



**THE EFFECT OF LIST GROUP LABEL STRATEGY
ON VOCABULARY MASTERY AT THE
GRADE VIII STUDENTS OF SMP N 4
PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Islamic University of (UIN) Syekh Ali Hasan
Ahmad Addary Padangsidimpuan as a Partial Fullfilment of the
Requirement for the Graduate Degree of Education (S.Pd.) in English*

Written By:

NUR WAHIDA PUTRI

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**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF SYEKH ALI
HASAN AHMAD ADDARY
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Term : Munaqosyah
Item : 7 (seven) exemplars

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Assalamu 'alaikumwarohmatullah wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Nur Wahida Putri**, entitled "**The Effect of List Group Label Strategy on Vocabulary Mastery at The Grade VIII Students of SMP N 4 Padangsidempuan**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary (UIN SYAHADA) Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary (UIN SYAHADA) Padangsidempuan. Thank you.

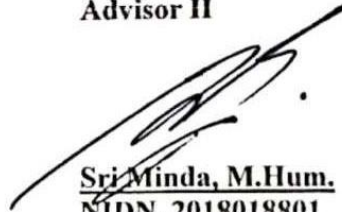
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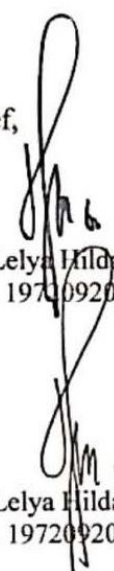



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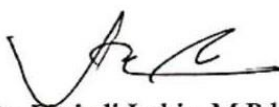
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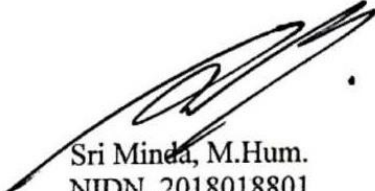

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ABSTRACT

This research discussed about vocabulary mastery, include the name of things, place and others that is around the school. Vocabulary is one of the important thing in language proficiency that becomes the basic of how the students can read, write, speak and listen well.

There were three formulation of the problems in this research. Firts, how is students' vocabulary mastery before using List group label strategy. Second, how is students' vocabulary mastery after using List group label straregy. Last, is there any significant effect of List group label strategy on students' vocabulary mastery.

This research was quantitative research in experimental form with Pretest-Posttest Control Group Design. The research instruments were Pre-Test and Post-Test. Data of the test were analyzed by using SPSS and T-test formula to know the difference of the students vocabulary mastery between two classes.

From the results of data analysis, in pre-test, mean score of experimental class was 45.03 and control class was 44.97. Mean score of post-test of experimental class was 74.21 and control class was 67.69. The result of t-test was 2.871 and t-table at 5% was 2.00172. It means, t-test value is higher than t-table $2.871 > 2.00172$. This indicated that, there is a significant effect of using list group label strategy on vocabulary mastery at the grade VIII students of SMP N 4 Padangsidempuan.

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

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JUDUL SKRIPSI : The Effect Of List Group Label Strategy On Vocabulary Mastery at the Grade VIII Students Of SMP N 4 Padangsidempuan

ABSTRACT

Penelitian ini membahas tentang penguasaan kosakata., meliputi nama dari suatu benda, tempat dan lain-lain yang berada di sekitar sekolah. Kosakata adalah hal yang sangat penting keahlian berbahasa yang menjadi dasar dari bagaimana siswa bisa membaca, menulis, berbicara dan mendengar dengan baik.

Terdapat tiga rumusan masalah dalam penelitian ini. Pertama, bagaimana penguasaan kosakata siswa sebelum menggunakan strategy List group label. Dua, bagaimana penguasaan kosakata siswa sesudah menggunakan strategy List group label. Terakhir, apak ada pengaruh penggunaan dstrategy List group label terhadap penguasaan kosakata siswa.

Jenis penelitian ini adalah Kualitatif Eksperimen dengan desain Pre-Test-Post-Test Control Group. Intrumen penelitian ini adalah Post-Test dan Pre-Test. Data dari hasil penelitian ini di analisis menggunakan aplikasi SPSS dan formula T-test untuk mengetahui perbedaan dari penguasaan kosakata siswa di dua kelas yang berbeda.

