# THE EFFECT OF LIST GROUP LABEL STRATEGY ON STUDENTS' VOCABULARY MASTERY AT THE EIGHTH GRADE OF MTs ISLAMIYAH PALANGKA RAYA

## THESIS

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**DEPARTMENT OF LANGUAGE EDUCATION**
**STUDY PROGRAM OF ENGLISH EDUCATION**
**2018 M / 1439 H**

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## THESIS

Presented to
State Islamic Institute of Palangka Raya
in partial fulfillment of the requirements
for the degree of *Sarjana* in English Language Education

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iv

## OFFICIAL NOTE

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To, Dean of Faculty of Teacher
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Peace is unto you and God's mercy and blessing as well.

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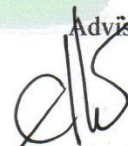
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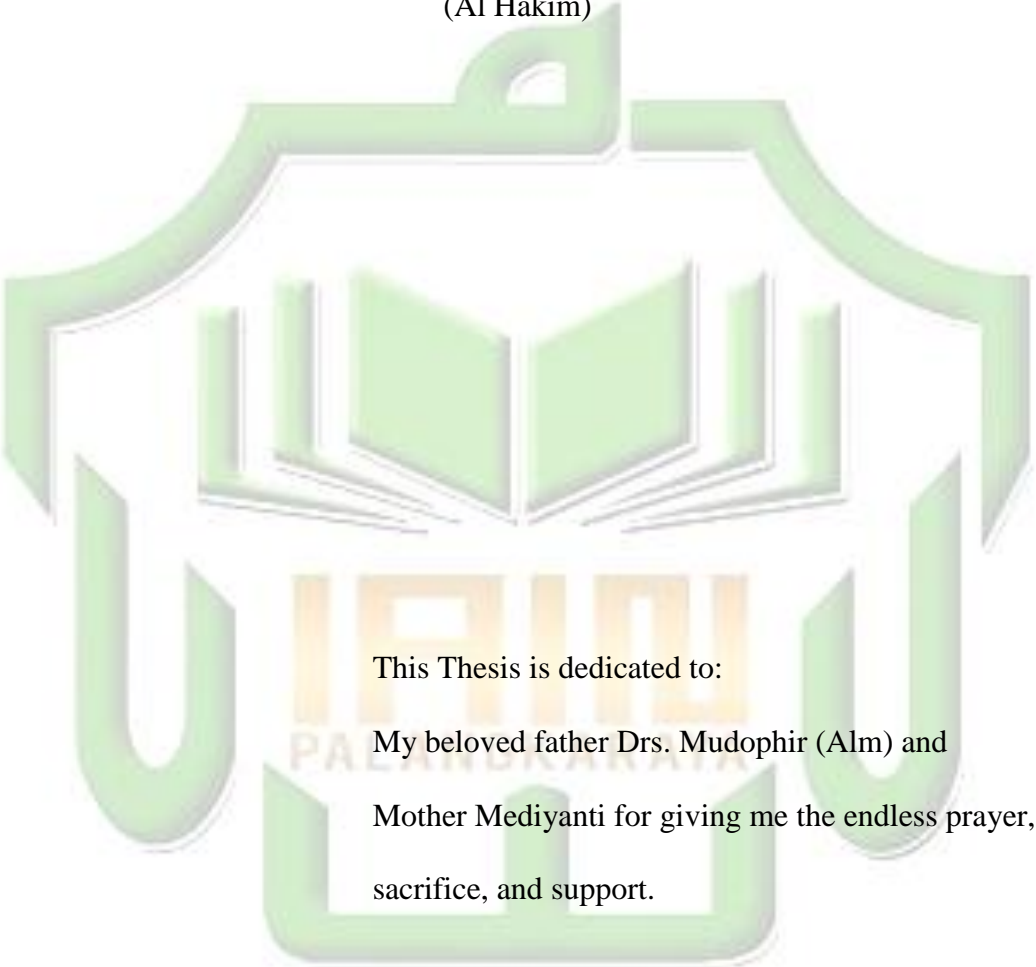**Luqman Baehaqi, S.S., M.Pd**
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# MOTTO AND DEDICATION

"Take benefit of five before five: your youth before your old age, your helath

before your sickness, your wealth before your proverty, your free-time before

your preoccupation, and your life before your death."

(Al Hakim)

This Thesis is dedicated to:

My beloved father Drs. Mudophir (Alm) and

Mother Mediyanti for giving me the endless prayer,

sacrifice, and support.

# DECLARATION OF AUTHORSHIP

بِسْمِ ٱللَّهِ ٱلرَّحْمَٰنِ ٱلرَّحِيمِ

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Declare that:

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2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.

3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that my be imposed to me.

Palangka Raya, 28<sup>th</sup> May 2018
Yours Faithfully,

**Amirul Masyriqi**
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# ABSTRACT

Masyriqi, Amirul. 2018. *The Effect of List Group Label Strategy on Students' Vocabulary Mastery at The Eighth grade of MTs Islamiyah Palangka Raya*. Thesis. Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Luqman Baehaqi, S.S, M.Pd, (II) Aris Sugianto, M.Pd.

**Key Words:** Vocabulary, Strategy, and List Group Label

This study was aimed at measuring the effect of using list group label strategy on the eighth grade students' vocabulary mastery. The main purpose of this study was to find out whether there was any significant difference in the students' achievement between experimental and control groups.

The researcher conducted this study used quantitative research with quasi-experimental design. The researcher designed the lesson plan, conducted the treatment, and observed the students' scores by pre-test and post-test. The population of the study was all of the eighth grade students at MTs Islamiyah Palangka Raya. They were 38 students. The researcher took all students of two classes as the sample of the study. They were class (VIII-A) which consisted of 19 students (given list group label strategy) and class (VIII-B) which consisted of 19 students (without list group label strategy). Since its design was quasi experimental design, the data of the test were analyzed by using SPSS and t-test formula to know the difference of the students vocabulary mastery between two groups. In the pre-test, the average score of the experimental group was 31.68 and the control group was 32.85. The average score of post-test of the experimental group was 57.63 and the control was 44.79. The result of the t-test was 2.862 and t-table at 1 % and 5% was 2.028 and 2.719 it means that t-test value is higher than t-table 2.028< 2.862 >2.719. This indicated that teaching vocabulary by using list group label strategy gives significant effect toward the students' vocabulary mastery.

# ABSTRAK

Masyriqi, Amirul. 2018. *Pengaruh list Group Label Strategi Pada Penguasaan Kosa Kata Siswa Kelas Delapan di MTs Islamiyah Palangka Raya*. Skripsi. Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Luqman Baehaqi, S.S. M.Pd (II) Aris Sugianto, M.Pd.

**Kata Kunci:** Kosa Kata, Strategi, List Group Label

Penelitian ini bertujuan untuk mengukur dampak list group label strategi terhadap kemampuan penguasaan kosa kata pada siswa kelas delapan. Tujuan utama dari penelitian ini adalah untuk mengetahui apakah ada perbedaan signifikan dalam pencapaian siswa antara kelompok ekperimen dan kontrol.

Peneliti melakukan penelitian ini menggunakan penelitian kuantitatif dengan desain kuasi eksperimental. Peneliti merancang rencana pelajaran, memberi perlakuan dan mengamati nilai siswa dengan pre-test dan post-test. Populasi penelitian ini adalah seluruh siswa kelas VIII di MTs Islamiyah Palangka Raya. Mereka berjumlah 38 siswa. Peneliti mengambil semua siswa dari dua kelas sebagai sampel penelitian. Mereka adalah kelas (VIII-A) yang terdiri dari 19 siswa (diberi list group label strategi) dan kelas (VIII-B) yang terdiri dari 19 siswa (tanpa list group label strategi). Karena desainnya adalah dengan desain kuasi eksperimen, maka hasil data tes dianalisis dengan menggunakan SPSS dan rumus t-test untuk mengetahui perbedaan penguasaan kosa kata siswa antara dua kelompok. Pada pre-test, nilai rata-rata kelompok eksperimen adalah 31,68 dan kelompok kontrol adalah 32,85. nilai rata-rata post-test kelompok eksperimen adalah 57,63 dan kontrol adalah 44,79. Hasil uji t adalah 2,862 dan t-tabel sebesar 1% dan 5% adalah 2,028 dan 2,719 artinya nilai t-test lebih tinggi dari t tabel 2.028 <2.862> 2.719. Hal ini menunjukkan bahwa pengajaran kosakata dengan menggunakan list group label memberikan pengaruh yang signifikan terhadap penguasaan kosa kata siswa.

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Palangka Raya, 28th May 2018

The Writer

**AMIRUL MASYRIQI**

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# TABLE OF CONTENTS

# LIST OF TABLES

# LIST OF FIGURES

# LIST OF APPENDICES

Appendix
1. Research Schedule
2. Syllabus
3. Lesson Plan
4. Instrumet of Try out, Pre Test and Post Test
5. The Result and codes of Try out, Pre Test score and Post Test score
6. Students' Worksheet and Products
7. Documentation
8. Letters
9. Curriculum Vitae

# LIST OF ABBREVIATION

| Df | : Degree of Freedom |
|---|---|
| Ha | : Alternative Hypothesis |
| Ho | : Null Hyphothesis |
| LGL | : List Group Label |
| SPSS | : Statistical Package for the Social Science |
| MTs | : Madrasah Tsanawiyah |

# CHAPTER I
## INTRODUCTION

## A. Background of The Study

Learning English language is very important because English has become an international language, which is used by most communities in the world. Many countries use English as their second language. In spite of the difficulties in studying English, it is worthwhile to study the language because it plays a very important role in almost all fields of life such as communication, commerce, economy, politics, education, science, technology and so on.

Being an international language, make every people need English and study language both formal and informal and used the English language as a tool to communicate with people from other countries because English is an international language. Finocchiaro (1974; p. 3) stated that Language is a system of arbitrary, vocal symbol, which permits all people in given culture or other people who have learned the system of that culture, to communicate or to interact.

In learning the English language the first thing we have to emphasize is the vocabulary. Vocabulary is very important in a language. Thornbury (2002; p. 13) stated that without grammar we can convey very little but without vocabulary we convey nothing. Vocabulary as one of the important aspects in grammar has a very important role in supporting the four language skills. Harmer (1984; p. 149) states that in teaching a foreign language, including speaking, writing, and reading and listening skill, it is impossible to use those

skills without vocabulary. Without possessing an extensive vocabulary, we will be unable to use all we have learned for comprehensible communication, including the structures and the functions.

Vocabulary is one of the language components that have to be taught to the students in learning a foreign language. Since the knowledge of word and word meaning is essential in both the expressive and receptive aspect of language, vocabulary building is vital to the early language program. Unfortunately, many students consider learning vocabulary as a tedious job. Because of that, the teacher should look for an effective technique to make learning vocabulary easier, more pleasant, and enjoyable.

Based on the observation and my experience during conducting teaching practice most of the students have any problems and difficulty in mastery vocabulary and the students were still not fluent in English words. It happened because the students have lacked in prior knowledge or experience with the vocabulary, the students only memorize words for a moment and cannot recall words in other times, the students difficulty in conceptualizing vocabulary and most of the students didn't brought a dictionary, lacked of motivation. Besides that, the students felt the teaching learning process was uninterested because the lesson held in the midday and this situation makes them lazy to study English. Those factors influenced the students' achievement. It made students had low achievement in vocabulary. So the teacher who teaches vocabulary must have good strategies to make students more interested in using method or media in teaching learning. There are some vocabulary learning strategies

which can be used to improve the students' vocabulary, like using authentic language, making creative activities, encouraging self-motivation, creating mental linkages, doing memory strategies, visual/auditory strategies, and physical action, applying strategies which is used to overcome anxiety, strategies which is used to organize words like using flash card, list group label, mind mapping, frontloading, words wall etc. These vocabulary learning strategies will help a learner to be good a learner in mastering vocabularies.

Based on the problems mentioned above, the researcher recommended that can be used to solve the problem in teaching vocabulary is by using list group label strategy. List group label is a simpler version of semantic mapping, this strategy encourages students to improve their vocabulary and categorization skills and learn to organize concepts. By using this strategy as a teaching strategy will help students to active their prior knowledge and will help to remember English word easily and to teach students to make concept about vocabulary.

Based on the explanation above the researcher will take the theme about **"THE EFFECT OF LIST GROUP LABEL STRATEGY ON STUDENTS' VOCABULARY MASTERY AT THE EIGHTH GRADE OF MTs ISLAMIYAH PALANGKA RAYA"**

## B. Problem of The Study

Based on the background of the study above, the researcher formulated the problem of the study as follows; is there any significant effect of list group label strategy toward vocabulary scores of the eight grade students of MTs Islamiyah Palangka Raya?

## C. Objective of The Study

The objective of the study is to find impacts of using list group label strategy in teaching English vocabulary of the eighth grade at MTs Islamiyah Palangka Raya.

## D. Hypothesis of The Study

1. Ha: List group label strategy gives effect toward students' scores in increasing English vocabulary of the eighth students at MTs Islamiyah Palangka Raya.

2. Ho: List group label strategy doesn't give effect toward students' scores in increasing English vocabulary of the eighth students at MTs Islamiyah Palangka Raya.

## E. Significances of The Study

This study has 2 significances. Theoretically, the study is to understand more how vocabulary can be taught by using list group label strategy in improving the students' knowledge on vocabulary.

