

The Effectiveness of Using List Group Label Strategy Students' on Vocabulary Achievement



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ABSTRACT

This research was due to discovering the effectiveness of using list group label strategy on students' vocabulary achievement at the second grade of SMPN 8 Bukittinggi in academic year 2019-2020. The researchers saw that LGL Strategy was due to discovering the effectiveness of using list group label strategy students' on vocabulary achievement. This research was descriptive quantitative research. The sample was VIII.1 and VIII.2. To determine the sample, the researcher used a purposive sampling technique. The data was got through the documents' vocabulary test before giving test, the test has been validated English lecturer and English teacher. The result was obtained by analyzing the data from students' vocabulary achievement from the result of the test. The finding showed that the effectiveness of the List group label strategy on students' vocabulary achievement at the second grade of SMPN 8 Bukittinggi in Academic Year 2019-2020 with the score percentage 73.31 was effective. To sum up, the used List group label strategy on students' vocabulary achievement in the second grade of SMPN 8 Bukittinggi was effective.

Keywords: *List Group Label Strategy, Vocabulary Achievement*

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INTRODUCTION

Vocabulary is an essential component of English which must be mastered by the students because it supports four language skills. Richard states that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Students can create and share ideas, opinions, and feeling to others easily when they mastered vocabulary.

Besides, vocabulary knowledge is often viewed as a critical tool for foreign language learners because a limited vocabulary in a foreign language impedes successful communication. Besides, Jeremy Harmer said that students need to learn what words mean and how they are used. It also supported by Thornbury: If you spend most of your time studying grammar, your English will not improve very much. You will see the most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words". From the statement above, the

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The Effectiveness of Using List Group Label Strategy Students' on Vocabulary Achievement

researcher can conclude that the students who have acquired or learned more vocabulary items will be more likely to articulate and communicate the message than those who have acquired fewer vocabulary items.

Furthermore, vocabulary is a crucial part of language learning and teaching, because it can be used for the students to enlarge their skill and knowledge as well as interact with the world around them. It appropriates with Lynne Cameron that has been said in his book that vocabulary is a key unit in building up skills and knowledge. To memorize much more vocabulary, they must practice what they get every day. The teacher should allow students to use their vocabulary by giving some more examples of activities that put them into real practice communication to make them have a long memory of memorizing. Therefore, the teacher is an important facilitator to help students to use their vocabulary.

There are many ways that the teacher can do to help students in improving their students' vocabulary achievement. They are by using media, teaching techniques, methods, or strategies. One of the strategies which are used by the teacher is the list group label strategy. List group label strategy is the strategy to encourage students to improve their vocabulary and categorization skills and organize concepts. Categorizing listed words, through grouping and labeling, helps students organize new concepts concerning previously learned concepts. Also, Eugenia Mora-Flores Stated that list group label strategy is a strategy that helps students classify and categorize their prior knowledge. It means that the list group label strategy encourages students to improve their vocabulary and categorization skills and learn to organize concepts. Categorizing listed words, through grouping and labeling, helps students organize new concepts concerning previously learned concepts in developing students' vocabulary achievement.

List group label strategy is designed to encourage children to improve vocabulary and categorization skills, organize verbal concepts, aid in remembering and reinforcing new words, and activate prior knowledge about the subject. List group label strategy helps teachers facilitate students' prior knowledge, improve existing vocabulary, organize verbal concepts, and remember new vocabulary. LGL was originally conceived as a way to help students remember technical vocabulary. So, through the List group label strategy, students can be motivated to remind more words.

List group label 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 activate their prior knowledge and will help to remember English words easily and to teach students to make a concept about vocabulary. 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 activate their prior knowledge and will help to remember English words easily and to teach students to make a concept about vocabulary.

Based on the preliminary research in the second grade in SMPN 8 Bukittinggi on Monday and Wednesday - 18th - 20th February 2020 by doing observation and interview an English teacher. The teacher used a list of group label strategy in developing students' vocabulary. In the case, the teacher taught material about describing animals, things, and building public. The teacher taught the used list group label strategy by the following procedure and the researcher enlisted the observation sheet to know the procedure the list group label strategy was used well or not (see appendix). First, the teacher explains the material by using pictures about describing animals, things, and building public. The students looked part of name of things. Second, the teacher gave a one or two-word topic from the material students will read. In the case the teacher gave about some pictures related to animals, things and building public the asked students to analyze and list as many words as they found that they do not the meaning.

Third, after the students gave names of things, the teacher asked small groups of students to brainstorm words then a list of words into subcategories. Fourth, the students had done brainstorm things then the teacher reads the list generated by the students. The

The Effectiveness of Using List Group Label Strategy Students' on Vocabulary Achievement

last, the students are instructed to label each category with a title reflecting the similar characteristics of the word. These labels are then shared with the whole group. Finally, the students got a list group label of names of things, list of animals, things, and building public, group of animals, things, and building public and gave name label each group of animals, things, and building public

Although the teacher had used the list group label strategy in developing students' vocabulary well and suitable with theory, it seems that problems still occur. The researcher found that some of the students had problems. First, the students were lack using the dictionary. Many students are low in vocabulary and they are lazy to bring a dictionary in English subject. The students do not know that dictionary is very important in learning English. With a dictionary, they know the meaning of words and the correct pronunciation.