Dari analisis data diperoleh, pada Pre-Test, nilai rata-rata kelas eksperiment adalah 45,03 dan kelas kontrol adalah 44,97. Pada Post-Test, niali rata-rata kelas eksperiment adalah 74,21 dan kelas kontrol adalah 67,69. Hasil dari t-test adalah 2,871 dan t-tabel pada 5% adalah 2,00172. Ini menunjukkan bahwa, terdapat pengaruh dari penggunaan strategi List group label terhadap penguasaan kosakata siswa kelas VIII SMP N 4 Padangsidempuan.

Key Words: *Kosakata, Strategi, dan List Group Label*

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I realize this thesis can not be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidempuan, October 2022
Researcher

NUR WAHIDA PUTRI
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CHAPTER I

INTRODUCTION

A. Background of the Reseach

Vocabulary is a group of several words that have meaning. Vocabulary is all the words in a language or a collection of specific words that need to be learn. Furthermore, vocabulary is very important for the students to learn, because learning vocabulary is the essence of language learning.

Vocabulary is one of the important thing in language proficiency that becomes the basic of how the learners or the students can read, write, speak and listen well. Vocabulary has a significant role in master English, because it facilitates the students foundation for learning english basic skills. Therefore, having a lot of vocabulary will make it easier for the students to communicate in English.

There are various efforts that has been done by the goverment to improve the quality of education in Indonesia, one of them is determining the appropriate curriculun to be applied. School also have an effort to raise the students ability, like prepared equipment or tools to support the students activities in learning. In the other hand, the teachers have a big role in ensuring the students to master English as their foreign language. Teacher applying an interesting strategy of method is one of the important factors in making a good impression in the classroom activities.

Based on an informal interview with the English teacher in SMP N 4 Padangsidimpuan. “There are still many students who do not understand English because of lack of vocabulary, therefore they always find difficulties in understanding and explaining the material. Most of them do not know and remember enough vocabulary and can not differentiate between nouns, adjectives and verbs. In teaching vocabulary, the teacher use memorizing technique. In this technique, the teacher will ask the students to writedown some now words (5-10) from the text, the they have to memorize those words on the next meeting”¹

Based on an informal interview with some of students in SMP N 4 Padangsidimpuan, about their problems or their difficulties in learning English. “English is a fun lesson because they like English. English is a difficult lesson because they have to memorize some words every meeting. Learning English is so boring it is not interesting at all. Sometimes the teacher use english more than indonesian, so it is difficult to understand.”²

It means that, there are many students in SMP N 4 Padangsidimpuan do not understand English, because lack of vocabulary. Therefore, they find difficult in understanding the materials. In addition, there are many things that make it difficult for students to remember vocabulary, for example lack of interest, lazy to memorize, uninteresting learing process and others.

¹Harahap, Ade Isnaeni, “An Informal Interview to Teacher of SMP N 4 Padangsidimpuan” (Sitinjak Padangsidimpuan: SMP N 4, 2021).

²Syahputra, Aldi, Nur Hasanah and Anggi “An Informal Interview to the Students of SMP N 4 Padangsidimpuan”, (Padangsidimpuan: SMP N 4 Padangsidimpuan, 2021).

There are various ways can be applied in teaching vocabulary, such as media, teaching techniques, methods and strategies.³ According to Allen, there are 11 kinds of strategies that can help students vocabulary. They are Concept ladder, Concept and vocabulary: Categorize and labels, Dictogloss, Focused cloze, Frayer model, Lead, Possible questions, Possible sentences, Vocab-O-Gram, Word sort and List group label.⁴

List group label strategy is a strategy that encourage the students to think about, discuss, categorize and label words related to a central concept. List group label strategy is an activity that can affect students' vocabulary and categorization skill. Furthermore, by using this strategy the students will be able to categorizing, grouping and labeling words. The students also will be more active and easy to remember the words.

