

**THE INFLUENCE OF USING LIST GROUP LABEL (LGL) STRATEGY
TO INCREASE STUDENTS' VOCABULARY MASTERY AT THE
SECOND SEMESTER AT THE EIGHTH GRADE OF SMPN 2
PESAWARAN IN ACADEMIC YEAR OF 2021/2022**



A Thesis Submitted as a Partial Fulfillment of the Requirements for S1-Degree

By:

AULIA SANTIKA

NPM : 1611040093

Department of English Education

Advisor : Dewi Kurniawati, M.Pd

Co-Advisor : Yulan Puspita Rini, MA

**ENGLISH EDUCATION STUDY PROGRAM
TEACHER TRAINING AND TARBIYAH FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2022**

ABSTRACT

THE INFLUENCE OF USING LIST GROUP LABEL (LGL) STRATEGY TO INCREASE STUDENTS' VOCABULARY MASTERY AT THE SECOND SEMESTER AT THE EIGHTH GRADE OF SMPN 2 PESAWARAN IN ACADEMIC YEAR OF 2021/2022

**By
AULIA SANTIKA**

Vocabulary is an important part of English that should be mastered well. It had important role in communication both in spoken and written forms. By having a lot vocabularies learner will be easier to show their ideas, making compositions, an many activities dealing with language. At the end of this research is to find out there is significant influence of using List Group Label strategy in teaching vocabulary or not.

The research used quasi experimental research. The population of this research was the students the second semester of the eight grade of SMPN 2 Pesawaran 2021/2022. The researcher took two classes as sample: class VIII 2 as experimental class and VIII 1 as control class. The researcher used pre-test and post-test to know the students' vocabulary mastery before and after the treatment. After the pre-test and post-test was finished by the students', the researcher analyzed the data by using independent sample t-test.

The result from the calculation showed that score from sig (2-tailed) was 0.002, the score was lower than $\alpha = 0.05$ and it means that H_o was rejected and H_a was accepted. Therefore, there was significant influence of using list group label strategy to increase students' vocabulary mastery at the second semester at the eighth grade of SMPN 2 Pesawaran in academic year of 2021/2022.

Keywords: *List Group Label (LGL), Quasi Experimental, Vocabulary.*

DECLARATION

I am a student with the following identity:

Name : Aulia Santika Students'

Number : 1611040093

Thesis : The Influence of Using List Group Label (LGL) Strategy to Increase Students' Vocabulary Mastery at the Second Semester at the Eighth Grade of SMPN 2 Pesawaran in Academic Year of 2021/2022.

I hereby declare that this thesis is completely my own work. I am completely responsible for the contents of this thesis. Other researchers' opinion or research findings included in the thesis are quoted or cited in accordance with ethical standards.

Bandar Lampung, 2022
Declared by

Aulia Santika
1611040093





KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Let. kol. H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703260

APPROVAL

Title : **The Influence of Using List Group Label (LGL) Strategy to Increase Students' Vocabulary Mastery at the Second Semester at the Eighth Grade of SMPN 2 Pesawaran in Academic Year of 2021/2022**

Student's Name : Aulia Santika
Student's Number : 1611040093
Study Program : English Education
Faculty : Tarbiyah and Teacher Training Faculty

APPROVED

To be tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty
State Islamic University of Raden Intan Lampung

Advisor,

Co-Advisor,

Dewi Kurniawati, M.Pd
NIP.198006012006042047

Yulan Puspita Rini, M.A.
NIP.198607112015032003

The Chairperson
of English Education Study Program

Meisuri, M.Pd
NIP: 198005152003122004




**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat: Jl. Letkol H. Endro Suratmin Sukarame I Bandar Lampung (0721) 703260

ADMISSION


**A thesis entitled: The Influence of Using List Group Label (LGL) Strategy to Increase Students' Vocabulary Mastery at the Second Semester at the Eighth Grade of SMPN 2 Pesawaran in Academic Year of 2021/2022,
by: Aulia Santika, NPM: 1611040093, Study Program: English Education
was tested and defended in the examination session held on: Friday, April 8th 2022:**

Board of Examiner:

Moderator : Syofnidah Ifrianti, M.Pd ()

Secretary : Sugeng Riyadi, M.Pd ()

Primary Examiner : Istiqomah Nur Rahmawati, M.Pd ()

Secondary Examiner : Dewi Kurniawati, M.Pd ()

Advisor : Yulan Puspita Rini, M.A ()

**The Dean of
Tarbiyah and Teacher Training Faculty**

Prof. Dr. Hj. Nirva Diana, M.Pd

NIP. 196408281988032002

MOTTO

وَأَنْ لَّيْسَ لِلْإِنْسَانِ إِلَّا مَا سَعَىٰ (٣٩)

And that each person will only have what they endeavoured towards (39).¹



¹ Abdullah Yusuf Ali, *The Holly Qur'an Text and Translation*, (New Delhi: Milla Book Centre, 2006),

p.812

DEDICATION

Price and gratitude to Allah SWT almighty for his abundant blessing to me, and then from my heart and great love, this thesis is proudly dedicated to:

