

REFERENCES

- Ardiyanti, R. (2015). *The use of List Group Label (LGL) Strategy in Developing Students' Academic Vocabulary Mastery*. Skripsi: Semarang State University.
- Brassel, D. (2011). *Dare to Differentiate: Vocabulary Strategies for All Students*. New York: The Guilford Press.
- Burns, A. (2001). *Doing Action Research in English Language Teaching*. New York: Routledge.
- Burns, A. 1999. *Collaborative Action Research for English Language Teachers*. Cambridge: Cambridge University Press.
- Brunner, J. T. (2011). *I Don't Get It: Helping Students Understand What They Read*. Maryland: A Division of Rowman & Littlefield Publisher Inc.
- Coady, James and Huckin, Thomas. (1997). *Second Language Vocabulary Acquisition: A Rationale for Pedagogy*. Cambridge: Cambridge University Press.
- Harmon, J.M., Hedrick, W.B., and Wood, K.A. (2005). Research on Vocabulary Instruction in the Content Areas: Implications for Struggling Readers. *Reading and Writing Quarterly*. 21: 261-280.
- Junaid, (2012). Students' Vocabulary Achievement by Using List Group Label. *Exposure Journal*, 207.
- Khosy, V. (2005). *Action Research for Improving Practice: A Practical Guide*. London: A SAGE Publications Company.
- Linse, C.T. (2006). *Practical English Language Teaching Young Learners*. New York: McGraw Hill Book Company.
- Ruddell, Martha Rapp. (2005). *Teaching Content Reading and Writing* (Revised Ed.). United States of America: John Wiley and Sons, Inc.
- Zufaya, (2016). Deskriptif Text tentang Ayah. Brainly.
<https://brainly.co.id/tugas/5381636>
- <https://asaljeplak.com/kamusinggris/literatur/contoh-descriptive-text-hewan-kupu-kupu/>