The role of List group label strategy is to encourage the students to affect their vocabulary and also helps the students to achieve the lesson and easier to memorize vocabulary. List group label strategy will ask the students to categorizing the words and make a list of words. List group label strategy can be used to attract the students' interest and make the students more active in the classroom, because with this strategy the students will learn and work together in groups.

³Tri, Rahmi Dian, "The Effectiveness of Using List Group Label Strategy on Vocabulary Achievement". (Journal of English Language and Education), Vol. 6 No. 2, 2021, p. 156.

⁴Allen, Janet, "Inside Words: Tools For Teaching Academic Vocabulary Grades 4-12", (USA: Stenhouse Publishers, 2007), p.7.

Based on the explanation above, the researcher is interested to do a research entitled “The Effect of List Group Label Strategy on Vocabulary Mastery at The Grade VIII Students of SMP N 4 Padangsidempuan”.

B. Identification of The Problems

Vocabulary is a list of words that have meaning. Vocabulary is one of the important thing in language skills that becomes the basic of how the learners or the students can read, write, speak and listen correctly.

There are several factors of vocabulary mastery such us media, teaching technique, methods and strategies. One of the strategies is List group label.

C. Limitation of The Research

Based on the identification of the problem above, there are several factors of vocabulary mastery such us media, teaching technique, methods and strategies.

In this research, not all the factors are discussed. This research only focus on List group label strategy.

The reason why this research use List group label stagegy is because this factor is more effective in teaching vocabulary. List group label strategy could make learning teaching process interesting and active.

D. Formulation of The Problems

Based on the background of the study above, the formulation of this reasearch can be formulated as follows :

1. How is students' vocabulary mastery at the grade VIII SMP N 4 Padangsidimpuan before using List group label strategy?
2. How is students' vocabulary mastery at the grade VIII SMP N 4 Padangsidimpuan after using List group label strategy?
3. Is there any significant effect of List group label strategy to students' vocabulary mastery at the grade VIII SMP N 4 Padangsidimpuan?

E. Objectives of The Research

Based on the problems above, the objectives of this research can be elaborated obviously to know the effectiveness of using List group label strategy as a strategy in teaching vocabulary at SMP N 4 Padangsidimpuan, which is described as follow:

1. To find out the students' vocabulary mastery at the grade VIII SMP N 4 Padangsidimpuan before using List group label strategy.
2. To find out the students' vocabulary mastery at the grade VIII SMP N 4 Padangsidimpuan after using List group label strategy.
3. To find out whether List group label strategy significantly affects the students' vocabulary mastery, or not.

F. Significances of The Research

The result of this research is expected to give some benefits for the teachers and the other researchers. The significances are :

1. Teachers

This research can be used to get some information about the effect of using List Group Label Strategy to students' vocabulary

mastery. This research also can be used by the teachers in learning English to increase students' vocabulary and the effectiveness of students' recognition in mastering vocabulary.

2. Headmaster

This research can be used as an information to modify and motivate the teacher in Teaching English.

3. Other researchers

This research can be used as an additional reference for the researcher who is interested in research about teaching English through strategy and vocabulary mastery. This research also can be used as a material to compare with the new research.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Concept of Vocabulary

a. Definition of Vocabulary

According to Oxford Dictionary of Current English “vocabulary is all the words that a person knows or uses”.⁵ Jack C Richards defines “vocabulary as a component of language proficiency and provides much of the basis how well learn speak, listen, read, and write”.⁶ “Vocabulary is knowledge of the meaning of words. Vocabulary is not a developmental skill or a skill that can be considered fully mastered”.⁷

It can be concluded, vocabulary is a collection of words that have meaning and memorized by a person, which can be used to speak, write, read and listen to English.

Based on the curriculum 2013 (k-13), vocabulary is a group of alphabets arranged in a dictionary consisting of one or more words that have a meaning.⁸

⁵Oxford University, *Oxford Learner's Pocket Dictionary* (New York: Oxford University Press, 2008), p. 495 .

⁶Richards, Jack.C and Richard Schindt, “Longman Dictionary of Language Teaching and applied Linguistics Fourth Edition”, (Malaysia: Longman), p. 629.

⁷Hiebert, Elfrieda H and Michael L. Kamil, “Teaching and Learning Vocabulary: Bringing Research to Practice”, (New Jersey: Lawrence Erlbaum Associates, 2005), p. 3.