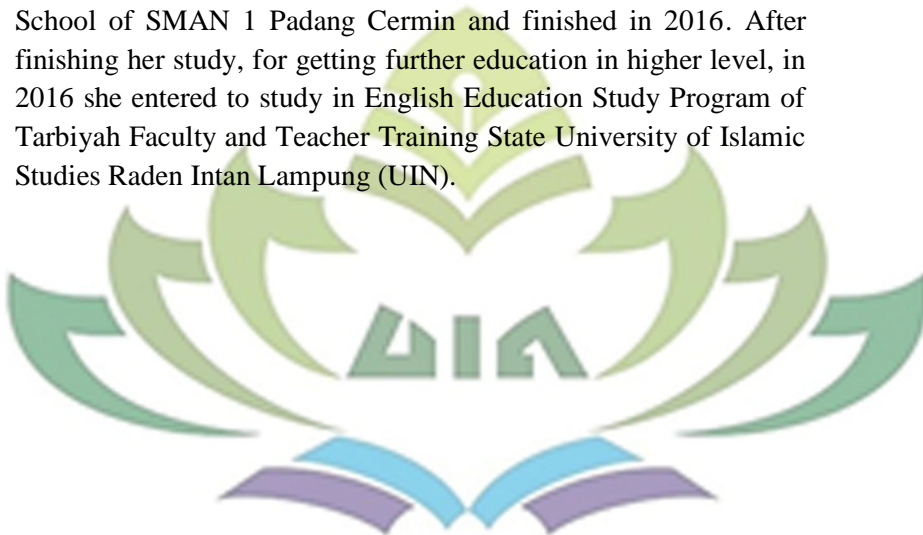
1. My beloved father and my beloved mother, Mr. Hasanuddin and Mrs. Eliyatika, who always supporting me, pray for all my success, thanks for all the motivations and your support, I love you forever. I love you more and more.
2. My beloved Sister Agista Hastika and also all my big family for the love, support and motivations to me.
3. My beloved friends; Desi Ken Asih, Teuku Syahlefi, and All friends that you support me in finishing my study.
4. Me, myself and I. Thank you so much for survived this far. Thank you so much for always tried to think positively and never give up. Keep it up!
5. My beloved almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

The writer's name is Aulia Santika. She was born in Lampung on August, 12th 1998. She is the first child of Mr. Hasanuddin and Mrs. Eliyatika. She has one elder sister namely Agista Hastika. She lives in Tangerang.

The writer began her study at Elementary School of SDN Kompleks Gembor 3 in 2004 and then she moved schools at SDN 1 Gebang and graduated in 2010. Then, she continued to Junior High School SMPN 1 Padang Cermin and finished in 2013. After graduated from Junior High School, she continued of Senior High School of SMAN 1 Padang Cermin and finished in 2016. After finishing her study, for getting further education in higher level, in 2016 she entered to study in English Education Study Program of Tarbiyah Faculty and Teacher Training State University of Islamic Studies Raden Intan Lampung (UIN).



ACKNOWLEDGMENT


In the name of Allah the Almighty God, the Most Merciful, and the Most Beneficent for blessing the writer with His mercy and guidance to finish this thesis. Peace and salutation always be given to our Prophet Muhammad peace be upon him, with his family and followers. This thesis entitled “The Influence of Using List Group Label (LGL) Strategy to Increase Students’ Vocabulary Mastery at the Second Semester at the Eighth Grade of SMPN 2 Pesawaran in Academic Year of 2021/2022.” is submitted as compulsory fulfillment of the requirements for S1-degree of English Education Study Program at Tarbiyah and Teacher Training Faculty at UIN Raden Intan Lampung.

When finishing the thesis, the writer has obtained so many helps, supports, assistances, and many valuable things from various sides. Therefore, the writer would sincerely express her gratitude:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University Lampung with all staffs, who give the researcher opportunity to study until the end of this thesis composition.
2. Dr. Moh. Muhassin, M.Hum, the chairperson of English Education Study Program of Raden Intan State Islamic University Lampung.
3. Dewi Kurniawati, M.Pd, the first advisor and also the academic advisor of the researcher, for his guidance help and countless time given to the researcher to finish this thesis as well.
4. Yulan Puspita Rini, M.A, the second advisor who has spent countless hours, always patiently guided, helped supervision especially in correcting the writer to finish this thesis as well.
5. All lecturers of English Education Study Program of Raden Intan State Islamic University Lampung, who have

- though the writer since the first year of her study.
6. Riya Afrida, S.Pd. MM, the Headmaster of SMPN 2 Pesawaran for allowed the writer conducted the research; to English teacher of SMPN 2 Pesawaran, Maryani, S.Pd, for being helpful during the research process and giving suggestion during the research; all the teachers and the students at the eighth grade of SMPN 2 Pesawaran for allowing the writer to carry out the research in their institution, for giving the contribution and being cooperative while the writer was conducting the research.
 7. My beloved friends of English Department of UIN Raden Intan Lampung, especially my beloved friends in class D, 2016.

Finally, nothing is perfect and neither is the final project. The writer realizes this thesis still far from perfect, so the writer expects constructive criticisms and suggestions. Any correction, comments, and criticisms for this final protect are always welcome.



Bandar Lampung, 2022
Declared by

Aulia Santika
1611040093

TABLE OF CONTENTS

COVER	i
ABSTRACT	ii
DECLARATION	iii
APPROVAL	iv
ADMISSION	v
MOTTO	vi
DEDICATION	vii
CURRICULUM VITAE	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS	x
CHAPTER I	1
INTRODUCTION	1
A. Title Confirmation	1
B. Background of the problem.....	1
C. Identification and Limitation of the Problem	3
D. Formulation of the Problem	4
E. Objective of the research.....	4
F. Significance of the Research	4
G. Relevant Research.....	5
H. Scope of the Research	6
CHAPTER II	7
FRAME OF THEORY AND HYPOTHESIS	7
A. Frame of Theory	7
1. Nature of Vocabulary.....	7
2. Types of Vocabulary	9
3. Teaching and Learning Vocabulary	10
4. Concept of Tenses.....	12
5. Concept of List Group Label Strategy	17
6. Procedure of List Group Label Strategy.....	18
7. Advantages of List Group Label Strategy	19
8. Disdvantages of List Group Label Strategy	19
9. Concept of Expository Strategy	20

B. Frame of Thinking	22
CHAPTER III	23
RESEARCH METHOD.....	23
A. Place and Time of the Research	23
B. Research Design.....	24
C. Population, Sample & Data Collecting Technique	24
1. Population.....	24
2. Sample of the Research.....	25
3. Data Collecting Technique.....	25
D. The Operational Definition of Variables	25
1. Population Dependent Variable	25
2. Independent Variable	25
E. Research Instrument.....	26
F. Validity and Reliability of the Instrument	27
G. Fulfilment of the Assumption	30
H. Hypothesis Testing.....	31
CHAPTER IV	33
FINDING AND DISCUSSION.....	33
A. Data Description	33
1. Description of the First Treatment	33
2. Description of the Second Treatment	33
3. Description of the Third Treatment	33
B. Result of the Research	34
1. Fusion Result of Pre-Test in Experimental Class	34
2. Fulfill Result of Pre-Test in Control Class	35
3. Fulfillment Result of Post-Test in Experimental Class.....	36
4. Fulfillment Result of Post-Test in Control Class.....	37
C. Data Analysis	38
1. Fulfillment Result of Normality Test	38
2. Fulfillment Result of Homogeneity Test.....	39
3. Fulfillment Result of Hypothetical Test.....	39

