
THE EFFECT OF LIST GROUP LABEL STRATEGY ON STUDENTS' VOCABULARY MASTERY

(A study at the Eighth Grade Students of MTs Darul
Akhiroh Marancar in 2020/2021 Academic Year)

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Abstract : *The purpose of this research are to find out : 1) the extent of application of list group label strategy on students' vocabulary mastery at the eighth grade of MTs Darul Akhiroh Marancar. 2) the extant of the students' vocabulary mastery before and after using list group label strategy on students' vocabulary mastery at the eighth grade of MTs Darul Akhiroh Marancar, 3) whether there is any significant effect of list group label strategy on students' vocabulary mastery at the eighth grade of MTs Darul Akhiroh Marancar. The population of this research all of the eight grade students of MTs Darul Akhiroh Marancar consist of 24 students. The sample was 24 students which are taken by total sampling. The research method is used by experimental method. Then, the data collected by using the observation sheet and test. The instrument used is multiple choice. The calculation of t-test formula is higher than score of t-table. The score of t test is 3,13 meanwhile the score of t table is 2,07 at 5 % significant level with (df) 23. And the hypothesis is accepted. It means that there is a significant effect of list group label strategy on students' vocabulary mastery at the eighth grade of MTs Darul Akhiroh Marancar in 2020/2021 academic year.*

Keywords: List Group Label Strategy, Vocabulary Mastery

Abstrak : *Tujuan dari penelitian ini adalah untuk mengetahui : 1) penerapan list group label strategy dalam penguasaan kosa-kata siswa kelas VIII MTs Darul Akhiroh Marancar, 2) mengetahui sebelum dan sesudah penggunaan list group label strategy dalam penguasaan kosa kata siswa kelas VIII MTs Darul Akhiroh Marancar, mengetahui apakah ada pengaruh yang signifikan dari list group label strategy terhadap penguasaan kosa-kata siswa kelas VIII MTs Darul Akhiroh Marancar Tahun Akademik 2020/2021. Populasi pada penelitian ini adalah seluruh siswa kelas VIII MTs Darul Akhiroh Marancar yang terdiri dari 24, teknik sampling yang digunakan adalah total sampling dengan jumlah 24 siswa. Metode penelitian digunakan adalah ekperimental method. Pengumpulan data menggunakan observation sheet dan tes sebagai instrument. Nilai rata-rata dari penerapan list group label strategy adalah 3.6, dengan kategori " Sangat Baik". peneliti menganalisis data menggunakan ttest formula, hasil ttest = 3.13 sedangkan ttable = 2.07. Dengan kata lain ttest lebih besar dari ttable. Jadi, hipotesis diterima. Artinya ada pengaruh yang signifikan dari list group label strategy dalam penguasaan kosakata siswa pada kelas VIII MTs Darul Akhiroh Marancar.*

Kata Kunci : List Group Label Strategy, Vocabulary Mastery

I. INTRODUCTION

Vocabulary is an important part of English that should be mastered well. It had important role in communication both in spoken and written forms. By having a lot vocabularies learner will be easier to show their ideas, making compositions, and many activities dealing with language. In other words, by knowing understanding the vocabulary, the learners will successfully achieve the four English language skills.

Since vocabulary becomes one of the important aspects in english teaching process, teaching vocabulary in the classroom should be appropriate in order to avoid problems related to students' vocabulary mastery. It contributes significantly towards achievement in the subject of the curriculum in the school.

For example, the students at the eighth grade of MTs Darul Akhiroh Marancar the researcher found that they are still weak in English class mainly on vocabulary. It can be seen from their average score in vocabulary mastery when the researcher do an observation and give a vocabulary test

as a pretest in MTs Darul Akhiroh Marancar. The researcher find that from 30 questions, the highest correct answer is 21 and the lowest correct answer is 12. And the students' score average was 57. Meanwhile, the english lesson criteria of minimum learning mastery was 75.

Actually, there are some efforts that has done by teacher in vocabulary mastery before prior researcher, such as giving motivation to students to learn a lot of English vocabulary, using book that contain the English vocabulary and complete the school facilities. However, in fact it does not get the positive response to students in learning process.

In other words, the efforts that carried out by the teacher is not interest to students, it is still looks monotonous, and not efficient in process of learning. It can be makes the students lazy to study English, still bored and not interested, and low motivation in English learning process because the students do not have a lot of vocabulary.

Based on the explanation above, students' vocabulary mastery is needed to be solved. The researcher interest in doing research about how to make student interested and

mastered in vocabulary. In this case, the researcher focused on List group label strategy in teaching vocabulary, the researcher believes the students more interested to study about English especially in vocabulary.