Practically, the researcher expects the result of the study gives a contribution to the English teachers about the effect of list group label strategy towards students in increasing their vocabulary. The study purposes to help

students solve their vocabulary acquisition. Furthermore, the result of this study probably gives support to the teacher and students in developing English vocabulary. In addition, list group label can encourage students to improve their vocabulary and categorization skill and learn to organize concept that can be used by the teacher as an alternative technique of vocabulary strategies to be applied in teaching English.

## F. Limitation of The Study

In this study, the research subject is limited to the eighth grade students at MTs Islamiyah Palangka Raya. The research object is limited on using list group label strategy in teaching vocabulary. On the other hand, the limitatiom of the study are about noun, verb and adjective.

## G. Variables of The Study

A variable refers to a characteristic or attribute of an individual or an organization that can be measured or observed and that varies among the people or organization being studied. In this study there are two variables, they are independent variable (X) and dependent variable (Y).

1. Independent Variable: list group label that uses as teaching strategy in increasing vocabulary achievement.(x)

2. Dependent Variable: the result of the students' vocabulary score.(y)

## H. Definition of Key Terms

1. Effect

A S Hornby (1995; p. 369) defines effect as a change produced by an action or a cause, a result or an outcome.

2. List Group Label

List group label is a vocabulary strategy where students are asked to generate a list of words, group them according to their similarities then label the group.

3. Vocabulary

Vocabulary is the total number of words in the language (Hornby, 1995; p. 1331). It means if it used with varying meanings the English students need to be able to recognize quickly. Vocabulary is a word of the language that has meaning and systematically in use (Michael, 1990; p. 3).

4. Vocabulary Mastery

Vocabulary is a list of words used in a book with definitions or translations (Hornby, 1974; p. 959). Mastery is great skill or knowledge, control or power (Oxford University Press, 2008; p. 271). Vocabulary mastery is the skill or knowledge to control in understanding of the words in a language.

**I. Framework of The Discussions**

Chapter I    : Introduction, which consists of background of the study problems, of the study, objectives of the study, significances of the study, limitation of the study, definition of key terms, framework of discussions.

Chapter II   : Review of related literature, which consists of previous of the study, definition of vocabulary, part of vocabulary, the importance of vocabulary, vocabulary mastery, teaching

vocabulary, assessing vocabulary, definition of list group label, steps of list group label, the advantages and disadvantages of list group label, teaching procedures of list group label.

Chapter III : Research Method, which consists of research type, research design, population and sample, research site, research instrument, research instrument try out, research instrument validity, research instrument reliability, index difficulty, normality, homogeneity, data collection, data analysis.

Chapter IV : Research findings and discussion, which consist of data presentation, research findings and discussion.

Chapter V : Conclusion and suggestion, which consist of conclusion and suggestion.
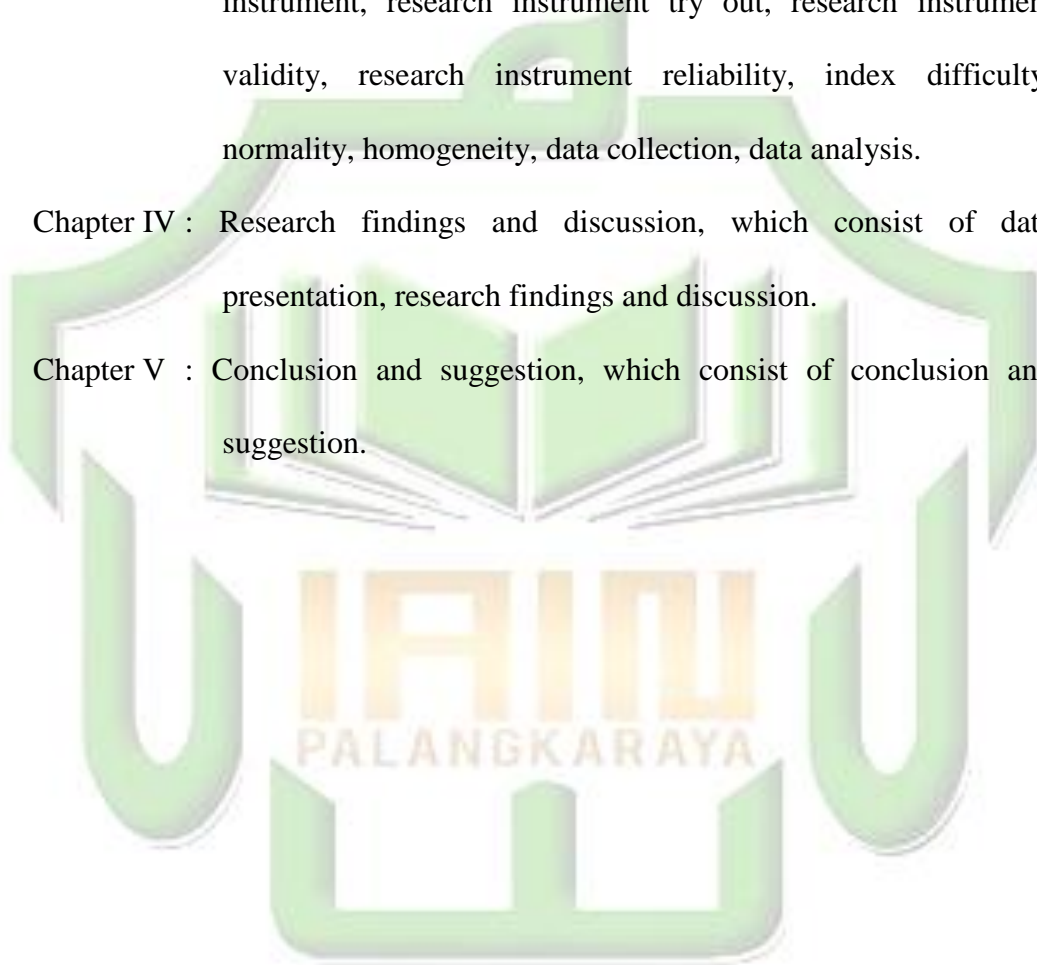
# CHAPTER II
# REVIEW OF RELATED LITERATURE

## A. Previous of The Study

The first is research that had been done by Rini Indrawana (2011) entitled *"The Use Of LGL (List Group Label) Strategy To Improve Students' Vocabulary In Learning English Of Year Five Students At Elementary School 034 Tenayan Raya Pekanbaru"*. The purpose of this research is to know the improvement of students' voacabulary in learning English throught LGL. LGL is a strategy for improving students' vocabulary and categorization skills, organize their verbal concept, and aid them in remembering and reinforcing new words.

it was conducted at elementary school 034 Pekanbaru on Dahlia Indah street Tenayan Raya. The population of this research is taken from the year five students at elementary school 034 Teanayan Raya Pekanbaru. The total number of the sample taken with total sampling, it took from class V. A was 35 students and V. B was 35 students. The data taken from a test given and the data analyzed by using t-test.

After analyzing the data, it can be found that the alternative hypothesis is accepted. Because the t-test in the post test gave the value of t observed is 6.2 meanwhile, the value of t table on the degree of freedom  68 (df 35-1 + 35-1) at 0.5 level significant for two tails test is 2000. We can see that the significant different between t test and t observed. t observed is greater than t table (6.2 >2.000). It can means that by using LGL there is significant improvement

score between of the experimental class and control calss. In conclusion the use of LGL strategy in lerning English can improve students' vocabulary. so the students were more active and interest in memorizing new vocabularies to improve their vocabulary.

The second is research that had been done by Mustafiah Nur Pratiwi (2013) entitled *"The Effectiveness Of Using List Group Label in Teaching Vocabulary Viewed From Students' Creativity (An Experimental Study For Students at The Fifth Grade of SD N VII Wonogiri In The Academic Year of 2012/2013)".* The objectives of the research are to clarify whether:(1) List Group Label is more effective than translation to teach vocabulary to the fifth grade students of SDN VII Wonogiri in the academic year of 2012/2013;(2) the students having high creativity have better vocabulary master than those having low creativity and (3) there is an interaction between teaching strategies and creativity in teaching vocabulary for the fifth grade students of SDN VII Wonogiri in academic year of 2012/2013.

The research method was experimental, the subject of research was the fifth grade and the total number of sample was 30 students. The fifth grade students of VB were as an experimental class who were taught using LGL and the fifth grade students of VA were as control class who were taught using translation. The data were in the form of quantitative data and they were taken from a test. They were the scores of students' vocabulary test after having nine times treatment for each class. The research analyzed the data using ANOVA or analysis of variance and turkey test. Based on the result of data analysis, the

research finding are:(1) the LGL is more effective than translation strategy to teach vocabulary, (2) the vocabulary mastery of the students having high creativity is better than that of those having low creativity and (3) there is an interaction between teaching strategies and students' creativity. Based on the research findings, it can be concluded that LGL is an effective strategy to improve the vocabulary mastery of the fifth grade students of SDN VII Wonogiri. The use of the research implies that the use LGL can be effectively used to improve students vocabulary mastery. In LGL students will develop their academic vocabulary by categorizing words into a group that relates to similar concepts.

The third is research that had been done by Rina Ardiyanti (2015) entitled *"The Use Of List Group Label (lLGL) Strategy In Developing Students' Academic Vocabulary Mastery" (A Quasi Experimental Research At Eleventh Grade of SMA Negeri 1 Pati in The Academic Year of 2015/2016)*. This final project is about the use of List-Group-Label (LGL) strategy in developing students" academic vocabulary mastery. The main purpose of the study was to find out whether there was any significant difference in the students" achievement between experimental and control groups or not. In addition, itwas aimed to find out the effectiveness of List-Group-Label (LGL) strategy which contributed to the students" academic vocabulary mastery.

The writer conducted this study by using quasi experimental research. The sample of the study was two groups of 32 students who enrolled English subject in the cross interest program in XI MIPA 4 and XI MIPA 8 of SMAN

1 Pati in the academic year of 2015/2016. Both groups had to take a pre-test, before the treatment was given. One of the groups received the treatment by using List-Group-Label (LGL) strategy and the other group was taught by using regular method. After getting the treatment, both groups had to do a post-test. In order to find out whether there was a significant difference in the students' achievement between the experimental and the control groups, $t$-test statistical analysis was applied by using Statistical Package for the Social Science (SPSS) 16.0 application. Meanwhile, normalized learning gain formula based on Meltzer was used to find out how effective List-Group-Label (LGL) strategy contributed to the students' academic vocabulary mastery. The results showed that there was a significant difference in the students' achievement between the experimental and the control groups. The significant (2-tailed) coefficient was 4% and it was lower than the significant coefficient 5%, so the working hypothesis was accepted. Besides, the percentage of students' learning improvement after they got the treatment was 42%. These results indicates that the use of List-Group-Label (LGL) strategy in developing students' academic vocabulary mastery is effective and it can be used as an alternative strategy which facilitates students" academic vocabulary development. It is suggested that List-Group-Label (LGL) strategy can be used in teaching and learning academic vocabulary by integrating it into reading activities. The pedagogical implication was proposed to the teachers and the students. The teachers should be good facilitator in the learning

activities and the students need to be active learners in the effort of developing their academic vocabulary mastery.

## B. Vocabulary

### 1. Definition of Vocabulary

Vocabulary is one of the language components which should be mastered by English learners. Vocabulary has a role, which parallels with phonology and grammar to help the learner mastering four language skills.

Finocchiaro (1974; p. 73) explains that vocabulary can be divided into two kinds, namely active vocabulary and passive vocabulary. Active vocabulary refers to the words in which the students can understand and pronounce correctly can use them in speaking or in writing used by a person to encode his idea. Passive vocabulary refers to the words in which the students can recognize and understand while they are reading or listening to someone speaking, but they do not use the words in speaking or in writing. The words or vocabularies can be spoken and also written.

Thornbury (2002; p. 13) said without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Only with sufficient vocabulary one can express his ideas effectively, can understand the language task and foreign language conversation. With, the limited vocabulary the students will have the difficulties in learning and understanding the foreign language.

According to Peny Ur (1996; p. 60) vocabulary is one of the linguistics aspects that is important in teaching a language, besides structures and pronunciation. As a stock of words used by a person, vocabulary can be

defined roughly as the words we teach in the foreign language. Hatch and Brown (1995; p. 1) defined vocabulary as a list or a set of words for a particular language or a set of words that individual speaker of language might use.

According to Hornby, vocabulary is:

a. The total number of words, which (with rules for combining them) make up a language.

b. The range of words known to or used by a person in trade, profession, etc.

c. The book containing a list of words, a list of words used in a book etc, usually with definition or translation (Hornby, 1987; p. 1959).

Based on the definitions above, the researcher can conclude that vocabulary is one of the language components that are used to communicate between someone to other. No language exist without vocabularies and words are signs or symbol for an idea. Teaching and learning vocabulary related to the words and their meanings. The more words learn the more ideas we should have. It means that without vocabulary we will be unable to use language communicatively.

## 2. Parts of Vocabulary

Hatch and Brown (2001; p. 218) classify the vocabularies (words) into two based on their functional categories, they are major classes and closed classes. They are explained as follows with examples.

a. Major Classes

1) Noun: it refers to a person, place or thing, for example; Maria, teacher, book, etc.