4. Discussion.....	40
CHAPTER V	45
CONCLUSION AND RECOMMENDATION	45
A. Conclusion	45
B. Recommendation	45
1. For the teacher	45
2. For the Students	46
3. For the Next Researcher.....	46
REFERENCES.....	47
APPENDICES	53



CHAPTER I INTRODUCTION

A. Title Affirmation

As the first step to discuss about this research, it is necessary to explain the keys related to the title of this research. The aim of this part is to explain more the title affirmation of this research. Thus, it is hoped no misunderstanding the meaning of this title and some of the term used.

Vocabulary is the collection of word that an individual knows. It can be defined that vocabulary is list of words or phrases that can be used to describe everything in communication, so we can communicate with other people.¹

List Group Label is a brainstorming and categorizing activity that provides students with the opportunity to think about, discuss, categorize, and label words related to a central concept.²

B. Background of the Study

Vocabulary is an important part of English that should be mastered well. It had important role in communication both in spoken and written forms. By having a lot vocabularies learner will be easier to show their ideas, making compositions, an many activities dealing with language. Vocabulary is the knowledge of meanings of words.³

In other words, by knowing understanding the vocabulary, the learners will success fully achieve the four English language skills. Since vocabulary becomes one of the important aspects in English teaching process, teaching vocabulary in the classroom should be appropriate in order to avoid problems related to students' vocabulary

¹ Linse. C.T. 2006. *Practical English Language Teaching Young Learners*. New York: McGraw-Hill Book Company. p. 21

² Allen, Janet. 2006. *Words, Words, and Words: Teaching Vocabulary in Grades 4-12*, USA: Stenhouse Publisher. p. 69

³ Hiebert, E. H. and Kamil, M. L. 2005. *Teaching and Learning Vocabulary: Bringing Research to Practice*. London: Lawrence Erlbaum Associates. p . 3

mastery. It contributes significantly towards achievement in the subject of the curriculum in the school.

Vocabulary takes the important aspect to master English well as a foreign language. Vocabulary is the basic of language and the basic of the communication. Without vocabulary it is impossible to know everything about grammatical structure of language, and also, learning vocabulary is important for students' vocabulary development as well as supports their academic achievement. Vocabulary is the collection of word that an individual knows. It can be defined that vocabulary is list of words or phrases that can be used to describe everything in communication, so we can communicate with other people.⁴

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

Actually, there are some efforts that has done by teacher in vocabulary mastery before prior researcher, such as giving motivation to students to learn a lot of English vocabulary, using book that contain the English vocabulary and complete the school facilities. However, in fact it does not get the positive response to students in learning process. In other words, the efforts that carried out by the teacher is not interest to students, it is still looks monotonous, and not efficient in process of learning. It makes the students lazy to study English, still bored and not interested, and low motivation in English learning process because the students do not have a lot of vocabulary.

Based on the explanation above, students' vocabulary mastery is needed to be solved. The researcher interest in doing research about how to make student interested and mastered in vocabulary. In this case, the researcher focuses on the List group label technique in

⁴ Linse. C.T. 2006. *Practical English Language Teaching Young Learners*. New York: McGraw-Hill Book Company. p. 21

teaching vocabulary, the researcher believes the students more interested to learning about English especially in vocabulary. List group label is one of several easy ways to apply in learning process, where students are asked to generate a list of word, group them according to their similarities and label the group.

Based on the phenomena above, the researcher wants to implement a strategy to improve students' vocabulary mastery called List Group Label. List, Group, Label is one of the strategy that is suitable for vocabulary. List Group Label is a strategy that allows for both small and large group discussion.

List-Group-Label is a brainstorming and categorizing activity that provides students with the opportunity to think about, discuss, categorize, and label words related to a central concept.⁵ In conclusion, List-Group-Label is one of the strategy in learning that is suitable to memorize a new word.

Hence, the writer titles this research “The Influence of using List Group Label (LGL) Strategy to Increase Students' Vocabulary Mastery at the Second Semester at the Eighth Grade of SMPN 2 Pesawaran in Academic Year of 2021/2022”.

C. Identification and Limitation of the Problem

Based on the research of the problem and the result of preliminary research (interviewed the teacher and observed the students) the researcher found some problems in teaching and learning process at the second semester of the eighth grade of SMPN 2 Pesawaran in the academic year of 2021/2022.

1. The students had very limited-vocabulary so they could not understand the meaning of the words and they did not know how to use the words properly.
2. The students were confused with changes in vocabulary on simple past tense.
3. The students had lack of interest in learning vocabulary.

⁵ Allen, Janet. 2006. *Words, Words, and Words: Teaching Vocabulary in Grades 4-12*, USA: Stenhouse Publisher. p. 69

In this research, the researcher focused on using List Group Label (LGL) Strategy to Increase Students' Vocabulary Mastery. The researcher also only focused to the vocabulary of irregular and regular verb in past tense sentence because it is impossible to teach vocabulary only on SMPN 2 Pesawaran, it must be relates with their lesson as well, and it is simple past tense. Beside that, the researcher only focused on word meaning. Lastly, in this research the researcher used List Group Label Strategy to increase students' vocabulary mastery.

D. Formulation of the Problem

Referring to the identification of the problem and limitation of the problem above, the researcher formulates the problem as follows:

Is using List Group Label (LGL) to increase students' vocabulary mastery at the second semester at the eighth grade of SMPN 2 Pesawaran in academic year of 2021/2022?

E. Objectives of the Research

The objectives of the research is to know whether there is significant influence of using List Group Label strategy in teaching vocabulary or not.