List group label is one of several ways, that easy to apply in learning process, where students are asked to generate a list of word, group them according to their similarities and label the group.

1. The Nature of Vocabulary

Vocabulary takes the important aspect to master English well as a foreign language. Vocabulary is the basic of language and the basic of the communication. Without vocabulary it is impossible to know everything about grammatical structure of language, and also, learning vocabulary is important for students' vocabulary development as well as support their academic achievement. According to Linse (2006: 121), Vocabulary is the collection of word that an individual knows. It can be defined that vocabulary is list of words or phrases that can be used to describe everything in communication, so we can communicate with other people.

Based on definition above, the researcher concludes that vocabulary is one of the language components that are used to communicate between someone to another. No language exists without vocabularies and words are signs or symbol for idea. It means that without vocabulary we will be unable to use the language communicatively.

2. Kinds of Vocabulary

a) Noun

Noun is one of part of speech which used to identify any of a class of people, place, or things. Furthermore there are so many examples of noun that often we found in our environment, such : birds, house, month, table, car, and many orhers. According to Sihombing and Burton (2010:2), Noun is a word which is used to represent a person, place, quality, thing, action, idea, occurence, and can function as the subject of a sentence or as the object of a verb, the object of a preposition, or as an appositive.

Based on explanation above, the researcher concludes that noun is noun is one of the important word that should be learn by students to be mastered

vocabulary because of noun is one of element vocabulary that shows the names of person, place, things, and ideas that has function as a subject and object in a sentence.

b) Verb

Verb is a kind of part of speech that tells about an action. Such as: read, run, speak, write, etc. According to Nestifield (2016: 9), Verb is word used for saying something else.

Based on explanation above, the researcher concludes that verb is words that we use to shows or express an action or activity that will be done by subject. Which one its an important parts to be master a vocabulary in using a language to communicate with everyone.

c) Adjective

Adjective is a word that explain the quantity, adequacy, sequence, quality, and emphasis. According to Sihombing and Burton (2010: 26), Adjective is a class of word used to modify a noun or other substansive by

qualifying, limiting, and specifying. Adjective is any of a form of class which distinguishes noun by one of suffixes, such as –able, -ous, -er, and –est.

Based on explanation above, the researcher concludes that adjective is the word that used to modify nouns and pronouns. In mastering vocabulary the students should learn about adjectives because it's the parts of vocabulary to communication to each other and way to express a feeling.

3. List Group Label Strategy

To increase vocabulary we need strategies, one of the strategies that can be used is by using list group label this strategy helps students active prior knowledge. According to Farina (2015:18) stated that list group label is a vocabulary strategy that engages students in a three step process to actively organize their understanding of content area vocabulary. The first step is listing, then grouping and labeling the words. List group label strategy is strategy to generate word knowledge as well as help students understand more about a central concept by organizing

related words. Students brainstorm words, categorize them into related groups, and name each group.

Based on the definition above it can be concluded that list group label strategy is a simple strategy that allows students to learn vocabulary independently. By listing all possible word related to the topic, make the students are interested in learning and stimulate their background knowledge about the topic.

4. The steps of using List Group Label

According to Allen (2007:83), the procedure of List Group Label strategy are:

1. **List:** Each student brainstorms words related to the word given by the teacher.
2. **Group:** students then work in small groups to share and combine their words into logical categories. As students attempt to combine three to five individual word lists, they begin to discover patterns of words.
3. **Label:** Once students create their categories, they label each of them.

Based on explanation above, the researcher concludes that the steps of list group label are:

1. Teacher divides students becomes four or more groups. Each group in consist of four to five students.
2. Teacher gives a topic to students.
3. Teacher ask the students to brainstorm word related to the topic
4. Students grouping words into their categories
5. Students name or label the categories they created before.

5. The Advantages of List Group Label

According to Brassel in Masyiriqi (2018: 32), There are some advantages of using list group label strategy in language teaching, they are namely:

- a. Encourage students to improve their vocabulary and categorization skills. It means list group label can help the students in increasing their vocabulary.
- b. Assist students in remembering and reinforcing new vocabulary. It easy to the students in remembering the new words.

- c. Allow students to organize their verbal concepts. It briefs by using list group label strategy the students not only know the meaning of the words but they can know the meaning based on concept and contexts.