⁸Kemendikbud, Kurikulum 2013, 2013.

Vocabulary is the important thing in master four skills in English, they are speaking, listening, writing and reading. Having a lot of vocabulary will make it easier for the students to communicate using English.

b. Purpose of Vocabulary

A strong vocabulary improves all areas of communication, such as listening, speaking, reading and writing. There are four reasons why vocabulary is very important for students' success in master English, they are:

- 1) Vocabulary growth is directly related to school achievement.
- 2) The size of a child's vocabulary in kindergarten predicts the ability to learn to read.
- 3) Vocabulary helps children to think and learn about the world.
- 4) Expanding the child's knowledge of words gives unlimited access to new information.⁹

Based on the curriculum 2013 (k-13), the purpose of vocabulary is to help students understand learning material by looking for new word meanings in the dictionary, be able to communicate using English and be able to master the four skills in English, namely reading, writing, listening and speaking.¹⁰

In short, learning vocabulary is the important thing for the students, especially when they want to access the academic textook or other references from the internet. Therefore, having a lots of

⁹Miller, Jody B., "The Importance of Vocabulary", (Chicago: JCFS Chicago, 2022).

¹⁰Kemendikbud, Kurikulum 2013, 2013.

vocabulary can help the students to learn four skills of English, they are reading, writing, speaking and listening.

c. Types of Vocabulary

According to Hiebert, Elfrieda and Michael, there are two kinds of vocabulary, they are:

- 1) **Receptive Vocabulary**
A set of words for which an individual can assign meanings when listening or reading. These are words that are often less well known to students and less frequent in use.
- 2) **Productive Vocabulary**
A set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently.¹¹

Based on the explanation above, it can be conclude that receptive vocabulary is the students understanding and can memorize the words by listening and reading but can not pronounce it, in the other hand productive vocabulary are words that the students understand and can pronounce the word fluently, and use the words in speaking and writing. In this research will use both types of vocabulary, because both are in accordance with the material in the curriculum.

d. Choosing Vocabulary

Choose the words that students will use or see most often, or words related to other words they know. According to Cheryl, three

¹¹Hiebert, Elfrieda H and Michael L. Kamil, "Teaching and Learning Vocabulary: Bringing Research to Practice", (New Jersey: Lawrence Elrbaum Associates, 2005), p. 3.

are three ways that can be used in choosing vocabulary to teach, they are :

- 1) Tier 1 words
These are the most frequently used words that appear in everyday speech. Students typically learn these words through oral language.
- 2) Tier 2 words
These words are used in many different contexts and subjects. When choosing which vocabulary words to teach, Tier 2 is the best way because the words is the most useful across all subject areas.
- 3) Tier 3 words
These are subject-specific words that are used in particular subject areas.¹²

Based on explanation above, it can be concluded that there are three ways that must we know to make it more easier when choosing vocabulary. It will help the teacher to choose the vocabulary that suitable to students' level.

e. Principle in Teaching Vocabulary

Principle is the important thing that every teacher must have when they are teaching in the classroom. According to Caroline, there are general principles of teaching vocabulary, as follows:

- 1) Emphasize about direct and indirect teaching.
- 2) Teach vocabulary words before a new activity.
- 3) Teach how to use context clues appropriately.
- 4) Presents multiple exposures to new vocabulary items.
- 5) Give opportunities for deep processing of vocabulary items.
- 6) Teach students to use dictionary.
- 7) Students have to keep vocabulary notebook.¹³

¹²Lyon, Cheryl, "Vocabulary Words: An evidence-based literacy strategy", (<https://www.understood.org/en/articles/how-to-teach-vocabulary-words>, accessed at June 26, 2022 retrieved on 15 pm).

¹³Linse, Caroline T., "Practical English Language Teaching: Young Learners (New York: Mc Graw Hill, 2005), p. 123-127.