2) Adjective: it refers to the words that give more information about a noun or pronoun, for example; kind, bad, smart, beautiful, ugly, etc.

3) Verb: it refers to the words that denote action, Burn states that a verb is a word that shows action or being or verb is a word that donates action (Paul, 1984; p. 295). For example; walk, read, eat, run, smile, etc.

4) Adverb: it refers to the words that describe or add to the meaning of a verb, adjective, another adverb or a whole sentence, for example: carefully, diligently, honestly, etc.

b. Closed Classes

1) Pronoun: it refers to nouns that have already been mentioned, for example; she, they, her, etc.

2) Preposition: it refers to the words that help locate items and actions in time and space, for example; at, on, beside, under, between, etc.

3) Conjunction: it refers to the words that connect sentences, phrases or clause, for example; and, so, but, etc.

4) Determiner, it refers to the words that used before a noun to show which particular example of the noun you are referring to, for example; the, a, an, my, your, that, this, those, etc.

### 3. The Importance of Vocabulary

Vocabulary as one of the language elements that integrated with communicative expression. Vocabulary is important this has come about partly of vocabularies as a result of the development of communicative approaches to language teaching and partly through a stimulus of comprehension based methods such as the natural approaches. So, vocabulary is important for the students to master language skills and also to understand what the speaker said.

Rivers in Nunan (1991; p. 117) also states that the acquisition of an adequate vocabulary is essential for successful language use. It is because, without an extensive vocabulary, we cannot use structures and functions of which we may have learned for comprehensible communication. It forms an opinion that the development of a rich vocabulary is an important element in learning a second language, especially English. Vocabulary is also important to express an idea or to ask for certain important. If someone has a lack of vocabulary, he or she will find some difficulties in expressing his or her ideas in oral or written. In addition, if the learners have a less vocabulary, they cannot access information or knowledge. Moreover, without the words, the learner cannot really understand facts or ideas that the learners have met. One should be able to master adequate vocabulary to convey their message.

### 4. Vocabulary Mastery

Vocabulary is one of the language aspects which should be learnt. Learning it is important because in order to be able to speak, write, and listen learners have to know vocabulary first. A person said to know a word if they

can recognize its meaning when they see it (Cameron, 2001; p. 75). It means that in learning vocabulary learners have to know the meaning of it and also understand and can use it in sentence context. According to John (2000; p. 16), vocabulary is knowledge of knowing the meanings of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary – tape definition, or an equivalent word in their own language. In learning vocabulary automatically they have to know the meaning of words themselves and can use it in sentences.

In brief, vocabulary mastery can be defined as a number of vocabulary (words) in a language which contains information about its meaning, form, and usage in context of communication. It is the basic knowledge that students should master first before mastering English. Vocabulary learning is a principal issue for English learning because it comprises the basic building blocks of English sentences. The vocabulary mastery is not a spontaneous process which is easy to be done. The process of vocabulary mastery begins when someone is still an infant. Basically, the baby's first language comes from the mother tongue. They will master the vocabulary through the simple words by listening to the words which are uttered by someone else. It is known that English vocabulary learning cannot run successfully without English ability (English skills) because both of them are very important in English teaching and learning process. The students cannot do well in comprehension without large vocabulary, for the passages and questions involve a range of words much wider than that of daily conversation. Harmer (2001; p. 16) says that there are

some aspects that have to be discussed in vocabulary, namely: word meaning (synonym, antonym, connotation, and denotation), extending word use such as idioms, word combination or collocation, and the grammar of words which comprises noun, verb, adjective, and adverb.

a. Meaning

The meaning can be classified according to the form they attach to. It can be classified into three forms: lexical meaning, morphological meaning, and syntactic meaning. Lexical meaning is the meaning that attaches to words as word. Morphological meaning is the meaning that attaches to morpheme. Morpheme is the smallest unit that carries information about meaning or function. And the meaning that attaches to the word arrangement in a sentence is the syntactic meaning. A word meaning can also be defined by its relationship to other words. One should also know the denotation and connotation of a word in order to know the negative or positive meanings that occur in the word.

1) Synonym

The two parts mean "same and name". Synonymy deals with sameness of meaning, more than one word having the same meaning, alternatively the same meaning being expressed by more than one word. In other words, synonym is words whose denotation is the same but has different connotation.

2) Antonym

Antonym is the opposite of meaning. The two parts mean "opposite + name". Antonym deals with oppositeness of meaning. Antonyms are not

differentiated for formality or dialect or technicality; antonyms occur within the same style, dialect, or register.

3) Denotation

Denotative meaning is called as some terms such as den notational meaning, cognitive meaning, conceptual meaning, ideational meaning, referential meaning, or proportional meaning. This is called dennotational, referential, conceptual, or ideational because the meaning refers to a certain referent, concept, or idea from reference. Denotative meaning is also called cognitive meaning because the meaning concerns with consciousness or knowledge.

4) Connotation

Connotation is more complicated than denotation. Connotation is feeling and emotion that occurs within a word. Thus, it can be said that connotation is denotative meaning which is stretched. In other words, connotation is the feeling and emotion associated with a meaning.

b. Use

According to Nation (2001; p. 1), there are some ways to draw the attentions to the use of words by quickly showing the grammatical pattern the word fits into (countable/uncountable, transitive/intransitive, etc.), giving a few similar collocates, mentioning any restrictions on the use of the word (formal, informal, impolite, only used with children, etc.), and giving a well-known opposite or a well-known word describing the group or lexical set it fits into.

c. Spelling

Spelling is the writing of a word or words with the necessary letters and diacritics present in an accepted standard order and an arrangement of letters that form a word or part of a word; the process of forming words by putting letters together. According to Ur (1996; p. 60) there are some important points that should be considered when teaching vocabulary that is form (pronunciation and spelling). The learners have to know what a word sound is like (its pronunciation) and what it looks like (its spelling).

d. Pronunciation

According to Hewings (2004; p. 3), pronunciation of a language is the main components of speech which combine together. These components range from the individual sounds that make up speech, to the way in pitch (the rise and fall of the voice is used to convey meaning). Pronunciation can be said as the act of uttering with articulation; the act of giving the proper sound and accent; utterance; as, the pronunciation of syllables of words; distinct or indistinct pronunciation. It is a way in which language is spoken. It includes segmental feature, vowel, and the intonation patterns. The listeners are supposed to apply them well and correctly. There are some important points that should be considered when teaching vocabulary that is form (pronunciation and spelling). The learners have to know what a word sound is like (its pronunciation) and what it looks like (its spelling). These are fairly obvious characteristics and the words will be perceived by the learners when encountering the items for the first time. From the definitions above, it can be inferred that learners should master the words of the language because

language consists of words. It is in order to be able to use the language approximately. Having mastered a large number of words, they will be able to express their ideas in the language approximately.

**5. Teaching Vocabulary**

Teaching vocabulary is not easy for the teacher. Some students have different ways to develop their skill in mastering the sounds system, like pronunciation, intonation, stress, pitch, length, etc. Teaching vocabulary plays an important role in language acquisition because the mastery of vocabulary will help students to master all of the language skills. Wallace (1982; p. 27) explains that teaching vocabulary should consider these following factors:

1. Aim

   The aim of teaching vocabulary is to make the teacher easy to formulate the material which will be taught to the students.

2. Quantity

   The teacher has to decide the number of vocabulary items to be learned. The learners will get confused or discouraged if they get many new words. Therefore, the teacher should select new words, which the learners can easily understand.

3. Need

   In teaching vocabulary, the teacher has to choose the words that really needed in communicate by the students.

4. Frequent exposure and repetition

Frequent exposure and repetition mean that the teachers should give much practice on repetition so that the students could master the target words well.

5. Meaningful Presentation

In teaching vocabulary, the teacher should present the target words clearly. In other words, the meanings of the target words are perfectly understanding and unambiguous.

6. Situation and Presentation

The teacher tells the students that they have to use the words appropriately. The use of the words depends on the situation in which they are used and depends on the person to whom they are.

**6. Assessing Vocabulary**

Brown (2004; p. 4) states that test are a subset of assessment, they are certainly not the only form of assessment that a teacher can make. Assessment can be for feedback to aid learning and for comparable competence. It can be done by carrying out a series of test during teaching learning process, as a good teacher never ceases to assess students.

Thornbury (2002; p. 129) states that without testing, there is no reliable means of knowing how effective sequence has been. In this learning process, assessment is used to measure student's achievement toward the material that has been taught and how far the students grasp the material during teaching and learning process by giving a test.

Nunan (2004; p. 147) states that assessment carried out for the purposes of placing students in groups will be very different from one undertaken to provide students with a final grade on their course. It means teachers need to assess what they already inculcated to their students so that they will know to what extent the students have achieved the previously formulated instructional objectives. In similarity to Celce and Muria (2001; p. 532) states that assessing is perhaps one of the least understood areas of language teaching and learning. Here is assessing for vocabulary such as:

a. Respondents receive sets of six words and three meanings and are instructed to choose the right word to go with each meaning. Example:

   1. Apply

   2. Elect ................. choose by voting

   3. Jump ................. become

   4. Manufacture ................. make

   5. Melt

   6. Threaten

b. Respondents receive a long list of words (e.g, 100) and are to indicate whether they know their meaning. Example: Check the words you know the meaning of,e.g., √ milk

c. Contextualized vocabulary: Respondents are asked to indicate what a word means within the context of a given passage. These response, could be open-ended or multiple-choice , e.g. what does *delinquent* mean?

(open-ended response)          ………………………

(Multiple-choice response)

a) Naughty                    c) Haughty

b) Sinful                     d) Irresponsible

In contrast to Thornbury (2002; p. 132) state that many types of test vocabulary, such as:

a. Multiple choice tests are a popular way of testing in that they are easy to score and they are easy to design. Moreover, the multiple choice format can be used with isolated words, words in a sentence context, or words in whole text, Here, for example is a 'word only' :

Tangle means?              a) a type of dance

                           b) a tropical forest

                           c) confused mass

                           d) a kind of fruit

b. Gap-fill test  require learners to recall the word from memory in order to complete a sentence or text. Moreover the ability to complete the gaps depends or understanding the context, as in the example:

Tumbu Fly

In South Africa of the Sahara, another (1)………. the traveler may encounter is (2)…………. tumbu or mango fly, which (3) ………. its eggs on clothing laid (4)…………. on the ground to dry. (5)……….. larvae hatch and burrow their (6)……… into the skin, causing boil-like (7)……. . These can be avoided by (8)……… that clothes, bedding, etc., (9)………. spread on the ground to dry.

c. C-test is test that the second half of every second word is deleted. For example:

Tumbu Fly

In South Africa of the Sahara, another pro……. the trav…… may encou……..is t……….tumbu o….. mango fl……., which la…. its eg………. on clot……. laid o……. on t………. ground t……. dry. T……. larvae hat….. and bur……. their w……. into t……. skin, cau…… boil-like swel…… These c…… be avoi…… by ensu……… that clot……., bedding, etc., are n……. spread o……. the gro…….. to dr………. .

d. Use a dictionary and choose a random selection of words. the test could take the form of multiple choice questions, or multiple matching task, such as the following:

Match the following words with their meaning (these are more meaning than words):

|  | 1. tall narrow building |
| --- | --- |
| Crowd | 2. annoy |

| | |
|---|---|
| Gull | 3. type of artist |
| Pester | 4. small sailing boat |
| Sculpture | 5. sea bird |
| | 6. a lot of people |

In the present study researcher chooses multiple choices to assessing of the test in order to know about the abiltiy of students in mastering the words that they have learn.

## C. List Group Label

### 1. Definition of List Group Label

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. Taba in Murphy (2010; p. 87) states that list group label is a strategy that builds on student's prior knowledge of a text topic and provides students with opportunity to brainstorm words that they associate with the topic.

Brassell (2011; p. 61) stated that list group label is an instructional strategy used to help students see how words can belong in a variety of group. In shorts, list group label can make the students to know the way word can include a group word. And they can know how the word can related with another word. This strategy can brainstorm the students before learning process. It allows the students to systematically improve their vocabulary and categorization skills

when dealing with a particular content area. According to Wood (2001; p. 58) list group label is a brainstorming strategy in which students recall as many terms as possible on a given topic and then group these terms according to their similarities.

Buehl (2009; p. 56) states list group label is a more involved brainstorming strategy that is effective for students who have an adequate baseline in information about topic. List group label is use to assess students' prior knowledge of the related topics to be as they are engaged in brainstorming words around the theme of the literature. According to Zwiers (2010; p. 156) states list group label is connections between words and concepts from texts that students have already read on a topic which help to prepare them for future texts on similiar topics.

Based on the several above opinions, the researcher takes a conclusion that list group label is teaching vocabulary strategy where students are asked to generate a list of words and group them according to their similarities and then label the group. This strategy will help students to encourage and to improve their vocabulary and categorization skills, organize their verbal concepts and aid them in remembering and reinforcing new words also activate their prior knowledge about the topic.