Based on the explanation above the researcher concludes that, there are some disadvantages of using List group label strategy, as follows: (1) make the students more interested to learn vocabulary, (2) can improve the students' ability in vocabulary, (3) can be easy to remind their vocabulary, (4) their new words will stand longer in their mind, (5) can make students more active in teaching and learning process, (6) giving the students motivation to be more participates in learning vocabulary.

6. The Disadvantages of Using List Group Label Strategy

Besides, the advantages the list group label also has several disadvantages instead. As follows:

- a. This strategy is not effective when the students are not able to interact.
- b. The classroom atmosphere is noisy because the students work in a group. So it can disturbs other classes.

II. METHODOLOGY OF THE RESEARCH

Method is a way that is used to measure something that is done in finishing research. Method of the research is very important in conducting research because the method of the research the way to solve the problem of the research. According to Sugiyono (2015: 3), Method of the research is as a scientific way to obtain data with specific purposes and uses.

In this research, the researcher used experimental method. According to Sugiyono (2015: 107) stated that experimental research methods can be interpreted as research methods that are used to find the effect of certain treatment on other under controlled conditions.

Based on the explanation above the research design, it can be seen clearly from one group pre-test (o1) and post-test (o2) to get the data dependent and independent variables, the writer use experimental research because to find out the cause effect relationship between the variables.

The population in the research is all of the students at the eighth grade of MTs Darul Akhiroh Marancar are 24, and

sample are 24. To taking the sample, the researcher used total sampling.

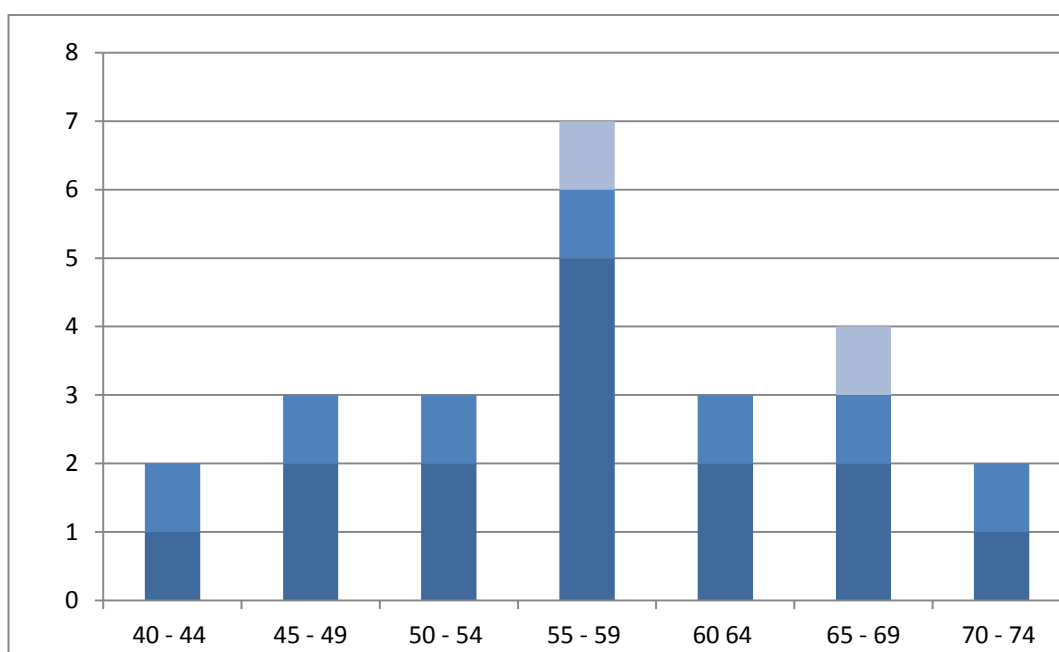
Arikunto (2013:203) says that "Instrument of the research is tool of activity used by researcher in collecting data, so that process becomes easier and better more careful, complete, and systematic".