In another hand, Brown also proposed some guidelines of communicative instructions in teaching and learning vocabulary, as follows:

- 1) Allocate specific class time to vocabulary learning.
- 2) Help students to learn vocabulary in context.
- 3) Play down the role of bilingual dictionaries.
- 4) Encourage students to develop strategies for determining the meaning of words.
- 5) Engaged in “unplanned” vocabulary teaching.¹⁴

Based on the explanation above, it can be conclude that there are ten principles in teaching vocabulary, they are: 1) Emphasize about direct and indirect teaching, 2) Teach vocabulary words before a new activity, 3) Teach how to use context clues appropriately, 4) Presents multiple exposures to new vocabulary items, 5) Give opportunities for deep processing of vocabulary items, 6) Teach students to use dictionary, 7) Students have to keep vocabulary notebook, 8) Allocate specific class time to vocabulary learning, 9) Encourage students to develop strategies for determining the meaning of words, 10) Engaged in “unplanned” vocabulary teaching.

f. Aspects of Vocabulary

In teaching vocabulary there are several important aspects that must be considered. According to Nation, there are three aspects of vocabulary that involved the existance of vocabulary, they are:

- 1) Form

¹⁴Brown, H. Douglas and Heekyeong Lee, “Teaching by Principles: An Interactive Approach To Language Pedagogy (Forth Edition)”, New York: Pearson Education, 2015), p. 481-485.

Word formation means to know how words are spoken, written and how they can change their form. First, the learners have to know what word sound like its pronunciation (spoken form). Second, the learners have to know how spell of word (written form). Third, the learners also must know any word parts that make up these particular items (such as prefix, root, and suffix).

2) **Meaning**

Meaning encompasses the way that is formed and it works together in other words, the concept, what items it refers to and the association that comes to mind when people think about a specific word or expression. These are to realize about vocabulary items, that they frequently have more than one meaning.

3) **Use**

There are some ways to draw the attentions the use of words. They are by quickly showing the grammatical pattern the word fits into (countable/ uncountable, transitive/ intransitive), giving a few similar collocates, mentioning any restrictions on the use of the word (formal, informal, impolite, only used with children), and giving a well know opposite or a well know word describing the group or lexical set it fits into.¹⁵

Based on the explanation, understanding the meaning of word is not easy, because some words especially in English have more than one meaning. Learning will be success if the students understand the aspects. It should be clear, so the students will have a great skill on vocabulary.

g. Assessment of Vocabulary

Vocabulary assessment seems straightforward in the sense

¹⁵Nation, I.S.P., "Learning Vocabulary In Another Language", (UK: The Press Syndicate Of The University Of Cambridge, 2000), p. 38-39.

the word lists are ready to provide a basis for selecting a set of words to be tested.¹⁶ There are some tests that used for vocabulary testing, they are :

- 1) Multiple Choice (Choose the correct one)
Although the multiple-choice format is one of the most widely used methods of vocabulary assessment, both for native speaker and for the second language learners, its limitations have also recognised for a long time.
- 2) Completion (Write or Fill the missing word)
Completion format is an item that researcher used a sentence or sentences that have a missing word and then, the students have to complete or fill the missing one.
- 3) Translation (Translate the underlined word to another language, such as Indonesian language)
This item is the easy one, because the student only need to translate the underlined word to another language that the researcher decided.
- 4) Matching (Match each word with its meaning)
In this item, the format will be written using columns A and B, then the students will match them. In this research, the researcher will ask the students to match the word with synonyms and antonyms.¹⁷

These tests that illustrated above will be written and used in this research to assess students' vocabulary mastery and to diagnose the students' weakness in mastering vocabulary.

There are three indicators in assessing students' vocabulary mastery that taken from the aspect of vocabulary, they are meaning, form and use.

¹⁶Read, John, "Assessing Vocabulary", (The Press Syndicate Of Cambridge: 2000), p. 2.