F. Significance of the Research

The research activity is significantly carried out based on the following needs, they are:

1. For Students
This research can make the students more interested in learning English in different way.
2. For Teachers
This research can make the teachers get the new strategy to teach vocabulary mastery of the students in the class.
3. For Readers

Finally, this research is able to fulfill one of the requirements for award of undergraduate degree at English Education Department of Faculty of Tarbiyah and Teacher Training of Islamic State of Raden Intan Lampung.

G. Relevant Research

Relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to the research they are conducting.⁶ In this case, there are two researches:

1. The first, previous research that was conducted by Latifah discussing about “Improving Students’ Writing Skill on Recount Text through List Group Label Strategy towards Students’ Eighth Grade of SMP N 2 Sentolo in Academic Year 2011/2012”. The result was found that average scores of students in every evaluation kept improving. It can be said that there is a significant improvement on the students’ achievement in writing recount text by applying the application of List Group Label Strategy. It can be seen from the improvement of mean of students’ score, namely: the mean of first evaluation (62.14) sharply increased to the mean of second and third evaluation, which have 71.55 and 77.09 respectively score continuously improve from the first evaluation to the third evaluation. It can be concluded that the application of List Group Label Strategy significantly improves students’ achievement in writing recount text.⁷ The similarities between this previous research and my research are the same use of List Group Label Strategy. The difference is about the material, in the previous research was Writing Skill and my research was *Vocabulary*.
2. The second a study by Mustafiah Nur Pratiwi, her thesis is “the Effectiveness of Using List Group Label in Teaching Vocabulary viewed from students’ creativity”. The result of

⁶ M. Syafi’I S. 2013. *From Paragraph in a Research Report: Writing of English for Academic Purpose*. Pekanbaru: Suska Press. p. 94

⁷ Siti Latifah, *Improving Students’ Writing Skill on Recount Text through List Group Label Strategy*, (Yogyakarta: Yogyakarta State University, 2012)

the research: There is an interaction between teaching strategies and students' creativity in teaching vocabulary for the fifth grade students of SDN VII Wonogiri in academic year of 2012/2013. List-Group-Label is clearly more suitable for students with high creativity while Translation is suitable for students with low creativity.⁸ The similarities between this previous research and my research are the same use of List Group Label strategy was that is focus on vocabulary. The difference is about the sample of the research. The previous researches use the elementary school, and this research use senior high school as the sample of the research.

H. Scope of the Research

In this research, the researcher used List Group Label (LGL) to teach irregular verb and regular verb in teaching English vocabulary. The researcher only focuses in students' vocabulary mastery related to the material and topic. The subject of this research is the second semester at the eighth grade of SMPN 2 Pesawaran in Academic Year of 2021/2022.

⁸ Mustafiah Nur Pratiwi, *the Effectiveness of Using List Group Label In Teaching Vocabulary Viewed From Students' Creativity*. (Sebelas Maret University: Surakarta, 2013). p 103.

CHAPTER II

FRAME OF THEORY AND HYPOTHESIS

A. Frame of Theory

1. Nature of Vocabulary

Vocabulary means words which are significant to be known by the learners of language. It can be found in dictionary or other sources which are relevant. However, to enrich the vocabulary we should precisely know about the context of the language in spoken or written. When we use language, we use words all the time, thousands of them. If we know a language well, we know how to write the words and how to say the words. There are many definitions of vocabulary proposed by some experts. It is very important for one to know what vocabulary is before discussing vocabulary mastery. Mastering a large number of vocabularies is very important for foreign language learners. Without mastering it, of course, foreign language learners will get some difficulties in developing four language skills. Vocabulary can be defined, roughly, as the words we teach in the foreign language.⁹

Vocabulary is the basic for communication and language learning vocabulary is very important because all language skills are concerned with words, in speaking we speak words, in listening we hear, in reading we face words, and in writing we use word. Therefore, vocabulary is an important element in the acquisition of a second language.¹⁰ Vocabulary is the basis for the development of language. It is very simple, without knowing the vocabulary of a language,

⁹ Ur, P. (1996). *A course in Language Teaching: Practice and Theory*, New York: Cambridge University Press. p. 60

¹⁰ Nunan, D. (1991). *Language Teaching Methodology a Text Book for Teacher*, London: Prentice Hall. p. 118

higher level language use (grammar, syntax, expository writing) is difficult, if not impossible.¹¹

The acquisition of an adequate vocabulary is essential for successful foreign languages use, because without an extensive vocabulary student will be unable to use the structure and function we may have learnt for comprehension communication.¹²

We all have four different vocabularies: the listening vocabulary, the speaking vocabulary, the reading vocabulary, and the writing vocabulary.

a. Listening vocabulary

Listening vocabulary is the words we hear and understand, commonly referred to as words we know. This is the largest of our vocabularies and the one upon which the others are built.

b. Speaking vocabulary

Speaking vocabulary is the words we use in conversation. Our listening vocabulary is larger than our speaking vocabulary because our understanding of some words is incomplete or contextual (we understand a word in the context of a sentence or situation, but not necessarily by itself). Thus, adding both depth and dimension to our word knowledge enables us to express our thoughts more efficiently and effectively.

c. Reading vocabulary

Reading vocabulary is the words that we are able to read. Most students enter school with very few words in their reading vocabulary. To this, they add approximately three thousand new words a year. As stated earlier in this book, learning to read is much easier if students are reading words in their listening and speaking

¹¹ Hirai, Debra. L. Cook., Bonrego. Irene., Garza, Emilio., Kloock., & Carl. T. 2010. *Academic Language/Literacy Strategies For adolescents*. New York: Reutledge Companion. p. 45

¹² Nunan, D. (1991). *Language Teaching Methodology a Text Book for Teacher*, London: Prentice Hall. p. 117

vocabularies. Thus, increasing the number of words in students' listening vocabularies makes learning to read easier.

d. Writing vocabulary

Writing vocabulary is the words we use to express ourselves in written form. This is usually the smallest of the four vocabularies. We write using only those words we can read and understand. Just like listening and speaking vocabularies, our reading vocabulary is larger than our writing vocabulary.