**2. Steps of List Group Label**

In applying list group label in teaching and learning the process, there are three main steps as follow:

a. List

The first step in applying list group label is listing all possible words that are related to the topic. Before, that the teacher begins the lesson by selecting a one or two-word topic. The main topic as a stimulus for the students to brainstorms their idea. The students should brainstorms their idea by listing some of the words that related to the topic.

b. Group/Label

In the second step, the students have to group the words into smaller categories. These smaller group should consist of words that have something in common with one another and each group should have at least three words. After the students make words into smaller categories, they are asked to label each category with a title that connects all words within the particular group. The labels, then share with the whole and they will be asked to retell why the words belong to the group they are in.

c. Follow up/Evaluation

In the last step, the students read or write their listed words and their works in grouping the words as well as the label for those words through the teacher and other students feedback. The students can eliminate the words which do not match with the label of group related to the topic or revise their work using appropriate words when it is necessary.

Based on Clark (2007) defines four step of list group label strategy there are:

1. Place the topic or keyword on the board

The teacher chooses the word or topic to be analyzed. The list group label strategy begin by asking the students to look at the topic and to think all about all the terms that they know that relate to the topic. Provide the students with some time to think about their responses.

2. List all the words that related to the topic word

Call on the students one by one to share their vocabulary words with group. Ask the students generate these terms, write them on an overhead, transparency, or on the board so that everyone can read them. Discuss any of the terms that might be difficult or unfamiliar together.

3. Categorize the vocabulary words

When the students have exhausted their responses, allow the students to place the terms into categories. Discuss the possible reason for placing words or terms in particular group. Many terms may fit into several categories or group.

4. Label all categories or groups

To refine the categorization skills of the students assign the label or title as a class to the various categories that they have developed. This label should relate to their reasoning for the grouping.

Table 2.1 Example of List Group Label

Marco Polo's Travel

**List**

| Mongol | China | Venetian |
|---|---|---|
| Traders | Merchants | India |
| Kublai Khan | Ambassador | Tartars |
| Turkish Speaking | Migratory | Central Asia Steppes |
| Regional Weather Difference | Pasture Land | Animals |
| Moveable Circular Home | Wood | Felts |
| Wagons | Carts | Hunters |
| Warriors | Milk | Meat |
| Social Harmony | Southeast Asia | Cooperation |
| Self-Sufficient | Trade | |

**Group**

| Kublai Khan | China | Felts |
|---|---|---|
| Ambassador | India | Wood |
| Merchants | Southeast Asia | Pasture Land |
| Traders | Central Asia Steppes | Animals |
| | Regional Weather Difference | |

| Cooperation | Wagons | Trade |
|---|---|---|
| Social Harmony | Carts | Migratory |
| Warriors | Moveable Circular Home | Animals |

| Hunters | Migratory | Self-Sufficient |
|---------|-----------|-----------------|
| Milk | | |
| Meat | | |

**Label**

| PEOPLE | GEOGRAPHY | RESOURCES |
|--------|-----------|-----------|
| Kublai Khan | China | Felts |
| Ambassador | India | Wood |
| Merchants | Southeast Asia | Pasture Land |
| Traders | Central Asia Steppes | Animals |
| | Regional Weather Difference | |
| **SOCIAL ORGANIZATION** | **TRANSPORTATION AND MOBILITY** | **ECONOMICS** |
| Cooperation | Wagons | Trade |
| Social Harmony | Carts | Migratory |
| Warriors | Moveable Circular Home | Animals |
| Hunters | Migratory | Self-Sufficient |
| **FOOD** | | |
| Milk | | |
| Meat | | |

**3. Teaching Procedures of List Group Label**

Brunner (2011; p. 14) states that the procedures that can be used in apply the list group label strategy as:

a. Introduce the selected topic to the students. In here teacher introduces what are the lesson today.

b. Place the students in groups of two or four, and ask them to review the words. It means the teacher ask the students to make a small group that can help them to understand the group of work.

c. Ask the students to brainstorm words related to the topic. It means the teacher give one word that related to the topic.

d. The teacher asks the students to think and try to find any words that are related to the topic.

e. Ask the students to individually determine ways the words can be grouped together. It briefs the teacher lead the students to make a group of all the words.

f. Ask the students to label each listing of words, and indicate how the words are related. Ask the students label of each group words.

g. After categories and labels have been assigned, facilitate a class discussion of the terms and words.

**4. The Advantages and Disadvantages of List Group Label**

This strategy will give advantages for the students. There are some advantages that given by some expert, Brassel (2011; p. 61) stated that there are three advantages of list group label strategy.

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.

Besides, the advantages the list group label also has several disadvantages instead. They are:

a. This strategy is not effective when the students are not able to interact.

b. This strategy is difficult for students that having low ability in English to create an idea to labeling the words.

c. This strategy organizes information with to categorize a group of words, this activity will be appealing to the students with strong skills. Students with weak skills may find this activity frustrating.

# CHAPTER III
# RESEARCH METHOD

## A. Research Type

This research study used quantitative approach. Quantitative is inquiry employing operational definitions to generate numeric data to answer predetermined hypotheses or questions (Ary, et al, 2010; p. 648). It was used quantitative approach because quantitative is the data that all of a number using statistic data.

## B. Research Design

The researcher used the quasi-experimental designs in this research. Quasi-experimental are similar to randomized experimental designs in that they involved manipulation of an independent variable but differ that they involve manipulation of an independent variable but differ in that the subjects are not randomly assigned to treatment groups. Because the quasi-experimental design does not provide full control, it is extremely important that researchers be aware of the threats to both internal and external validity and considers those factors in their interpretation. Although true experiments are preferred, quasi-experimental designs are considered worthwhile because they permit researchers to reach reasonable conclusions even though full control is not possible.

The type of this study was quasi-experimental study by the nonrandomized control group; a pretest-posttest design is one of the most widely used quasi-experimental designs in educational research. The researcher used

nonrandomized control group pre-test post-test design with a kind treatment. There are two groups in this model, control group and experiment group. Both of groups are given pre-test to measure the score of students before the treatment is given (Y1). The treatment gives for experiment group only (X). post-test give for both of groups to measure the score of the students after the treatment give (Y2). The scheme this model is.

**Table 3.1 Design of pre-test and post-test**

| Group | Pre-test | Treatment | Post-test |
|-------|----------|-----------|-----------|
| Experiment Group | YI | X | Y 2 |
| Control Group | Y1 | - | Y 2 |

Where:

X    : Treatment

Y1  : Pre-test

Y2  : Post-test

The students were determined into two groups experimental and control group. In this experimental, the researcher taught the students directly with the same material. Therefore, the use of list group label as a teaching strategy to teach vocabulary applied on experiment group only and the control group was not given treatment but taught by using conventional teaching method.

## C. Population and Sample

1. Population

The large group about which the generalization is made is called a population. A population is defined all members of any well-defined class or people (Ary, et al, 2010; p. 148). In this research, the researcher took the eighth grade students of MTs Islamiyah Palangka Raya as population and consisted of three classes, there are VIII A, VIII B, VIII C.

**Table 3.2 Population**

| NO | CLASSES | NUMBER OF STUDENT |
|----|---------|-------------------|
| 1 | VIII-A | 19 |
| 2 | VIII-B | 19 |
| 3 | VIII-C | 20 |
| Total | | 58 |

2. Sample

A Sample is a part of a population. A sample is a group selected from a population for observation in a study. For the sample, the researcher took the students in the eight grade of MTs Islamiyah Palangka Raya as a sample to get the data for this research. In this research, the researcher used cluster sampling because the unit chosen is not an individual but group individuals who are naturally together or grouped by the school. The researcher took two classes to be the sample, the first class was experiment group that use list group label

strategy and the second class was control group that was not used list group label strategy but taught by using conventional teaching method.

**Table 3.3 Number of Sample**

| NO | Group | Class of student | Number of student |
|:---:|:---:|:---:|:---:|
| 1 | E | VIII – A | 19 |
| 2 | C | VIII – B | 19 |
| Total | | | 38 |

E   : Experiment Group

C   : Control

## D. Research Site

In this study, the researcher was collected the data in two months. It was enough to get the specific data related to the students' vocabulary mastery score of the eighth grade students and the place of the study was MTs Islamiyah Palangka Raya.

## E. Research Instrument

The instrument is one of the most important parts of the research. The instrument of this study was test. The purpose is to measure the students' mastery of the vocabulary.

A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. To get the data the researcher used the test; it consists of pre-test and post-test. The function of pre-test was to know how many students' vocabulary before they

use list group label and the function of post-test was to know how many students' vocabulary that has already had after they use list group label as the strategy. The researcher maked a test of multiple choice items because the researcher wants to measure the students' vocabulary.

## F. Research Instrument Try Out

In order to prove the test is suitable for the students who were the sample of this study. The researcher conducted a tryout test. Then the researcher took students in the another school. The try out had been conducted to the eighth grade of MTs Muslimat NU on April 27th, 2017. These were the procedures that in carrying out this try out as follows:

a. The researcher was prepared the instrument try out.

b. The researcher was asked the students to do the test of try out.

c. The researcher was collected the students' answer.

d. The researcher was calculated the result of try out.

e. The researcher was analyzed the result of try out to know valid of test try out.

f. The results was valid, it means that the test items as the instrument of this study was suitable to be given.

## G. Research Instrument Validity

A validity is a measurement which shows the grades of a number of an instrument. A valid instrument must have high validity, it means that an instrument which lacks validity is said to be an invalid instrument. A validity

of a test is the extent to which the test measures what is intended to measures (Norman, 1985; p. 11). There will be two types of validity:

1. Content Validity

This kind of validity depends on a careful analysis of the language being tested and of the particular course objectives. The test should be so constructed as to contain a representative sample of the course, the relationship between the test items and the course objectives always being apparent (Heaton, 1975; p. 154). It is to measure how well the instrument gives for students.

2. Construct Validity

If a test has construct validity it is capable of measuring certain specific characteristics in accordance with a theory of language behavior and learning. Type of test will be vocabulary test and the form of test will be multiple choices. In this study, the test will be written test to measure the students' vocabulary knowledge.

To measure the validity of the instrument, the researcher will use the formulation of product moment by Pearson follows (Riduan, 2010; p. 75).

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N.\sum X^2 - (\sum X)^2\}\{N.\sum Y^2 - (\sum Y)^2\}}}$$

Where:

$r_{xy}$       : Numeral of index correlation 'r' product moment

N       : Total of sample

$\sum XY$       : Amount of the product between X score and Y score

$\sum X$   : Amount of the x score

$\sum Y$   : Amount of the y score

After the value of coefficient correlation ($r_{xy}$) is find, then it is calculated using a measurement of t-test with the formula as follows:

$$t_{observed} = \frac{r\sqrt{n-2}}{\sqrt{1-r2}}$$

Where:

$t_o$   : The value of $t_{observed}$

r   :The coefficient correlation of $r_{xy}$

n   : The number of students

The distribution of $t_{table}$ at alpha 5% and the degree of freedom (n-2) with the measurement of validity using these criteria:

$T_{observed} > T_{table}$ = valid

$T_{observed} < T_{table}$ = invalid

To know the validity level of the instrument, the result of the coefficient correlation would be interpreted to the criteria of the correlation index (r) as follows:

0,80 - 1000 = very high validity

0,60 - 0,799 = high validity

0,40 - 0,599 = fair validity

0,20 - 0,399 = poor validity

0,00 - 0,199 = very poor validity

Here are two examples to calculate the validity, for the result data can be seen at the table of the result of instrument try out (see apendix)

1. **Item No. 1**

   **a. Coefficient Correlation**

   $$\frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N.\sum X^2 - (\sum X)^2\}\{N.\sum Y^2 - (\sum Y)^2\}}}$$

   $$r_{xy} = \frac{25(1859) - (24)(1911)}{\sqrt{\{25.24 - 576\}\{25.148809 - 3651921\}}}$$

   $$r_{xy} = \frac{46475 - 45864}{\sqrt{\{600 - 576\}\{3720225 - 3651921\}}}$$

   $$r_{xy} = \frac{611}{\sqrt{(24)(68304)}}$$

   $$r_{xy} = \frac{611}{\sqrt{1639296}}$$

   $$r_{xy} = \frac{611}{128034995} = 0.47721328$$

   **b. The value of $t_o$**

   $$t \text{ observed} = \frac{r\sqrt{n} - 2}{\sqrt{1 - r2}}$$

   $$t \text{ observed} = \frac{0.47721328 \times \sqrt{25}\text{-}2}{\sqrt{1\text{-}(0.47721328)^2}}$$

   $$t \text{ observed} = \frac{0.47721328 \times \sqrt{23}}{\sqrt{1\text{-}(0.227732515)}}$$

   $$t \text{ observed} = \frac{0.47721328 \times 4.795832}{\sqrt{0.772267485}}$$

   $$t \text{ observed} = \frac{2.28863472}{0.878787508446} = 2.60430957$$

### c. Degree of freedom

df            = n-2

               = 25-2 = 23

df at 23       = 1.714

T observed = 2.60430957 > t table = 1.714, it means the item was **valid**

### 2. Item No. 7

#### a. Coefficient Correlation

$$\frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N.\sum X^2 - (\sum X)^2\}\{N.\sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{25(1739) - (23)(1911)}{\sqrt{\{25.23 - 529\}\{25.148809 - 3651921\}}}$$

$$r_{xy} = \frac{43475 - 43953}{\sqrt{\{575 - 529\}\{3720225 - 3651921\}}}$$

$$r_{xy} = \frac{-478}{\sqrt{(46)(68304)}}$$

$$r_{xy} = \frac{-478}{\sqrt{3141984}}$$

$$r_{xy} = \frac{-478}{177256424} = -0.26966582$$

#### b. The value of $t_o$

$$t\ observed = \frac{r\sqrt{n} - 2}{\sqrt{1 - r2}}$$

$$t\ observed = \frac{0.26966582 \times \sqrt{25}\text{-}2}{\sqrt{1\text{-}(0.26966582)^2}}$$

$$t\ observed = \frac{0.26966582 \times \sqrt{23}}{\sqrt{1 - (0.0727196545)}}$$

$$t\ observed = \frac{0.26966582 \times 4.795832}{\sqrt{0.927280356}}$$

$$t\ observed = \frac{1.29327197}{0.962953973978} = -1.34302573$$

**c. Degree of freedom**

df            = n-2

                = 25-2 = 23

df at 23      = 1.714

T observed = -1.34302573 < t table = 1.714, it means the item was **invalid**

Based on the result of instrument validity, it could be found that there were seventy items which were valid and there were thirty items which were invalid.