¹⁷Read, John, "Assessing Vocabulary", (The Press Syndicate Of Cambridge: 2000), p. 77

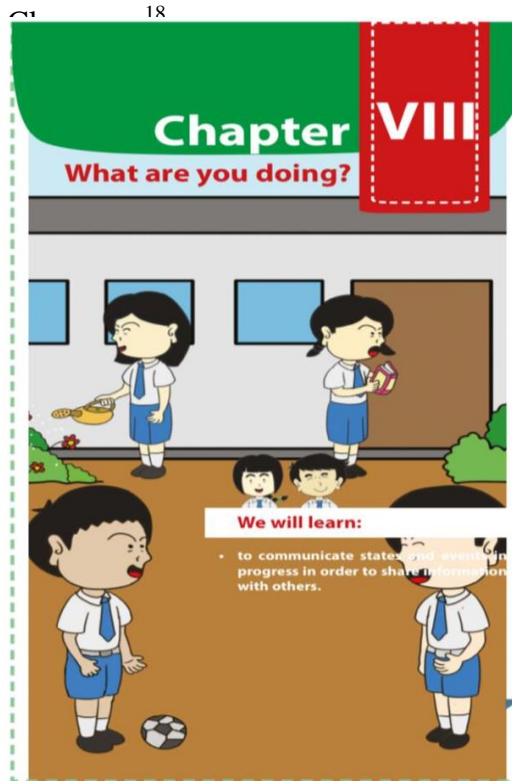
h. The Material of Teaching Vocabulary

There are many materials should be mastered by students in on text book, like My uncle is a zookeeper, What are you doing, Bigger is not always better, When i was a child, Yes, we made it!, Don't forget it, please and We got a lot of histories.

From those materials, not all of the topics will be discussed. This research only focus on chapter eight and nine in the last semestes. This topic talk about verb, adjective, and noun. Based on syllabus in k13 from students' textbook at grade VIII Permendikbud version this chapter talk about something that happen and comparisons of people, objects and animals in the classroom, home, school and surroundings.

The material of vocabulary is not described in an explicit form but in an implicit form, because the aterial of vocabulary is related to any material in English, such us reading, writing, speaking and listening. The materials and the exercises as follows:

1) Material and Exercise of Vocabulary about The



Collecting Information

We will work in groups. We will tell what the other people around us are doing.

Here are what we will do. **First**, we will study the examples carefully. **Second**, we will copy the examples in our notebooks. **Third**, we will use the table below to make a list of 10 activities that the people around us are doing right now, like the examples.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. If we have any problems, we will go to our teacher for help.

No.	Place	Person(s)	Activities
	in the classroom	we, Class 8B	studying English
	in their notebook	some students	writing
	-	Wina	cleaning the whiteboard
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

¹⁸Wachidah, Siti, et. Al., “When English Ring’s a bell”, (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2017), p. 101.

2. List Group Label Strategy

a. Definition of List Group Label Strategy

According to Allen, “List group label strategy 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”.²⁰ “List group label strategy is a classification strategy encourages brainstorming to categorize and organize vocabulary in relation to the text”.²¹ “List group label strategy is designed to encourage students’ vocabulary and categorization skills, organize verbal concepts, aid in remembering and reinforcing new words, and activate prior knowledge about the subject”.²²

It can be concluded that, List group label strategy is an interesting activities and can make the students be active in the learning process in the classroom. List Group Label Strategy can be played by three or four students in a group, they will be more active because they need to talk to their friends and share their idea. The students have to list the words, then grouping the word, after that label the word.

²⁰Allen, Janet, “Inside Words: Tools For Teaching Academic Vocabulary Grades 4-12”, (USA: Stenhouse Publisher), 2007, p. 73.

²¹Brummer, Trisha, “ Writing Strategies for Mathematics”, (New York: Shell Education, 2008), p. 32.

²²Rahmi, Dian Tri, “The Effectiveness of Using List Group Label Strategy Students’ on Vocabulary Achievement”, (Journal Of English And Education: 2021), Vol. 6 No. 2, p. 154.

b. Purpose of List Group Label Strategy

Analyzing the purpose of vocabulary more precisely, Brunner states that “List group label strategy is to assist students in learning new vocabulary by emphasizing word relationships. In addition to help students understand and remember vocabulary words and phrases, it also supports the activation of background knowledge”.²³

“List group label strategy can be applied throughout the course of the unit as students use words from their lists when related words and concepts are encountered.”²⁴

In conclusion, the purpose of using the List group label strategy is to encourage students to affect their vocabulary and word categorization skills and learn to organize concepts.

c. Procedure of List Group Label Strategy

According to Allen, the procedure of List group label strategy are:

- 1) List
Each student brainstorms words related to the word given by the teacher.
- 2) Group
Students then work in small groups to share and combine their words into logical categories. In this process, they are refining their knowledge of the concept. Students have to work together to combine their individual list into a common group list that encompasses all of their words..

