20 \times 113645 - (1486)^2}{20(20-1)} \\ &= \frac{2272900 - 2208196}{20(19)} \\ &= \frac{64704}{380}\end{aligned}$$

$$S_1^2 = 170,27$$

$$S_1 = \sqrt{170,27}$$

$$S_1 = 13,05$$

## 2. Pretest dan Post test of Students which used Direct Instruction

### 1. Pre test Analysis

Pre Test scores are:

20, 20, 25, 25, 30, 30, 30, 30, 30, 30, 35, 35, 40, 40, 40, 45, 50, 50, 50, 55

The highest score = 55

The lowest score = 20

#### a. Range of Score

$$\begin{aligned}
 R &= \text{The highest score} - \text{The lowest score} \\
 &= 55 - 20 \\
 &= 35
 \end{aligned}$$

b. Determine the Class

$$\begin{aligned}
 K &= 1 + 3,3 \text{ Log } n \\
 &= 1 + 3,3 \text{ Log } 20 \\
 &= 1 + 3,3 (1,30) \\
 &= 1 + 4,29 \\
 &= 5,29 \\
 &= 5 \text{ atau } 6
 \end{aligned}$$

c. Class Interval

$$\begin{aligned}
 I &= \frac{R}{K} \\
 &= \frac{35}{5} \\
 &= 7
 \end{aligned}$$

Tabel 4.3 Table of Frequency distribution Distribusi Frekuensi of pre test score Pretest which used direct instruction

Nilai	$f_i$	$x_i$	$x_i^2$	$f_i x_i$	$f_i x_i^2$
20 – 26	4	23	529	92	2116
27 – 33	6	30	900	180	5400
34 – 40	5	37	1369	185	6845
41 – 47	1	44	1936	44	1936
48 – 54	3	51	2601	153	7803
55 – 61	1	58	3364	58	3364
	$\sum f_i = 20$			$\sum f_i x_i = 712$	$\sum f_i x_i^2 = 27464$

Based on Table 4.3, can be formulated Mean score, varians ( $S_1^2$ ), and standard Deviation ( $S_1$ ) as follow:

$$\begin{aligned}
 \text{Mean } (X_2) &= \frac{\sum f_i x_i}{\sum f_i} \\
 &= \frac{712}{20}
 \end{aligned}$$

$$= 35,6$$



$$\begin{aligned}
 S_2^2 &= \frac{n \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)} \\
 &= \frac{20 \times 27464 - (712)^2}{20(20-1)} \\
 &= \frac{549280 - 506944}{20(19)} \\
 &= \frac{42336}{380}
 \end{aligned}$$

$$S_2^2 = 111,41$$

$$S_2 = \sqrt{111,41}$$

$$S_2 = 10,56$$

## 2. Post test Analysis

Post Test scores are:

55, 55, 60, 60, 60, 60, 60, 60, 60, 60, 60, 60, 60, 60, 65, 65, 70, 70, 70, 70, 75

The highest score = 75

The lowest score = 55

### a. Range of Score

$$R = \text{The highest score} - \text{The lowest score} = 75 - 55 = 20$$

### b. Determine the Class

$$\begin{aligned}
 K &= 1 + 3,3 \text{ Log } n \\
 &= 1 + 3,3 \text{ Log } 20 \\
 &= 1 + 3,3 (1,30) \\
 &= 1 + 4,29 \\
 &= 5,29 \\
 &= 5 \text{ atau } 6
 \end{aligned}$$

### c. Class Interval

$$I = \frac{R}{K}$$

$$= \frac{20}{5}$$

$$= 4$$

Tabel 4.4 Table of Frequency distribution Distribusi Frekuensi of post test score which used direct instruction

Score	$f_i$	$x_i$	$x_i^2$	$f_i x_i$	$f_i x_i^2$
55 – 58	2	56,5	3192,25	113	6384,5
59 – 62	11	60,5	3660,25	665,5	40262,75
63 – 66	2	64,5	4160,25	129	9320,5
67 – 70	4	68,5	4692,25	274	18769
71 – 74	0	72,5	5184,25	0	0
75 – 78	1	76,5	5776,25	76,5	5776,25
	$\sum f_i = 20$			$\sum f_i x_i = 1258$	$\sum f_i x_i^2 = 80513$

Based on Table 4.4, can be formulated Mean score, varians ( $S_1^2$ ), and standard Deviation ( $S_1$ ) as follow:

$$\text{Mean } (X_2) = \frac{\sum f_i x_i}{\sum f_i}$$

$$= \frac{1258}{20}$$

$$= 62,9$$

$$S_2^2 = \frac{n \sum f_i x_i^2 - (\sum f_i x_i)^2}{n(n-1)}$$

$$= \frac{20 \times 80513 - (1258)^2}{20(20-1)}$$

$$= \frac{1610260 - 1582564}{20(19)}$$

$$= \frac{27696}{380}$$

$$S_2^2 = 72,88$$

$$S_2 = \sqrt{72,88}$$

$$S_2 = 8,54$$

### B. Testing Hypotheses

To test the hypothesis, the following criteria are applied:

Ha:  $\theta \geq 1,686$ ; Increased understanding of the students on writing Report text by using the List Group Label Strategy in class XI in SMK Negeri 1 Karang Baru in academic year 2016/2017 is high

Ho:  $\theta < 1,686$ ; Increased understanding of the students on writing Report text by using the List Group Label Strategy in class XI in SMK Negeri 1 Karang Baru in academic year 2016/2017 is low.