**Table 3.4 The Validity of Try Out Test**

| Criteria | Number of Items | The Total Number |
|---|---|---|
| Valid | 1,2,3,4,5,6,8,9,10,13,14,15,16,18,19,20,22,23,25,26,27,28, 31,32,33,34,35,36,38,39,40,42,46,47,50,51,53,54,55,56,57, 58,59,60,61,63,64,68,69,71,73,74,75,76,77,79,80,86,87,88, 89,90,92,93,95,96,97,98,99,100 | 70 |
| Invalid | 7,11,12,17,21,24,29,30,37,41,43,44,45,48,49,52,62,65,66, 67,70,72,78,81,82,83,84,85,91,94 | 30 |

## H. Research Instrument Reliability

Reliability also means the consistency with which a test measures the same thing all the time. Reliability of a test refers to its consistency with which it yields the same rank for an individual taking the test several times (Norman, 1985; p. 14). To measure the reliability of the measurement, the researcher use the formula of Kuder-Richardson (KR - 20) as follows:

$$r_{11} = \left(\frac{k}{k-1}\right)\left(\frac{St^2 - \sum piqi}{St^2}\right)$$

where:

$r_{11}$ : Reliability of an instrument

K : Number of test items

pi : the number of subject answer per item

qi : 1 - pi

$St^2$ : total variant

Then the Classification of the Reliability are:

| | |
|---|---|
| 0.800 - 1.000 | : Very High Reliability |
| 0.600 - 0.799 | : High Reliabilty |
| 0.400 - 0.599 | : Fair Reliability |
| 0.200 - 0.399 | : Poor Reliability |
| 0.000 - 0.199 | : Very Poor Reliabilty |

The result of reliability has been calculated by using Kuder Richardson (KR20) formula where some of the data have known like $S_t^2 = 109.2864$, $\sum Y = 1911$, $\sum Y^2 = 148809$, $K = 100$, $\sum piqi = 16.0958556$.

The formula to find out the total variance as follow:

$$S_t^2 = \frac{\sum Y^2 \frac{(\sum Y)^2}{N}}{N}$$

$$S_t^2 = \frac{148809 \frac{(1911)^2}{25}}{25}$$

$$S_t^2 = \frac{148809 - 146.076.84}{25}$$

$$S_t^2 = \frac{2732.16}{25}$$

$$S_t^2 = 109.2864$$

The formula to find out the coefficient of reliability as follow:

$$r_{11} = \left(\frac{k}{k-1}\right)\left(\frac{St^2 - \sum piqi}{St^2}\right)$$

$$r_{11} = \left(\frac{100}{100-1}\right)\left(\frac{109.2864 - 16.0958556}{109.2864}\right)$$

$$r_{11} = \left(\frac{100}{99}\right)\left(\frac{93.1905444}{109.2864}\right)$$

$$r_{11} = (1.0101)(0.852718585)$$

$$r_{11} = 0.861331043 \textbf{ Very High Reliability}$$

**Table 3.5 The Result of Instrument Reliability**

| Coefficient KR-20 | Criteria | Number of Items |
|---|---|---|
| **0.861** | **Very High Reliability** | **100** |

Based on the result of instrument reliability above, it was known that the coefficient of reliability was 0.861 with the criteria very high reliability. It meant that the instrument could be used as the instrumentation of the study

**I. Index Difficulty**

The index difficulty (or the facility value) of an item simply shows how easy or difficulty the particular item proved in the test. The index of difficulty (F.V) is generally expressed as the fraction (or percentage) of the students who answered the item correctly. It is calculated by using the formula:

$$F.V = \frac{R}{N}$$

where:

F.V = facility value / level of difficulty

R = represents the number of correct answers

N = the number of students taking the test

The result of a formula above is connected the F.V value below:

F.V = 0.00 - 0,30 = difficult

0,30 - 0,70 = fair

0,70 - 1.00 = easy

   a) The test item no 1

$$F.V = \frac{R}{N}$$
$$F.V = \frac{24}{25}$$
$$F.V = 0,96 \textbf{ Easy}$$

   b) The test item no 13

$$F.V = \frac{R}{N}$$

$$F.V = \frac{13}{25}$$

$$F.V = 0{,}52 \textbf{ Fair}$$

**Table 3.6 Index Difficulty**

| Criteria | Number of items | The Total Number |
|---|---|---|
| Easy | 1,2,3,4,5,6,7,8,9,10,14,16,19,20,21,23,24,25,27,29, 30,31,33,34,35,36,37,38,40,41,42,45,47,48,49,50,51,52,54,57,58,59,60,61,62,63,66,67,68,70,71,73,74,75,80,81,82,83,84,85,87,90,92,93,94,95,97,98,99, 100 | 70 |
| Fair | 11,12,13,15,17,18,22,26,28,32,39,43,44,46,53,55,56,64,65,69,72,76,77,78,79,86,88,89,91,96 | 30 |
| Difficult | - | - |

**J. Normality**

It was used to know the normality of the data that is going to be analyzed whether both groups have normal distribution or not. In this study to test the normality the researcher applied SPSS 21 program level of = 5%

**K. Homogeneity**

Homogeneity was used to know whether experimental group and control group, that are decided, come from the population that have relatively same variant or not. To calculate homogeneity testing the researcher applied SPSS 16 program using Levene's testing with level of significance 5%. If calculation result was higher than 5% degree of significance so Ha was accept, it meant both group had homogeneous.

**L. Data Collection**

In collection data the researcher used multiple choice to know the students' ability in learning vocabulary. A test is a short examination of knowledge that consists of question that must be answered. The researcher gave a test to measure the students' vocabulary in using list group label. The test consists of:

1. Pre-test

   The first test before the researcher applying the strategy teaching vocabulary by using list group label.

2. Post-test

   The second test after the researcher applying the strategy teaching of vocabulary by using list group label to know how far distinction of developing students' mastery in vocabulary.

**M. Data Analysis**

To answer the problem of the study about teaching English vocabulary by using list group label strategy at the eighth grade at MTs Islamiyah Palangka Raya, the researcher followed some procedures to analyze the obtained data as follows:

1. Collecting the student's scores of pretest and posttest.

2. The researcher arranged the obtained score into the distribution of frequency both pretest and posttest.

3. Calculating mean, median, modus, and standard deviation and standard error of variable Y1 from experiment group.

4. Calculating mean, median, modus, and standard deviation and standard error of variable Y2 from the control group.

5. Calculating the standard error for the difference mean between variable Y1 and Y2.

6. The researcher uses T-test to analysis data. A t-test is a statistical procedure for testing hypotheses concerning the difference between two means. T-test formula:

$$t_o = \frac{Mx_1 - Mx_2}{Semx_1 - Semx_2}$$

Where:

$Mx_1 - Mx_2$ : The difference of two mean

$Semx_1 - Semx_2$ : The standard error of the difference between two mean

with criteria:

If $t_{test} > t_{table}$ = Ha is accepted and Ho is rejected

If $t_{test} < t_{table}$ = Ha is rejected and Ho is accepted

7. The researcher calculating the degree of freedom to estimate the $t_{table}$ value by using the formula:

$$df = ( N_1 + N_2 - 2 )$$

Where:

df      : Degree of freedom

$N_1$      : Number of subject group 1

$N_2$      : Number of subject group 2

2        : Number of variables

After that, the value of df is consulted on the t $_{table}$ at the level of significances 1% and 5%. In this study, the researcher uses the level of significances at 5%. If the result of t - test is higher than t $_{table}$ it means that Ha is accepted and Ho is rejected. But if the result of t - test is lower than t $_{table}$ it means Ha is rejected and Ho is accepted.

8. The researcher determined the significant level of t observed by comparing the t $_{observed}$ and t $_{table}$.

9. The researcher interpreted the result of the data analysis.

10. Giving discussion to clarify the research finding of the result of this  study.
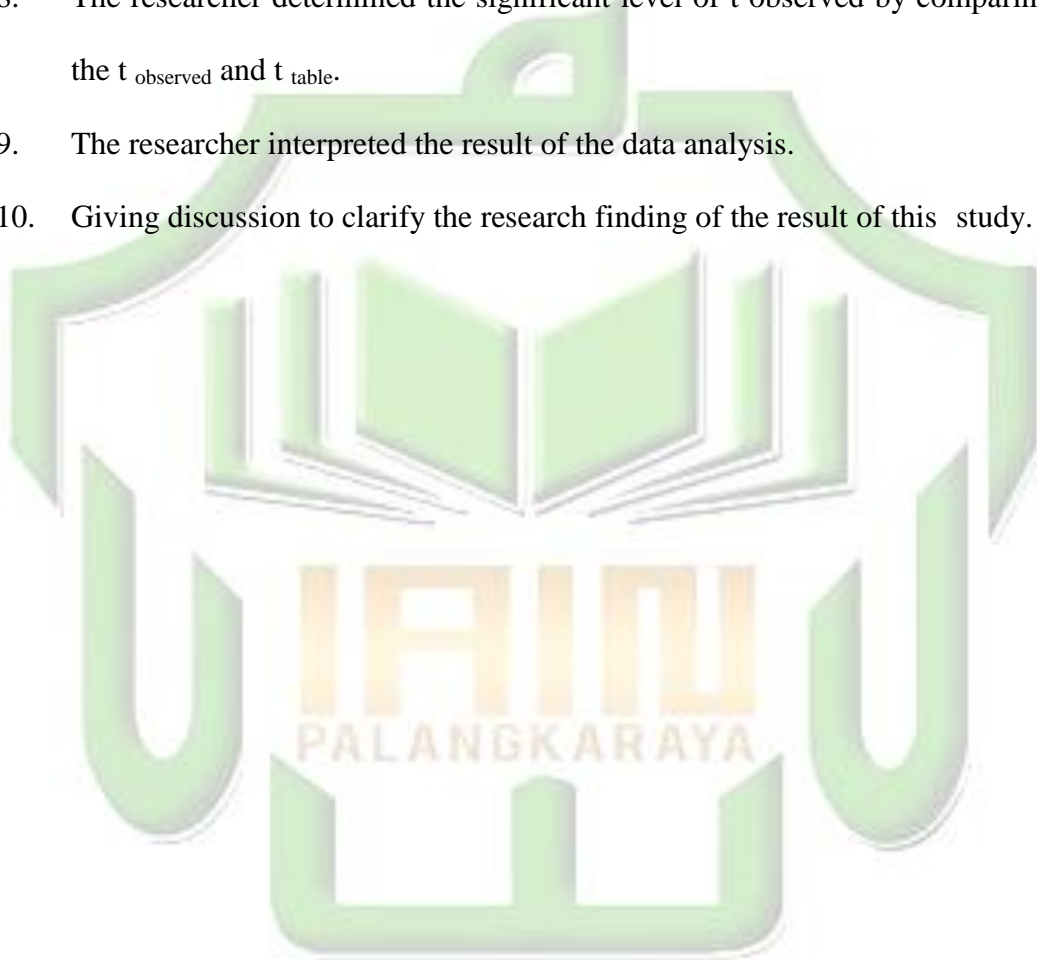
# CHAPTER IV
# RESEARCH FINDINGS AND DISCUSSION

In this chapter discusses the data which had been collected from the research in the field. the data is the result of pre-test in the experiment and control group, the result of post-test of experiment and control group, the normality and homogeneity of the data, the hypotheses, and the discussion of the research.

## A. Data Presentation

The pre-test at the experiment class had been conducted in VIII A room with the number of student was 19 students on Monday, 07$^{th}$ August 2017. Then the post test at the experiment class had been conducted in VIII A room with the number of student was 19 students on Tueday, 22$^{th}$ August 2017.

The pre-test at the control class had been given in VIII B room with the number of student was 19 students on Monday, 07$^{th}$ August 2017. Then the post test at the control class had been given in VIII B room with the number of student was 19 students on Tuesday, 22$^{th}$ August 2017.

In this chapter, the researcher presents the obtained data of the students' vocabulary score, experiment class who was taught with list group label and control class who was taught without list group label each group taught by 4 meetings.