In conclusion, communication will not take place well if the communication does not use the appropriate vocabulary or words. Therefore, before learning language skills, such as reading, speaking, writing, and listening people should learn vocabulary first.

2. Types of Vocabulary

Some experts have classified types of vocabulary. Classified vocabulary into two kinds: a receptive vocabulary and expressive vocabulary (productive vocabulary).¹³ Further, he defines the receptive vocabulary as the words known when the learner listens and reads. The receptive vocabulary is also called a passive process because the learner only receives thought from others. In language application, the receptive vocabulary is considered as the basic vocabulary. Later, expressive vocabulary is defined as the words used when the learner speaks and writes.

Active vocabulary refers to vocabulary that students have taught or learnt in which the students will recognize when they meet then they will probably not be able to produce. Vocabulary is divided into two kinds, namely receptive and productive vocabulary.¹⁴

a. Receptive Vocabulary

¹³ Hiebert, E. H. and Kamil, M. L. 2005. *Teaching and Learning Vocabulary: Bringing Research to Practice*. London: Lawrence Erlbaum Associates. p. 15

¹⁴ Harmer, Jeremy. 1998. *How to Teach English: an Introduction to the Practice of English Language Teaching*. London: Longman. p. 159

Receptive vocabulary is words that the learners recognize and understand when they occur in context, but cannot produce correctly. It is vocabulary that the learners recognize when they see it in reading context but do not use it in speaking and writing. The receptive vocabulary is also called a passive process because the learner only receives thought form others. In language application, the receptive vocabulary is considered the basic vocabulary. It is much larger than productive vocabulary because there are many words recognized when the learner hears or reads but does not use when he speaks or writes.

b. Productive Vocabulary

Productive Vocabulary is the words in which the learners understand, can pronounce correctly, and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thought to others. So, we can conclude that vocabulary is very important in receptive or productive vocabulary because we need to receive and produce the language.

3. Teaching and Learning Vocabulary

Vocabulary is the list of word in a language with meaning and definition and it is very important to develop student's ability in learning speaking, listening, reading and writing as the fundamental in learning language and to apply in their life meaningfully. Teaching vocabulary should be integrated into four language skills. There are six aspects that must be taught namely form, grammar, collocation, aspect of meaning, meaning relation, and a word formation.¹⁵ That is below:

a. Form

The learner has to know what a word sounds like (its pronunciation) and what it looks like (its spelling). This is

¹⁵ Ur, Penny. 1991. *A Course in Language Teaching*. Cambridge University Press. p. 60

unquestionably important especially related to English, in which spelling varies often different from the pronunciation in teaching, we need to make sure that both these aspect are accurately presented and learned.

b. Grammar

The grammar of a new item will need to be taught if this is not obviously covered by general grammatical rules. An item may have an unpredictable change of form in certain grammatical contexts or may have some idiosyncratic way of connecting with other words in sentences; it is important to provide learners with this information at the same time as we teach the base form.

c. Collocation

Knowing how to form collocation is another aspect of knowing a word. Collocation is words, which often occur, together in specific order. Knowledge of collocations, therefore, enables learners to anticipate the words, which surround a specific word.

d. Aspect of meaning: denotation, connotation, appropriateness

There are aspects of meaning that are important for the students to know namely denotation, connotation and appropriateness. Denotation is the kind of meaning which is written in a dictionary. This type of meaning is also called dictionary meaning or lexical meaning of word. Denotative meaning is therefore, obvious a less obvious component of meaning of an item is its connotation meaning. This is the meaning which added or associated to an item either negative or positive one, which may not be indicated in a dictionary definition.

e. Aspect of meaning: meaning relationships

How the meaning of one item relates to the meaning of others can also be useful in teaching. There are various such relationship some of them are synonyms, hyponyms, homonyms, super ordinates etc. besides those mentioned above, it may also helpful to think of

meaning relationship in term of cluster of semantic feature such as for example stagger, stroll, prance, and limp. These words share semantic feature namely the action of alternating feet or walking, but they also have different features. This different feature contributes to what is often called shade of meaning.

f. Word formation

Vocabulary items, whether one-word or multi-words, can often be broken down into their components are put together is another piece of useful information perhaps mainly for more advanced learners. Some of these word formation processed are coinage, borrowing, compounding, blending, clipping, back-formation, conversion, acronyms, prefixes and multi processes. Learning vocabulary is a very important part of learning a language. The more words you know, the more you will be able to understand what you hear and read and the better you will be able to say what you want to when speaking or writing.

Components of reading as phonemic awareness, phonics, fluency, vocabulary, and comprehension. Vocabulary holds a special place among these components. Vocabulary is not a developmental skill or one that can ever be seen as fully mastered. The expansion and elaboration of vocabularies is something that extends across a lifetime. A first consideration in delineating the construct of "vocabulary" in research and practice is that individuals have various types of vocabulary that they use for different purposes.¹⁶

4. Concept Of Tenses

Tenses are the important part for the learners to make their language become systematic. It is because English has different rules for the different time and situation. Because of that, the learners must master about tenses. The word "tense" is from Latin *tempus* meaning

¹⁶ Hiebert, Elfrieda H. and Michael L. Kamil. 2005. *Teaching and Learning Vocabulary Bringing Research to Practice*. London: Lawrence Erlbaum Associates, Publishers. p. 2

time.¹⁷ It is indicated whenever we use a finite verb. A useful way to explain tense to students are facing the students and making symbolic gestures. As the direction of reading in English is from left to right, we use a corresponding sequence. To the students' left we indicate something occurring in the past. Directly in front indicates something occurring now, in the present, and to the right something which is to happen in the future.

Tense is the grammatical expression of relative time. Situations being communicated in clauses are often anchored in relation to a reference point, usually the moment the clause is spoken, i.e., "now." If we think of time as a line, with "now" represented by a point moving from left to right, we can imagine relative time in terms of Figure. Time that is on the left side of now is past, and time on the right side of now is future. Now is of course the present.¹⁸ It can be said that the different activities in the different time have the different way to express in writing form or spoken.