Before testing the hypothesis, first sought a combined standard deviation between the two groups of samples obtained from the combined variance that can be determined as follows:

$$\begin{aligned} S^2 &= \frac{(n_2 - 1)S_2^2 + (n_1 - 1)S_1^2}{n_2 + n_1 - 2} \\ &= \frac{(20 - 1)72,88 + (20 - 1)170,27}{20 + 20 - 2} \\ &= \frac{(19)72,88 + (19)170,27}{38} \\ &= \frac{1384,72 + 3235,13}{38} \\ &= \frac{4619,85}{38} \end{aligned}$$

$$S^2 = 121,58$$

$$S = \sqrt{121,58}$$

$$S = 11,03$$

So it can be calculated t count as follows:

$$t = \frac{X_1 - X_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$= \frac{74,3 - 62,9}{11,03 \sqrt{\frac{1}{20} + \frac{1}{20}}}$$

$$= \frac{11,4}{11,03 \sqrt{\frac{1+1}{20}}}$$

$$= \frac{11,4}{11,03 \sqrt{\frac{2}{20}}}$$

$$= \frac{11,4}{11,03 \sqrt{0,1}}$$

$$= \frac{11,4}{(11,03)(0,1)}$$

$$= \frac{11,4}{1,103}$$

$$t = 10,36$$

$$dk = (n_1 + n_2) - 2$$

$$= (20 + 20) - 2$$

$$= 38$$

In the t-table test, dk 38 in the table is 1,686 so obtained  $t_{counting} > t_{table}$  is  $10,36 > 1,686$  at significance level  $\alpha = 0,05$ , H<sub>0</sub> is accepted.

### C. Discussion

The Steps in teaching vocabulary before writing by using List-Group-Label (T. Vacca and L. Vacca, 2005 : 278) :

- Select a main concept in a writing selection.
- Establish the purpose of the strategy.
- List: Have students brainstorm all the words they think relate to the topic. Visually display student responses. At this point, do not critique students Responses. Some words may not reflect the main concept, but hopefully student will realize this as they begin grouping the words in the next step.
- Group: Divide your class into small groups. Each group will work to cluster the class list of words into subcategories. As groups of words emerge, challenge you students to explain their reasoning for placing words together or discarding them
- Label: Invite students to suggest a title or label for the groups of words they have formed. These labels should related to their reasoning for the grouping.

When teaching writing by using List Group Label strategy, firstly teacher guide students to list ideas for the topic which will be written, recording each idea on a separate piece of paper.

The result of study,  $t_{value} = 10,36$ . meanwhile  $t_{table} = 1,686$  thus obtained  $t_{value} > t_{table}$  is  $10.36 > 1.686$  at significance level  $\alpha = 0.05$ ,  $H_0$  accepted. It can be

concluded that increased understanding of the students on writing report text by using the List Group Label Strategy in class XII in SMK Negeri 1 Karang Baru in academic year 2016/2017 is high. It means that there was significant difference in the achievement of students between those who were taught by using List Group Label Strategy and by using Direct Instruction in writing report text. Therefore,  $H_0$  is rejected or not accepted. It means that the achievement of students who were taught by using List Group Label Strategy in writing report text was better than students who were taught by using Direct Instruction in writing report text. It could be concluded that teaching using List Group Label Strategy in writing report text can be applied. It means that using List Group Label Strategy in writing report text was effective.

After getting the result of the study, the writer discussed the data. Based on the teaching learning process, it could be seen that List Group Label Strategy was effective in teaching writing report text. By using List Group Label Strategy, the teacher could create an interesting teaching learning process in the classroom because the students could be happy and they would not get bored. List Group Label Strategy is a technique in teaching learning process which helped the students focus on the lesson, the students would not get bored and it made the classroom to be more cheerful place for their lesson. Therefore, the existence of the teaching technique was important. Teaching using List Group Label Strategy was more effective than using Direct Instruction. It means that teaching using List Group Label Strategy had advantages in learning process, especially in writing report text.

The strategy of using List Group Label Strategy could help the students solve their problem in writing; besides, it also encouraged the students to be more active and motivated.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

1. The result of study,  $t_{value} = 10,36$ . meanwhile  $t_{table} = 1,686$  thus obtained  $t_{value} > t_{table}$  is  $10.36 > 1.686$  at significance level  $\alpha = 0.05$ ,  $H_0$  accepted. It can be concluded that Increased understanding of the student on writing Report text by using the List Group Label Strategy in class XI in SMK Negeri 1 Karang Baru in academic year 2016/2017 is high.
2. The advantages using List Group Label Strategy is to help students improving writing skill. It means that there was significant difference in the achievement of students between those who were taught by using List Group Label Strategy and by using Direct Instruction in writing report text. It can be concluded that List Group Label Strategy provides an effective study when it was applied to writing material. It means that teaching writing report by using List Group Label Strategy is more effective than teaching writing report text by using Direct Instruction to the twelfth grade students of SMK Negeri 1 Karang Baru in the academic year of 2016/2017.



**B. Suggestion**

After getting the result of the study in the research, the writer would like to give some suggestions which can be used to teach writingreporttext as follows:

- a. The teacher should encourage him/herself to find the best technique in teaching English, especially in writingreport text to the students.
- b. The teacher should use List Group Label Strategy as an alternative in teaching writingreport text. This study shows that the experimental group got the higher score than the control group after they were taught by using List Group Label Strategy. It means that using List Group Label Strategy in teaching can motivate the students to learn English and List Group Label Strategy.
- c. The students should practice a lot of writing English texts in order to increase their knowledge and information.

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