1.  **The Result of Pretest Score Experimental Group and Control Group**

**Table 4.1 Pre-Test Score of Experimental and Control Group**

| NO | Experimental Group | | Control Group | |
|---|---|---|---|---|
| | Code | Score | Code | Score |
| 01 | E01 | 21 | C01 | 21 |
| 02 | E02 | 21 | C02 | 20 |
| 03 | E03 | 28 | C03 | 37 |
| 04 | E04 | 25 | C04 | 47 |
| 05 | E05 | 27 | C05 | 45 |
| 06 | E06 | 31 | C06 | 42 |
| 07 | E07 | 61 | C07 | 42 |
| 08 | E08 | 31 | C08 | 24 |
| 09 | E09 | 34 | C09 | 24 |
| 10 | E10 | 25 | C10 | 42 |
| 11 | E11 | 41 | C11 | 32 |
| 12 | E12 | 28 | C12 | 48 |
| 13 | E13 | 67 | C13 | 24 |
| 14 | E14 | 28 | C14 | 28 |
| 15 | E15 | 27 | C15 | 27 |
| 16 | E16 | 27 | C16 | 32 |
| 17 | E17 | 24 | C17 | 28 |

| 18 | E18 | 28 | C18 | 27 |
|---|---|---|---|---|
| 19 | E19 | 28 | C19 | 34 |
| | **Total** | **602** | **Total** | **623** |
| | **Highest** | **67** | **Highest** | **48** |
| | **Lowest** | **21** | **Lowest** | **20** |
| | **Mean** | **31, 68** | **Mean** | **32,85** |
| | **Std. Deviation** | **12,270** | **Std. Deviation** | **9,142** |
| | **Std. Error of Mean** | **2,815** | **Std. Error of Mean** | **2,097** |

a. **The Result of Pretest Score of Experimental Group**

The pre-test was conducted on 07 August 2017 in the VIII A. The students' pre-test score of experiment group were distributed in the following table (see appendix) in order analyzing the students'vocabulary mastery before treatment.

The distribution of students' score in pre-test of experimental group can be seen in the following figure.
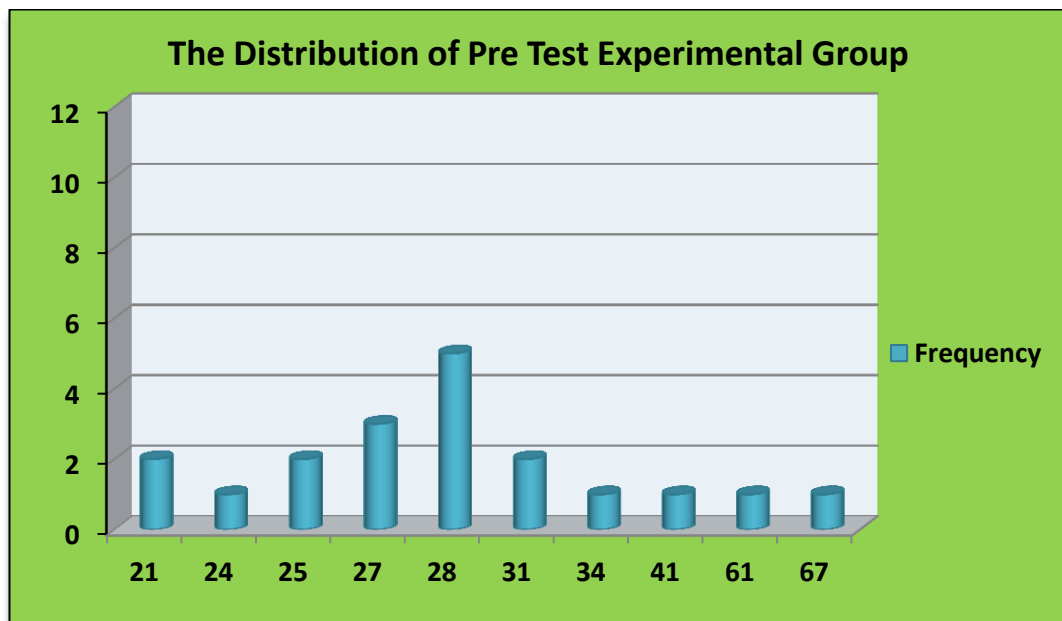
**Figure 4.1 The Distribution Frequency of students' Pretest of Experimental Group**

Based on the figure above, it can be seen that the students pre-test score of experiment group. There were two students who got score 21. There were one student who got score 24. There were two students who got score 25. There were three students who got score 27. There were five students who got score 28. There were two students who got score 31. There were one student who got score 34. There were one student who got score 41. There were one student who got score 61. There were one student who got score 67.

The next step, the writer calculated the scores of mean, standard deviation, and standard error using SPSS 16 program as follows.

**Table 4.2 The Calculation of Mean, Median, Standard Error of**

**Mean and Standard Deviation**

**Statistics**

Experiment

| N | Valid | 19 |
|---|---|---|
| | Missing | 0 |
| Mean | | 31,68 |
| Std. Error of Mean | | 2,815 |
| Median | | 28,00 |
| Std. Deviation | | 12, 270 |
| Minimum | | 21 |
| Maximum | | 67 |
| Sum | | 602 |

Based on the calculation above, the higher score pre test of experimental group was 67 and the lowest score was 21. And the result of mean was 31.68, median was 28.00, the standard error of mean was 2.815 and the standard deviation was 12.270.

**b. The Result of Pre test Score of Control Group**

The pre test was conducted on 07 August 2017 in the VIII B. The students' pre-test score of control group were distributed in the following table (see in appendix) in order analyzing the students' vocabulary mastery before the treatment.

The distribution of students' score in pretest of control group can also be seen in the following figure.
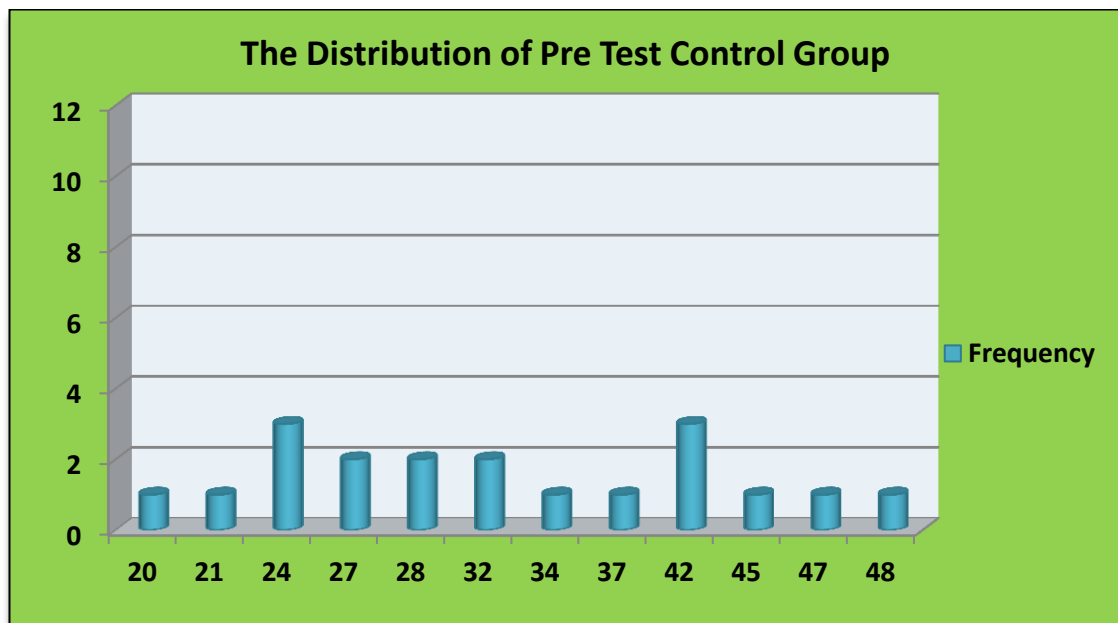
**Figure 4.2 The Distribution Frequency of students' Pre test of Control Group**

Based on the figure above, it can be seen that the students pre-test score of control group. There were one student who got score 20. There were one student who got score 21. There were three students who got score 24. There were two students who got score 27. There were two students who got score 28. There were two students who got score 32. There were one student who got score 34. There were one student who got score 37. There were three students who got score 42. There were one student who got score 45. There were one student who got score 47. There were one student who got score 48.

The next step, the writer calculated the scores of mean, standard deviation, and standard error using SPSS 16 program as follows:

**Table 4.3 The Calculation of Mean, Median, Standard Error of Mean, and**

**Standard Deviation**

**Statistics**

Control

| | | |
|---|---|---|
| N | Valid | 19 |
| | Missing | 0 |
| Mean | | 32,85 |
| Std. Error of Mean | | 2,097 |
| Median | | 32,00 |
| Std. Deviation | | 9,142 |
| Minimum | | 20 |
| Maximum | | 48 |
| Sum | | 623 |

Based on the calculation above, the higher score pre-test of control group was 72 and the lowest score was 50. And the result of mean was 63.10, median was 63.00, mode was 66, the standard error of mean was 0.939 and the standard deviation was 5.939.

2. **The Result of Post Test Score Experimental Group and Control Group**

**Table 4.4 Post Test Score of Experimental and Control Group**

| NO | Control Group | | Experimental Group | |
|---|---|---|---|---|
| | Code | Score | Code | Score |
| 01 | C01 | 24 | E01 | 67 |
| 02 | C02 | 50 | E02 | 57 |
| 03 | C03 | 20 | E03 | 70 |

| 04 | C04 | 57 | E04 | 54 |
|----|-----|-----|-----|-----|
| 05 | C05 | 60 | E05 | 50 |
| 06 | C06 | 54 | E06 | 48 |
| 07 | C07 | 61 | E07 | 71 |
| 08 | C08 | 47 | E08 | 75 |
| 09 | C09 | 35 | E09 | 70 |
| 10 | C10 | 40 | E10 | 67 |
| 11 | C11 | 32 | E11 | 44 |
| 12 | C12 | 58 | E12 | 35 |
| 13 | C13 | 28 | E13 | 77 |
| 14 | C14 | 44 | E14 | 37 |
| 15 | C15 | 48 | E15 | 64 |
| 16 | C16 | 47 | E16 | 31 |
| 17 | C17 | 27 | E17 | 70 |
| 18 | C18 | 57 | E18 | 51 |
| 19 | C19 | 62 | E19 | 57 |
| | **Total** | **851** | **Total** | **1095** |
| | **Highest** | **62** | **Highest** | **77** |
| | **Lowest** | **20** | **Lowest** | **31** |
| | **Mean** | **44,79** | **Mean** | **57,63** |
| | **Std. Deviation** | **13,587** | **Std. Deviation** | **14.087** |

| | Std. Error of Mean | 3,117 | Std. Error of Mean | 3,231 |
|---|---|---|---|---|

### a. The Result of Post test Score of Experimental Group

The post-test was conducted on 22 August 2017 in the VIII A. The students' post-test score of experiment class were distributed in the following table (see in appendix) in order analyzing the students' vocabulary mastery after the treatment.

The distribution of students' score in post-test of Experimental group can also be seen in the following figure.
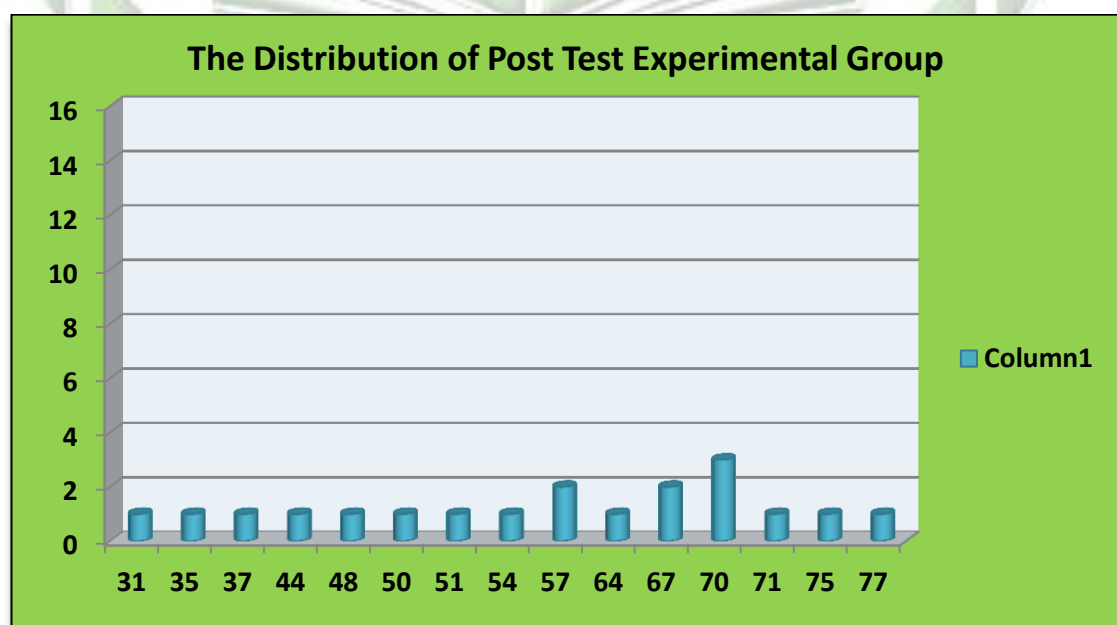


**Figure 4.3 The Distribution Frequency of Post test of Experimental Group**

Based on the figure above, it can be seen that the students post-test experimental group. There were one student who got score 31. There were one student who got score 35. There were one student who got score 37. There were one student who got score 44. There were one student who got score 48. There were one student who got score 50. There were one student who got score 51. There were one student who got score 54. There were two students who got score 57. There were one student who got score 64. There were two students who got score 67. There were three students who got score 70. There were one student who got scorre 71. There were one student who got score 75. There were one student who got score 77.