Wishon and Burks define tense as time. However, it should be pointed out that time in relation to action is a concept that exists in the mind of speaker, reader, or listener. Tense, in actual usage, refers consistently only to grammatical forms.¹⁹ It means, the time that has the correlation with the actions is understood by the speaker, reader, or listener.

A tense system is a system associated with the verb where the basic contrasts in meaning has to do with the location in time of the situation, or the part of it under consideration. Past and present times are relational concepts. Usually past time is understood as time preceding the time of speaking and present time is time simultaneous with the time of speaking.²⁰ It can be said that the time of the situation has to be considered to determine the concept of tense.

¹⁷Barbara Dykes, *Grammar for Everyone Practical Tools for Learning and Teaching Grammar*, (Victoria: Acer Press, 2007), 44.

¹⁸Thomas E. Payne, *Understanding English Grammar*, (Cambridge: Cambridge University Press, 2009), 280.

¹⁹George E. Wishon and Julia M. Burks, *Let's Write English*, (Canada: Van Nostrand Reinhold Ltd, 1980), 192.

²⁰Rodney Huddleston and Geoffrey K. Pullum, *A Student's Introduction to English Grammar*, (Cambridge: Cambridge University Press, 2007), 44.

From some explanations, it can be concluded that the word “tense” is the grammatical expression of relative time that indicated whenever we use a finite verb that should be pointed out that time in relation to action is a concept that exists in the mind of speaker, reader, or listener. Tense is one of important parts of structure in English, in teaching learning English the teacher should make the students understand about tenses which are used to make them able to make sentence because tenses are a verb form that are used in certain time so it must be mastered by the students. There are 16 types of tense:

a. Present tense

1) Simple Present Tense

Simple Present tense is also used for event or situation that exists always, usually, or habitually in the past, present, and future.²¹

Formula: S+ To be (am, is, are) +O or S+ Verb 1

2) Present Continuous Tense

This tense expresses an activity that is in progress (is occurring, is happening) right now. The event is in progress at the time the speaker is saying the sentence.

Formula: S+ To be (am, is, are) + Verb 1(ing) + O

3) Present Perfect Tense

This tense expresses activities or situations that have occurred (or did not occur) “before now” at some unspecified time in the past. It is also used to express activities that were repeated several or many times in the past. The exact times are unspecified.

Formula : S+ have/has+ past participle

²¹Betty Schramper Azar, *Understanding and Using English Grammar*, (New York: Longman, 2007), 13.

4) Present Perfect Continuous Tense

This tense express the duration (the length of time) an activity is in progress, i.e. how long something has continued to the present time. It uses for to tell length of time.

Formula : S+ have/has+ been +infinitive +Ing

b. Past Tense

1. Simple Past Tense

This tenses used to talk about activities or situation that began and ended in the past (e.g. yesterday, last night, two days ago, in 1990). Most Simple Past Tense is formed by adding ed to a verb, whereas some verb have irregular past forms.²²

Formula: S+ TO be (was/were)+ O or S+ Verb two + O

2. Past Continuous Tense

This tenses express an activity that was in progress (was occurring, was happening) at appoint of the time in the past (e.g. at 6:10) or that the time of another action (e.g. when from come).

Formula: S+ (was/were) + infinitive + ing

3. Past Perfect Tense

This tense express an activity that occurred before another time in the past. It can also be used to express an activity that was completed before a particular time in the past.

Formula: S + had + been + O or S+ had+Verb two +O

²²*Ibid.*, 27.

4. Past Perfect Continuous Tense

This tense express how long to something had been happening before something else happened.

Formula: S+ had + been + V one + Ing + O

c. Future Tense

1) Simple Future Tense

To express an activity that will be done in the future.

Formula : S + will + bare infinitive or S+ To be (am, is, are) + going to be + infinitive.

2) Future Continous

To express an activity or state will take place or be in progress in the future.

Formula: S+ Shall/will + be +Verb one + Ing + O

3) Future Perfect Tense

To express an action will take place or be completed before another action on time in the future.

Formula: S+ Shall/will + be +Verb one + Ing + O

4) Future Perfect Continous Tense

To express an action will take place or will have been completed before another action or by a certain time.

Formula: S+ shall/will + have + been + Verb one + Ing + O

Accordingly, simple present tense is difficult for the students. The students are still confused which verb should they use when the subject is third person. Even most of them have the wrong answer when the subject is third person (she, he, it). Therefore, it can be concluded that the students have problems with simple present tense more than 12 other tenses. Thus, the researcher will focus on simple present tense.

5. Concept of List, Group, Label

List-Group-Label is designed to encourage students to improve their vocabulary and categorize skills, organize their verbal concepts and aid them in remembering and reinforcing new words them. List-Group-Label attempts to improve upon the way in which students learn and remember new words. The rationale for using this strategy is based on the idea that categorizing words will help students organize new words and concepts in relation to already known words/concepts. List-Group-Label was originally used to aid students in remembering technical vocabulary in social studies and science. List-Group-Label is a brainstorming and categorizing activity that provide students with the opportunity to think about, discuss, categorize, and label words related to a central concept.²³ Words that students generate in the process of this activity can serve as an excellent assessment tool for teachers in determining the degree of background knowledge students bring to the study.

Accelerating literacy learning states that List-Group-Label is a powerful practice designed to build academic vocabulary by activating knowledge about words and reflecting on concepts that are related to each other. Spending time of categorizing and organizing what they know helps students process information more deeply and remember it more effectively. List-Group-Label develops students' academic vocabulary by categorizing words into groups that relate to similar concepts.²⁴

Through this process, students are required to activate their prior knowledge and engage in thinking about word in different ways. They connect their prior knowledge with new knowledge about word, by developing conceptual understanding useful for comprehending text. Adds the purpose of the List, Group is to assist students in learning new vocabulary by emphasizing word relationships. In addition to helping students understand and remember vocabulary

²³ Allen, J. 2007. *Inside Words: Tools for Teaching Vocabulary, Grades 4-12*. USA. Stents House Publisher. p. 69

²⁴ Taba, Hilda. 1967. *Teachers' Handbook to Elementary Social Studies*. Read, MA: Addison-Wesley Publishing Co., Inc.

words and phrases; it also supports the activation of background knowledge. Vocabulary instruction is more effective when students are active in their learning and teachers organize learning in ways that emphasize their connectedness or semantic relations.