III. RESULT

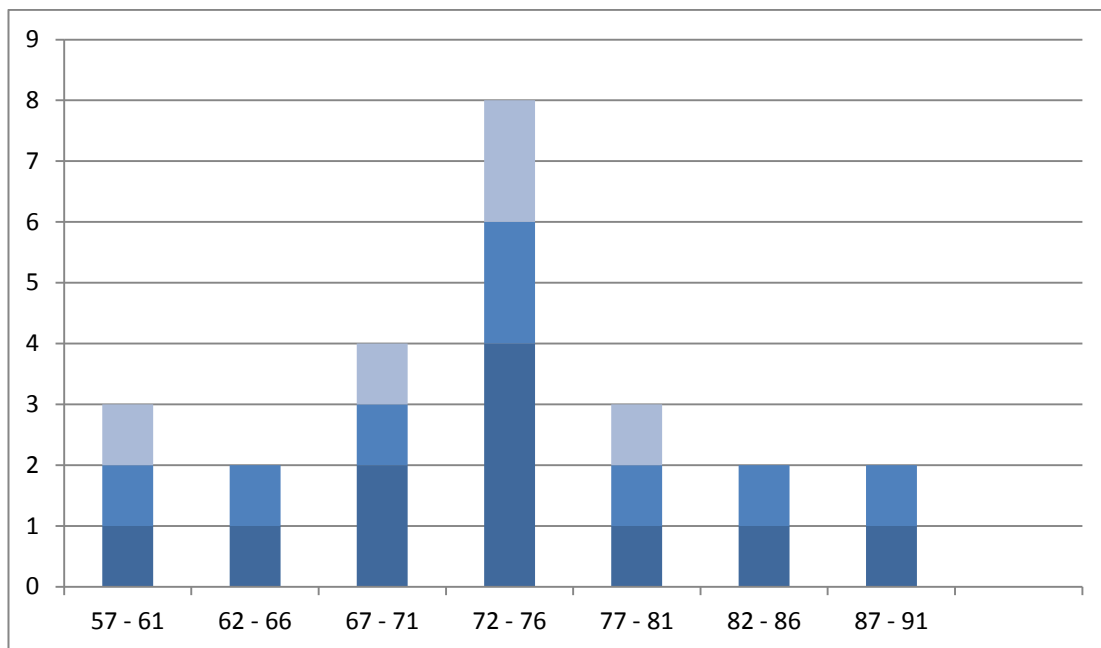
The scores of the variables X (List Group Label strategy) and variable Y (Vocabulary Mastery) calculated by applied statistical analysis which can be illustrated into description of the data order to described the students result.

Based on the data analyzed the observation sheet about the application of list group label strategy on students" vocabulary mastery of MTs Darul Akhiroh Marancar through 10 aspects of observation, obtained average score 3.6 with categorized "Very Good". And then pre-test, the researcher calculated the scores it was found the highest score was 70 and the lowest was 40. The mean score of vocabulary mastery before using list group label strategy on the eighth

grade students of MTs Darul Akhiroh Marancar was 56.59 categorized “Bad”. After given List group label strategy, the highest score was 87 and the lowest score was 57, the mean score was 75 categorized “Good”. The description of the differents data before and after using list group label can be seen in following histogram:



Students' Vocabulary Mastery before using List Group Label Strategy



Students' Vocabulary Mastery after using List Group Label Strategy

Based on the histogram, if we compared with pre-test the score still categorized “Bad” and after given post-test the score was increased. Histogram shown the used of list group label strategy is good for increased students’ vocabulary mastery, It means that there is a significant effect of list group label strategy on students’ vocabulary mastery at the eighth grade students of MTs Darul Akhiroh Marancar or Ha was accepted.

IV. DISCUSSION

After given pre-test and pot-test to the students, the writer found that the result of vocabulary mastery after using list group label strategy was better than before using list group label strategy, it can be seen ttest is higher than ttable (ttest 3,13 > ttable 2.07). So that, the hypothesis was received, it could be concluded that the effect of list group label strategy on students' vocabulary mastery was higher than before given riddles games at the the eighth grade students of MTs Darul Akhiroh Marancar.

By looking the previous related research which has been discussed in the chapter II, and if the researcher compare them with result of this research. It could be concluded that students' vocabulary mastery after using list group label strategy is higher than the students' vocabulary mastery before using list group label strategy. It means that eventhough the using of list group label strategy in vocabulary mastery gave the improvement, but the using of list group label strategy was more effective to make students mastering vocabulary.

Based on the explanation above, in this research the writer can concluded that the riddles games was very important and suitable to increase the students" vocabulary mastery.

CONCLUSION

Based on the result of this research, in chapter IV the researcher can conclude that the application of list group label strategy on students „ vocabulary mastery at the eighth grade students of MTs Darul Akhiroh Marancar is 3.6 it is categorized "Very Good“, The students" vocabulary before and after using list group label strategy at the seventh grade of eighth grade students of MTs Darul Akhiroh Marancarbefore is 56,59 categories "bad" and after is 75 categories "Good". So, there is a significant effect of using list group label strategy on students" vocabulary mastery. It means that ttest is higher than ttable. In other word, hypothesis is accepted.

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