The next step, the writer calculated the scores of mean, standard deviation, and standard error using SPSS 16 program as follow.

**Table 4.5 The Calculation of Mean, Median, Mode, Standard Error of Mean, and Standard Deviation**

| Statistics | |
|---|---|
| PostExperiment | |
| N      Valid | 19 |
| Missing | 0 |
| Mean | 57,6316 |
| Std. Error of Mean | 3,23198 |
| Median | 57,0000 |
| Mode | 70,00 |

| Std. Deviation | 14,08786 |
| Variance | 198,468 |
| Range | 46,00 |
| Minimum | 31,00 |
| Maximum | 77,00 |
| Sum | 1095,00 |

Based on the calculation above, the highest score post test of experimental group was 77 and the lowest score was 31. And the result of mean was 57.63, median was 57.00, mode was 70, the standard error of mean was 3.231 and the standard deviation was 14.087.

b. **The Result of Post test Score of Control Group**

The post test was conducted on 22 August 2017 in the VIII B. The students' post test score of control group were distributed in the following table (see in appendix) in order analyzing the vocabulary mastery after the treatment.

The distribution of students' score in post-test of control group could also be seen in the following figure.
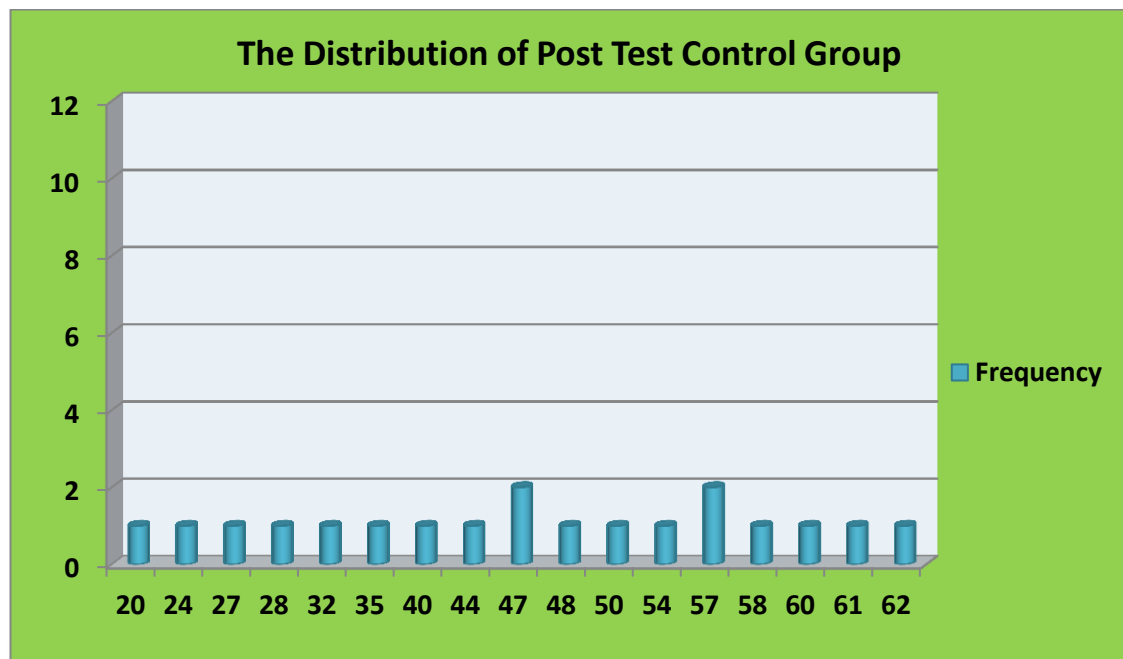
**Figure 4.4 The Distribution Frequency of students' Post test of Control Group**

Based on the figure above, it can be seen that the students post-test control group. There were one student who got score 20. There were one student who got score 24. There were one student who got score 27. There were one student who got score 28. There were one student who got score 32. There were one student who got score 35. There were one student who got score 40. There were one student who got score 44. There were two students who got score 47. There were one sudent who got score 48. There were one student who got score 50. There were one student who got score 54. There were two students who got score 57. There were one student who got score 58. There were one student who got score 60. There were one student who got score 61. There were one student who got score 62.

The next step, the writer calculated the scores of mean, standard deviation and standard error using SPSS 16 program as follows:

**Table 4.6 The Calculation of Mean, Standard Error of Mean,**

**Standard Deviation**

**Statistics**

PostControl

| N | Valid | 19 |
|---|---|---|
| | Missing | 0 |
| Mean | | 44,7895 |
| Std. Error of Mean | | 3,11718 |
| Median | | 47,0000 |
| Mode | | 47,00[a] |
| Std. Deviation | | 13,58749 |
| Variance | | 184,620 |
| Range | | 42,00 |
| Minimum | | 20,00 |
| Maximum | | 62,00 |
| Sum | | 851,00 |

Based on the calculation above, the highest score post-test of control group was 62 and the lowest score was 20. And the result of mean was 44.78, median was 47.00, mode was 47, the standard error of mean was 3.117 and the standard deviation was 13.587.

## 3. The Comparison Result of Post-test of Control and Experimental Group

**Table 4.7 The Comparison Result of Post-test of Control and Experimental Group**

| NO | Control Group | | Experimental Group | | Improvement |
|----|------|-------|------|-------|-------------|
|    | Code | Score | Code | Score |             |
| 01 | C01 | 24 | E01 | 67 | 43 |
| 02 | C02 | 50 | E02 | 57 | 7 |
| 03 | C03 | 20 | E03 | 70 | 50 |
| 04 | C04 | 57 | E04 | 54 | -3 |
| 05 | C05 | 60 | E05 | 50 | -10 |
| 06 | C06 | 54 | E06 | 48 | -6 |
| 07 | C07 | 61 | E07 | 71 | 10 |
| 08 | C08 | 47 | E08 | 75 | 28 |
| 09 | C09 | 35 | E09 | 70 | 35 |
| 10 | C10 | 40 | E10 | 67 | 27 |
| 11 | C11 | 32 | E11 | 44 | 12 |
| 12 | C12 | 58 | E12 | 35 | -23 |
| 13 | C13 | 28 | E13 | 77 | 49 |
| 14 | C14 | 44 | E14 | 37 | -7 |
| 15 | C15 | 48 | E15 | 64 | 16 |
| 16 | C16 | 47 | E16 | 31 | -16 |

| 17 | C17 | 27 | E17 | 70 | 43 |
|---|---|---|---|---|---|
| 18 | C18 | 57 | E18 | 51 | -6 |
| 19 | C19 | 62 | E19 | 57 | -5 |
| | **Total** | **851** | **Total** | **1095** | |

## B. Research Findings

### 1. Testing the Normality and Homogeneity

#### a. Normality Test

The writer used SPSS 16 to measure the normality of the data. Testing Normality of Post Test Experimental and Control Group

**Table 4.8 Testing Normality of Post Test Experimental and Control Group**

**One-Sample Kolmogorov-Smirnov Test**

| | | PostExperiment | PostControl |
|---|---|---|---|
| N | | 19 | 19 |
| Normal Parameters[a,b] | Mean | 57,6316 | 44,7895 |
| | Std. Deviation | 14,08786 | 13,58749 |
| Most Extreme Differences | Absolute | ,168 | ,144 |
| | Positive | ,086 | ,103 |
| | Negative | -,168 | -,144 |
| Kolmogorov-Smirnov Z | | ,732 | ,626 |
| Asymp. Sig. (2-tailed) | | ,657 | ,828 |

Based on the result of testing the normality, it was found that the value of the significance in the postexperiment group was 0.657 and the value of the and the value of the significance learning motivation of the control group was 0.828 It meant that the distribution of the data was normal because the value of the significance was greater than 0.05.

Where:

If respondent < 50, so we used the Kolmogorov-Smirnov

If respondent > 50, so we used the Shapiro-Wilk

## b. Homogeneity Test

Testing Homogeneity of Post Test Experimental and Control Group

**Table 4.9 Testing Homogeneity of Post-Test Experimental and Control Group**

| Levene | df1 | df2 | Sig. |
|--------|-----|-----|------|
| .034   | 1   | 36  | .854 |

The criteria of the homogeneity test of post test was if the value of (probability value/critical value) was higher than or equal to the level of significance alpha defined (r = a), it means that, the distribution is homogeny. Based on the calculation using SPSS 16 above, the value of (probably value/critical value) from post test of the experimental and control group on Homogeneity of Variances in sig. column is known that p-value was 0,854. The data in this study fulfilled homogeneity since the p value is higher 0,854 > 0.05.

## 2. Testing Hypothesis

### a. Testing Hypothesis Using Manual Calculation

To test the hypothesis of the study, the writer used t-test statistical calculation. Firstly, the writer calculated the standard deviation and the error of $X_1$ and $X_2$ at the previous data presentation. In could be seen on this following table:

**Table 4.10**

**The Standard Deviation and Standard Error of $X_1$ and $X_2$**

| Variable | The Standard Deviation | The Standard Error of Mean |
|:---:|:---:|:---:|
| $X_1$ | 14.087 | 3.231 |
| $X_2$ | 13.587 | 3.117 |

$X_1$     = Experimental Group

$X_2$     = Control Group

The table showed the result of the standard deviation calculation of $X_1$ was 14.087 and the result of the standard error mean calculation was 3.231. The result of the standard deviation calculation of $X_2$ was 13.587 and the result of the standard error mean calculation was 3.117.

The next step, the writer calculated the standard error of the difference mean between $X_1$ and $X_2$ as follows:

Standard error of mean of score difference between Variable I and Variable II

$$SE_{M1} - SE_{M2} = SE_{M1}{}^2 + SE_{M2}{}^2$$

$$SE_{M1} - SE_{M2} = \sqrt{(3.231)^2 + (3.117)^2}$$

$$SE_{M1} - SE_{M2} = \sqrt{10.439361 + 9.715689}$$

$$SE_{M1} - SE_{M2} = \sqrt{20.15505}$$

$$SE_{M1} - SE_{M2} = 4.489438$$

$$SE_{M1} - SE_{M2} = \mathbf{4.489}$$

The calculation above showed the standard error of the differences mean between $X_1$ and $X_2$ was 4.489. Then, it was inserted to the $t_{test}$ formula to get the value of t test as follows:

$$t_o = \frac{M1 - M2}{SEm1 - SEm2}$$

$$t_o = \frac{57.63 - 44.78}{4.489}$$

$$t_o = \frac{12.85}{4.489}$$

$$t_o = 2.862552$$

$$t_o = \mathbf{2.862}$$

Which the criteria:

If t-test $\geq$ t-table, Ha is accepted and Ho is rejected

If t-test $<$ t-table, Ha is rejected and Ho is accepted

Then, the writer interpreted the result of t-test; previously, the writer accounted the degree of freedom (df) with the formula:

$$Df = (N_1+N_2) - 2$$

$$= 19+19 - 2 = \mathbf{36}$$

The writer chose the significant levels at 5%, it means the significant level of refusal of null hypothesis at 5%. The writer decided the significance level at 5% due to the hypothesis typed stated on non-directional (two-tailed test). It meant that the hypothesis can't direct the prediction of alternative hypothesis. Alternative hypothesis symbolized by "1". This symbol could direct the answer of hypothesis, "1" can be (>) or (<). The answer of hypothesis could not be predicted whether on more than or less than.

The calculation above showed the result of t-test calculation as in the table follows:

**Table 4.11**

**The Result of T-Test Using Manual Calculation**

| Variable | T test | T table | | Df/db |
|---|---|---|---|---|
| | | 5 % | 1 % | |
| $X_1$-$X_2$ | 2.862 | 2.028 | 2.719 | 36 |

Where:

$X_1$                            = Experimental Group

$X_2$                            = Control Group

T test                         = The Calculated Value

T table                        = The Distribution of t Value

Df                               = Degree of Freedom

Based on the result of hypothesis test calculation, it was found that the value of $t_{observed}$ was greater than the value of $t_{able}$ at 1% and 5% significance level or 2.028< 2.862 >2.719. It means $H_a$ was accepted and $H_o$ was rejected. It meant $H_a$ was accepted and $H_o$ was rejected. It could be interpreted based on the result of calculation that $H_a$ stating that group label strategy gives effect toward students' scores in increasing English vocabulary at the eighth grade students at MTs Islamiyah Palangka Raya was accepted and $H_o$ stating that group label strategy doesn't give effect toward students' scores in increasing English vocabulary at the eighth grade students at MTs Islamiyah Palangka Raya was rejected. It meant that group label strategy was effective for increasing English vocabulary of the eighth grade students of MTs Islamiyah Palangka Raya and gave significant effect at 5% and 1% significance level.