List-Group-Label asks students to actively categorize words along with other more familiar words. This helps connect the words by concept. In addition, instructional approaches that help students connect their prior knowledge with new words allow students to commit new words to their long-term memories more effectively and assist them in remembering the words later. In List-Group-Label, students focus on using the new words and talking about related concepts. This activates prior knowledge as new knowledge connected, linked, classified and filed away.

6. Procedures of List, Group, Label

Four steps of list group label there are:

a. **TOPIC:** Place the topic or key word on the board or overhead.

The teacher chooses the key word or topic to be analyzed and asks the students to look at the topic word and to think about all the terms that they know that relate to this word. Provide students with some time to think about their responses.

b. **LIST** – list all the words related to the topic word.

Call on students one by one to share their vocabulary words with the group. As 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.

c. **GROUP** – categorize the vocabulary words.

When the students have exhausted their responses allow the students to place the terms in categories. (Remember, this is not the time to label the categories.) Discuss the possible reasons for placing words or terms in particular groups. Many terms may fit into several categories or groups.

d. LABEL – label all the categories or groups

To refine the categorization skills of students, assign labels as a class to the various categories that have been developed.²⁵

The writer concludes that there are four steps that can be used in list group label. There are topic, List, Group, and Label. The four steps will make students able to group words, categorize words and also label the word and help students to learn more about the new vocabulary.

7. Advantages of List, Group, Label

List-Group-Label makes words come alive for students through their conversations and reflections on the "meaning connections" between words. It actively engages students in learning new vocabulary and content by activating their critical thinking skills. The advantages of List-Group-Label include the following:

- a. Provides opportunity for individual work and small group work.
- b. Provides a purpose for reading.
- c. Takes little teacher preparation.
- d. Straight forward and easy to explain and understand.
- e. Provides a ready- made study guide
- f. Good activity for a substitute teacher.
- g. Facilitates deeper understanding of the text.
- h. Encourages collaboration.
- i. Facilitates deeper understanding of the vocabulary word.²⁶

8. Disdvantages of List, Group, Label

The disadvantages of List, Group, and Label are as follows:

- a. The student lack critical thinking to label new vocabulary

²⁵ Jetton & Dole, *Organizing for Effective Content Area writing Instruction*, (New York, 2004), p. 13

²⁶ Brunner, Judy Titlton. 2011. *I don't Get It; Helping Students Understand What they Read*. United Kingdom; Rowman and Littlefield Education. p. 15

b. The limitation of students in the new vocabulary and their meaning.

9. Concept of Expository Strategy

a. Definition of Expository Strategy

Expository strategy is one of learning strategy is used in the classroom, where the teacher focus to explain the material, in their words the teacher is talkative.²⁷ Further, expository strategy is one of learning strategy that emphasizes to order material through oral from the teacher to the students.²⁸ It means that the expository strategy is a strategy where the teacher is the most important role there and the focus material only from the teacher. moreover, the teacher hold the most important role, because expository strategy is the manner of presentation lesson which done by the teacher with the verbal explanation directly.²⁹ It can be inferred that expository strategy as one way communication, it also describe that the students ability have limited knowledge cause the students just focus on the teacher gives.

Based on the explanation above, the writer concludes that expository strategy is the strategy of the teacher use to teach which the focus or the central material only given by the teacher with explanation to the student directly.

b. Procedure of Teaching Descriptive Text Writing though Expository Strategy

There is procedure of teaching descriptive text writing though Expository Strategy:

- 1). The teacher prepares the material that related with irregular and regular verb in past tense sentence for the students.
- 2). The teacher presents the material irregular and regular verb on past tense sentence and gives an example of past tense sentence for the students.

²⁷ Sofyana Hanani, Penerapan strategi pembelajaran expository program studi pendidikan (jakarta: IKIP Veteran Semarang, 2005), p. 59.

²⁸ Wina Sanjaya, Strategi Pembelajaran: Berorientasi Standar Proses Pendidikan (Jakarta: Kencana Prenada Media Group, 2006), p. 179.

²⁹ *ibid*

- 3). The teacher correlates the material with the students experience and ask the students to find the verb 2 and the meaning of irregular and regular verb in past tense sentence.
- 4). Then the teacher gives conclusion in the end of material.

Based on the explanation above, it can be inferred that the procedure of teaching vocabulary through expository strategy start from the teacher prepares until the teacher closes the material.

c. Strength and Weakness of Using Expository Strategy

The strength and weakness of using expository strategy as a strategy in teaching vocabulary of English teaching learning process. There are some of strength and weakness of using expository strategy, they are as folllow:

1). Strength of Using Expository Strategy

- a). Through this strategy the teacher can control the material and this strategy can be used of the total students, in another words in the large class.
- b).Through this strategy the students can hear through speech from the teacher, then look the demonstration about the material.

2) Weakness of Using Expository Strategy

- a). This strategy only can be done for students that have good listening ability and give good attention. Foe students do not have good listenig ability, need another strategy.
- b). Because this strategy is given by talkative teavher. So that, it is difficult to increase students ability in socialization, interpersonal related, and critical think ability.
- c). So that, this strategy happen on one way communication,
- d). Then the opportunity for controlling the students understand about the material is limited. Besides that, the one way communications can cause the students' knowledge is narrow about what their teacher given.³⁰

³⁰ *Ibid* pp. 190-191.

B. Operational Concept

In carrying this research, it is necessary to clarify the variable used in analyzing the data. There are two variables, variable X and Y. Variable X is the effect of using List-Group-Label, and Variable Y is the students' vocabulary mastery.