Second, the students' interest and desire to learn English. Many students who have an interest in learning English vocabulary will get better achievement than they do not. If they are interested in learning English, they will pay attention to the lesson given to them. They will be enjoyable with what they are studying.

Third, the teacher said that although I used list group label strategy to rich students' vocabulary the students still difficult to differentiate between words; verbs, nouns, and adjectives. So, the students were difficult in grouping and label of words.

The data on observation showed that 15 students who get a complete score (3, 33%) and 29 students (96, 67%) who uncompleted score, and the minimum mastery criterion (KKM) was 75 for English.

From the problems, the researcher would like to know whether the use of List-Group-Label (LGL) strategy effective on students' On Students' Vocabulary Achievement. Therefore, the researcher is interested to conduct the research entitled "*The Effectiveness of Using List group label strategy On Students' Vocabulary Achievement at the second grade of SMPN 8 Bukittinggi in Academic Year 2019-2020*".

METHOD

This chapter was focused on the method of research used. It included the design of the research, population and sample, instrumentation, the technique of the data collection, and technique of the data analysis. The researcher used quantitative research. According to Margono, quantitative research is a process to find knowledge using the numeral data as the instrument to find information about everything that will be found. It means that quantitative research uses the data shape of the number of statistics to analyze. This research used quantitative research to measure the students' vocabulary. It measured students' test results after the teacher used the list group label strategy. This research did get information, find out, analyzed, and describe the effectiveness of using list group label strategy in improving students' vocabulary mastery at second grade of SMPN 8 Bukittinggi in the academic year 2019/2020.

FINDINGS AND DISCUSSION

Based on the description and analysis of the data above, the researcher found that The interpretation table showed that the percentage of the student's mean score is 73.31. The scores were obtained from students' vocabulary achievement scores when they were taught using list group label strategy at the second grade of SMPN 8 Bukittinggi in Academic Year 2019-2020. The finding showed that the effectiveness of the List group label strategy on students' vocabulary achievement at the second grade of SMPN 8 Bukittinggi in Academic Year 2019-2020 with the score percentage 73.31 is effective. To sum up, the use of the List group label strategy on students' vocabulary achievement in the second grade of SMPN 8 Bukittinggi in Academic Year 2019-2020 is effective.

Based on the theory, the List group label strategy is designed to encourage children to improve vocabulary and categorization skills, organize verbal concepts, aid in remembering

The Effectiveness of Using List Group Label Strategy Students' on Vocabulary Achievement

and reinforcing new words, and activate prior knowledge about the subject. List group label strategy helps teachers facilitate students' prior knowledge, improve existing vocabulary, organize verbal concepts, and remember new vocabulary. LGL was originally conceived as a way to help students remember technical vocabulary. So, through the List group label strategy, students can be motivated to remind more words.

List group label 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 activate their prior knowledge and will help to remember English words easily and to teach students to make a concept about vocabulary. 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 activate their prior knowledge and will help to remember English words easily and to teach students to make a concept about vocabulary.

On the other hand, according to Taba in Patricia state that List-Group-Label is a strategy that develops student's academic vocabulary by categorizing words into groups that relate to similar concepts. Through this process, students are required to activate their prior knowledge and engage in thinking about words in different ways. They connect their prior knowledge with new knowledge about words, thereby developing conceptual understandings useful for comprehending text. In improving the students' vocabulary mastery, the teacher used LGL as a strategy to make the students interest and easier in memorize vocabulary. The students' score improved because the researcher in learning refers to the description of animal and person. Moreover, the students should identify the words related to the topic, grouping the words into subcategories, and labeling the groups with appropriate titles in front of the class.

Based on the researcher's assumption, the list-Group-Label (LGL) strategy as a strategy effective to increase and motivate the students in learning vocabulary. Finally, the finding had supported the theories and finding suggested by some experts. It was implied in the finding List-Group-Label (LGL) Strategy was effective in improving students' vocabulary achievement. Besides, the English teacher is expected to be able by creating innovation to choose media, strategy to improve students' vocabulary achievement.

CONCLUSIONS

The interpretation table showed that the percentage of the student's mean score is 73.31. The scores were obtained from students' vocabulary achievement scores when they were taught using list group label strategy at the second grade of SMPN 8 Bukittinggi in Academic Year 2019-2020. The finding showed that the effectiveness of the List group label strategy on students' vocabulary achievement at the second grade of SMPN 8 Bukittinggi in Academic Year 2019-2020 with the score percentage 73.31 is effective. To sum up, the used List group label strategy on students' vocabulary achievement in the second grade of SMPN 8 Bukittinggi in Academic Year 2019-2020 is effective. In developing the students' vocabulary, the researcher used LGL as a strategy to make the students interest and easier in memorize vocabulary. The students' score improved because the researcher in learning refers to the description of animal and person. Moreover, the students should identify the words related to the topic, grouping the words into subcategories, and labeling the groups with appropriate titles in front of the class.

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