## C. Interpretation

The interpretation of the result of t-test using manual calculation, it was found the t-observe was greater than the t table at 1% and 5% significance level or 2.028< 2.862 >2.719. It means that $H_a$ was accepted and $H_o$ was rejected. It could be interpreted based on the result of calculation that Ha stating that group label strategy gives effect toward students' scores in increasing English vocabulary at the eighth grade students at Mts Islamiyah Palangka Raya was accepted and $H_o$ stating that list group label strategy doesn't give effect toward students' scores in increasing English vocabulary at the eighth grade

students at Mts Islamiyah Palangka Raya was rejected. It meant that group label strategy was effective for increasing English vocabulary of the eighth grade students of Mts Islamiyah Palangka Raya and gave significant effect at 5% and 1% significance level.

## D. Discussion

In learning process, list group label is a strategy that using by the teacher to teach students vocabulary. List group label can help the student to memorize of vocabulary. From The result of analysis showed that there was significant effect of group label strategy on students' vocabulary mastery at the eight grade students at Mts Islamiyah Palangka Raya. It can be seen from the means score between pre-test and post-test. The mean score of the pre-test of experimental group was 31.68 and the control group was 32.85. The result of post-test of experimental group was 57.63 while the control group gained the score into 44.79. Based on the score, it can be seen that the mean score of post-test reached higher than the mean score of pre-test, it indicated that the students' vocabulary mastery increased after conducting treatment. In other words, teaching vocabulary by using list group label gave significant effect toward the students' voacbulary.

Meanwhile, after the data was calculated using the $t_{test}$ formula using manual calculation showed that the $t_{observed}$ was 2.862 by comparing the $t_{observed}$ with the $t_{table}$ it was found that the $t_{observed}$ was higher than $t_{table}$ at 5% level significance or $t_{observed} = 2.862 > t_{table}$ 2.028. The finding of the study

interpreted that the altenative hyphotesis stating that the list group label strategy gives effect on the students English vocabulary for the eight grade students at MTs Islamiyah Palangka Raya was accepted and the null hypothesis stating that the list group label strategy does not give effect on the students English vocabulary for the eight grade students at MTs Islamiyah Palangka Raya was rejected.

Based on the result findings of the study, it was shown the list group label gave significant effect in increasing the students' vocabulary mastery during the instructional process. List group label strategy implemented in this research in teaching vocabulary consits some steps. Those are; 1) Introduce the selected topic to the students, 2) Place the students in groups of two or four, 3) Ask the students to brainstorm words related to the topic, 4) The teacher asks the students to think and try to find any words that are related to the topic, 5) Ask the students to individually determine ways the words can be grouped together, 6) Ask the students to label each listing of words, and indicate how the words are related, 7) After categories and labels have been assigned, facilitate a class discussion of the terms and words.

There were some possible reasons why the list group label strategy was effective in teaching vocabulary. Based on Brassel (2011; p. 61) stated that there are three advantages of list group label strategy. First, Encourage students to improve their vocabulary and categorization skills. When the researcher taught English using LGL strategy, directly gave the students motivation and stimuli in learning vocabulary by activating their prior knowledge to remember

all words that they think based on the topic and students learn how to group vocabualries based on spesific categories.

Second, Assist students in remembering and reinforcing new vocabulary. During the process of teaching vocabulary, this strategy was helpful for the students especialy in remembering vocabulary and they got new vocabualries that they do not know by activating prior knowledge and brainstorm even they can easily recall the learned vocabulary. Third, Allow students to organize their verbal concepts. During the research using LGL in teaching vocabulary, the students can find the meaning of vocabulary they had learned not only from dictionary but also from a set of vocabulary that has been categorized and they can reveal a particular reasons and to discuss it in making group of vocabulary.

These findings were suitable with the previous of the study by Rini Indrawana, said the use of LGL strategy in lerning English can improve students' vocabulary, so the students were more active and interest in memorizing new vocabularies to improve their vocabulary. Mustafiah Nur Pratiwi also said LGL is an effective strategy to improve the vocabulary mastery. In LGL students will develop their academic vocabulary by categorizing words into a group that relates to similar concepts. Same with Rina Ardiyanti said the use of List-Group-Label (LGL) strategy in developing students' academic vocabulary mastery is effective and it can be used as an alternative strategy which facilitates students' academic vocabulary development.

Based on statement above, list group label as an interesting and a good strategy for teaching vocabulary which can enrich the students' vocabulary mastery. It means that list group label is effective for teaching vocabulary because during the treatment the students are enthusiastic, enjoy and motivated to memorize vocabulary. They were gain and develop new vocabularies easily from one topic by exploring their minds and kwonledge based on the topic. So this proved that the use list group label strategy can increase the the students score in learning vocabulary.
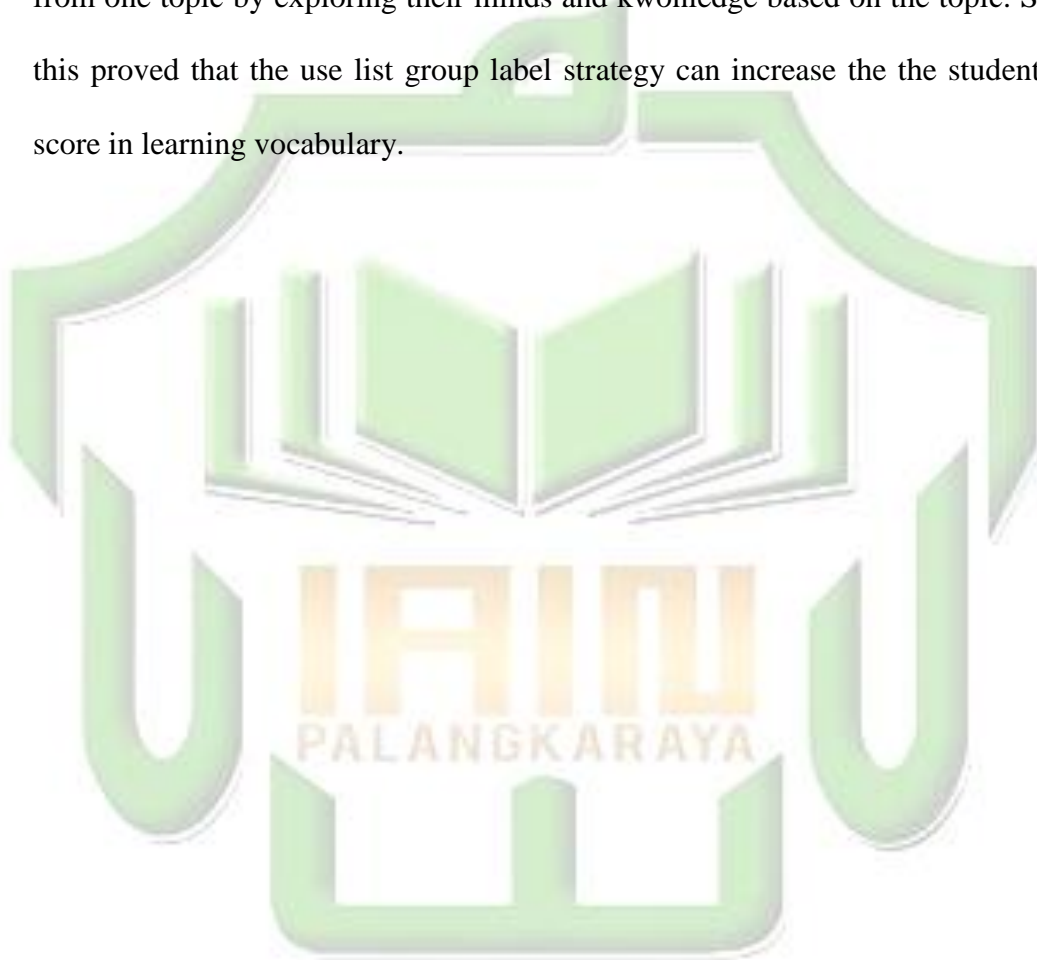
# CHAPTER V
## CONCLUISON AND SUGGESTION

In this chapter, the writer would like to give conclusion and suggestion to the result of the study. The conclusion of the study was the answer of problem of the Study that found the based on the result of data analysis. The suggestion are expected to make better improvement and motivation for students, teachers, and researchers related to the teaching learning process of English vocabulary.

## A. Conclusion

The researcher concludes that there is a significant difference in the students' achievement of vocabulary mastery between the experimental and the control group after they got the treatment. In addition, the percentage the students' improvement in mastering vocabulary has been determined which suggest that list group label strategy is effective strategy which contributes to the students' vocabulary mastery. The treatment which is given to the experimental group affect the students' vocabulary mastery. It can be apply easily in the teaching and learning process and make the students participate in the learning activities actively and it can develop their vocabulary knowledge by listing, goruping and labelling the unfamiliar words and getting the feedback from the teacher and students.

Based on the calculation using T-test, the result showed: There was significant effect of group label strategy on students' vocabulary mastery at the eighth grade of MTs Islamiyah Palangka Raya.  It can be seen from the t observe was greater that t table at the significant level 1% and 5% (2.028 < 2.862 > 2.719.

Moreover, in $H_a$ there was significant effect of list group label on students vocabulary mastery at the eight grade students at MTs Islamiyah Palangka Raya was accepted in error level at 5%. Meanwhile, in $H_o$ there was not significant effect of effect of list group label on students vocabulary mastery at the eight grade students at MTs Islamiyah Palangka Raya was rejected.

**B.    Suggestions**

**1.    Students**

For students, when they studied vocabulary by LGL. It is recommended that they have to pay attention to the lesson because the learning becomes interesting, interactive and the students' role to be more positive. By learning vocabulary using LGL will provide motivation and support so that the students can learn easily and increase their ability in English vocabulary.

**2.    English Teachers**

The English teachers in school were recommended to develop and improve their basic ability in teaching English vocabulary using LGL. It is because LGL can encourage students improve their vocabulary, assist students in remembering and reinforcing new vocabulary, and allow students to organize their verbal concepts. Then it makes students more active and will get an easy way to improve their vocabulary in English.

3. **Future Researchers**

In this study, there are still many weaknesses that could be seen. Therefore, for further writer; it is expected that the other writers can improve this study with better design and different object in order to support the result finding. In other word, the other writer can use this study as the reference for conducting their research. In addition, the writer suggests to future researcher to make deeper analysis about list group label toward students' vocabulary mastery.
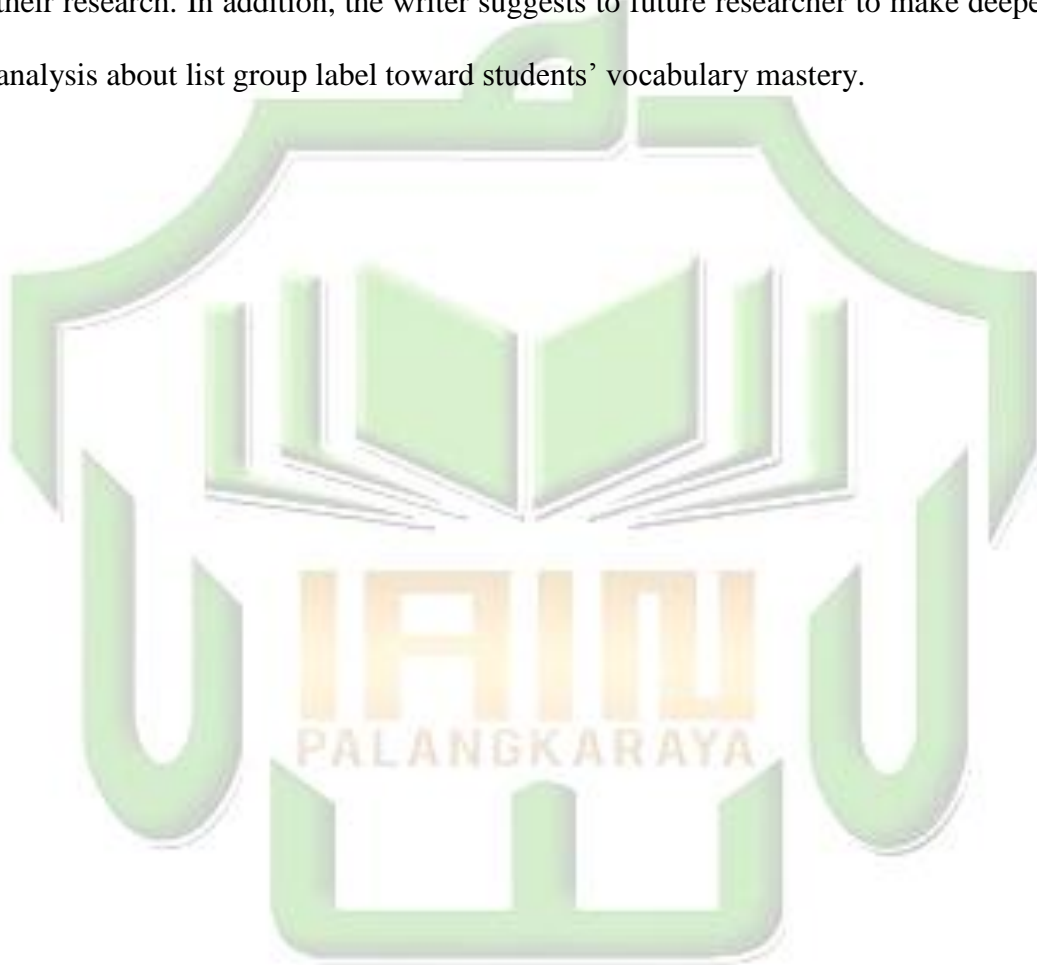
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