1. The indicators of variable X (List-Group-Label) According to Brunner can be seen as follows:
 - a. The teacher introduces the selected topic to students.
 - b. The teacher asks students to brainstorm words related to the topic.
 - c. The teacher records the words in a manner that can be displayed to everyone.
 - d. The teacher asks students to individually determine ways the words that can be grouped together and explains that they will be asked to share their reasons for the grouping with classmates.
 - e. The teacher places students in groups of two to four, and asks them to review the words. They should reach consensus as to how best to place the words into groupings.
 - f. The teacher instructs students to label each listing of words, and indicate how the words are related.
 - g. After categories and labels have been assigned, the teacher facilitates a class discussion of the terms and words.
 - h. The teacher directs students to read the assignment.³¹
2. The indicators of variable Y (Students' vocabulary mastery) it can be seen as follows:
 - a. The students' ability to know the meaning of word.
 - b. The students' ability to spell the spelling of word correctly in English.
 - c. The students' ability to determine the synonym or antonym of the word.
 - d. The students' ability to use good words grammatically.
 - e. The students' ability to know about the word formation of word (noun, verb, adverb, adjective).³²

³¹ Brunner, Judy Titlton. 2011. *I don't Get It; Helping Students Understand What they Read*. United Kingdom; Rowman and Littlefield Education. p. 14

³² Ur, Penny. 1991. *A Course in Language Teaching*. Cambridge University Press. p. 60

REFERENCES

- Abdullah Yusuf Ali, *The Holly Qur'an Text and Translation*, (New Delhi: Milla Book Centre, 2006), p.812.
- Allen, Janet. 2006. ***Words, Words, Words : Teaching Vocabulary in Grades 4-12***, USA: Stenhouse Publisher.
- Allen, J. 2007. *Inside Words: Tools for Teaching Vocabulary, Grades 4-12*. USA. Stents House Publisher.
- Ary, Donald, et.al. 2010. *Introduction to Research in Education 8th edition*. Wadsworth: Nelson Education.
- Arikunto, Suharsimi. 2006. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Arikunto, S. 2013. *Prosedur Penelitian Suatu Pendekatan Praktik*. Edisi Revisi. Jakarta: PT. Rineka Cipta.
- Barbara Dykes, *Grammar for Everyone Practical Tools for Learning and Teaching Grammar*, (Victoria: Acer Press, 2007), 44.
- Betty Schramper Azar, *Understanding and Using English Grammar*, (New York: Longman, 2007), 13.
- Brown, H. Douglas. 2000. *Teaching by Principle, An Interaction Approach to Language Pedagogy* Prentice Hell: New Jersey.
- Brown, J. D. 1998. *Understanding Research in Second language Learning*. Cambridge: Cambridge University Press.
- Brummer, Trisha. 2008. *Writing Strategies for Shell Education*, New York.

- Brunner, Judy Titlton. 2011. *I don't Get It; Helping Students Understand What they Read*. United Kingdom; Rowman and Littlefield Education.
- Creswell, J. W. 2009. *Research Design: Qualitative, Quantitative, and Mixed Method Approaches 93rd edition*). Los Angeles: SAGE Publications, Inc..
- Creswell, John W. 2012. *Educational Research: Planning, Conducting and Evaluating*
- Daniel Muijs. 2004. *Doing Quantitative Research in Education with SPSS*. London: Sage Publications.
- George E. Wishon and Julia M. Burks, *Let's Write English*, (Canada: Van Nostrand Reinhold Ltd, 1980), 192.
- Harmer, Jeremy. 1998. *How to Teach English: an Introduction to the Practice of English Language Teaching*. London: Longman.
- Hiebert, Elfrieda H. and Michael L. Kamil. 2005. *Teaching and Learning Vocabulary Bringing Research to Practice*. London: Lawrence Erlbaum Associates, Publishers.
- Hirai, Debra. L. Cook., Bonrego., Irene., Garza, Emilio., Kloock., & Carl. T. 2010. *Academic Language/Literacy Strategies For adolescents*. New York: Reutledge.
- Jack R. Fraenkel, Norman E. Wallen, Hellen H. Hyun, *How to Design and Evaluate Research in Education* (8 Ed), (New York: McGraw-Hill Companies, Inc, 2009), p.96
- Linse. C.T. 2006. *Practical English Language Teaching Young Learners*. New York: McGraw-Hill Book Company.
- Marguerite G. Lodico. 2006. *Method in Educational Research: from Theory to Practice*. San Francisco: Josey Bass.

- Masnur Muslich, *Penilaian Berbasis Kelas dan Kompetensi*, (Bandung: Aditama, 2010), 114.
- M. Syafi'i S. 2013. *From Paragraph in a Research Report: Writing of English for Academic Purpose*. Pekanbaru: Suska Press.
- Mustafiah Nur Pratiwi, *the Effectiveness of Using List Group Label In Teaching Vocabulary Viewed From Students' Creativity*. (Sebelas Maret University: Surakarta, 2013). p 103.
- Nunan, D. (1991). *Language Teaching Methodology a Text Book for Teacher*, London: Prentice Hall.
- Rodney Huddleston and Geoffrey K. Pullum, *A Student's Introduction to English Grammar*, (Cambridge: Cambridge University Press, 2007), 44.
- Siti Latifah, *Improving Students' Writing Skill on Recount Text through List Group Label Strategy*, (Yogyakarta: Yogyakarta State University, 2012)
- Sugiono (2015). *Metode Penelitian Kombinasi (Mix Method)*. Bandung: Alfabeta.
- Sofyana Hanani. *Penerapan strategi pembelajaran expository program studi pendidikan* (Jakarta: IKIP Veteran Semarang, 2005), p. 59.
- Taba, Hilda. 1967. *Teachers' Handbook to Elementary Social Studies*. Read, MA: Addison-Wesley Publishing Co., Inc.
- Thomas E. Payne, *Understanding English Grammar*, (Cambridge: Cambridge University Press. 2009), 280.
- Ur, P. (1996). *A course in Language Teaching: Practice and Theory*, New York: Cambridge University Press.

Ur, Penny. 1991. *A Course in Language Teaching*. Cambridge University Press.

Wina Sanjaya, *Strategi Pembelajaran: Berorientasi Standar Proses Pendidikan* (Jakarta:Kencana Prenada Media Group, 2006),p. 179.