²³Brunner, Judy Tilton, “I Don’t Get It: Helping Students Understand What They Read”, (UK: Rowman & Littlefield Education, 2011), p. 14.

²⁴Allen, Janet, “Inside Words: Tools For Teaching Academic Vocabulary Grades 4-12”, (USA: Stenhouse Publisher), 2007, p. 73.

- 3) Label
Once students create their categories, they label each of them. These categories can become the basis for beginning a word wall for the students' portable word walls.²⁵

In another hand, Brunner states that there are eight steps of

List Group Label Strategy, as follows:

- 1) Introduce the selected topic to students.
- 2) Ask students to brainstorm words related to the topic.
- 3) Record the words in a manner that can be displayed to everyone.
- 4) Ask students to individually determine ways the words can be grouped together. Explain that they will be asked to share their reasons for the grouping with classmates.
- 5) Place students in groups of two to four, and ask them to review the words. They should reach consensus as to how best to place the words into groupings.
- 6) Instruct 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.
- 8) Direct students to read the assignment.²⁶

Based on the explanation above, this research use Brunner's teory. Because Brunner's teory explain the steps more clearly, it also more appropriate and easier for the teacher to apply in the classroom.

²⁵Allen, Janet, "Inside Words: Tools For Teaching Academic Vocabulary Grades 4-12", (United State of America: Stenhouse Publisher, 2007), p. 69.

²⁶Brunner, Judy Tilton, "I Don't Get It: Helping Students Understand What They Read", (UK: Rowman & Littlefield Education, 2011), p. 14.

d. The Advantages and The Disadvantages of List Group Label Strategy

All of the strategy or method that used in teaching and learning activity have the advantages and the disadvantages. According to Brunner there are ten advantages of List group label strategy:

- 1) Activates background knowledge prior to reading a selection.
- 2) Facilitates a deeper understanding of the vocabulary terms.
- 3) Engaging for all students in a classroom with students having a wide range of academic ability.
- 4) Provides differentiation through the choice of selected words for each group.
- 5) Allows for both small- and large- group discussion.
- 6) Encourages collaboration.
- 7) Provides opportunity for students to consider relationships between words.
- 8) Good activity for a substitute teacher.
- 9) Easy to implement.
- 10) Applicable for a variety of subjects.²⁷

Based on the explanation above, List group label strategy is extremely useful in teaching and learning English, especially in teaching vocabulary. It makes the students more active in the classroom. It also easy and simple strategy, so the students can understand and enjoy the lesson.

Beside the advantages of List group label strategy, Brunner also find the disadvantages of this strategy, they are:

- 1) If students do not have adequate background knowledge, they may find it difficult to generate a listing of related terms or phrases.

²⁷Brunner, Judy Tilton, "I Don't Get It: Helping Students Understand What They Read", (UK: Rowman & Littlefield Education, 2011), p. 15.

- 2) The teacher should be prepared to supplement the students' lists.²⁸

This research have found a solutions to avoid the disadvantages of using List group label strategy. First, to avoid commotion, the teacher will gives an overview of the topics to be discussed before the class starts. The teacher also will prepare tools and materials that will be needed while teaching and learning activities, such as paper, markers and others

B. Teaching Vocabulary by Using List Group Label Strategy at Junior High School

In teaching vocabulary the teacher have to be creative. The teacher can use media, stratgey, or method in teaching vocabulary. This research to emphasize the teacher for use List group label strategy in teaching vocabulary.

Teaching vocabulary by using List group label strategy can be seen in this table below:

Table. 1
Teaching Speaking by Using List Group Label Strategy

Teacher's Activity	Procedures	Students' Activity
A. Pre-Teaching 1. Teacher opens the class by greeting and prepare the students to pray before learn.		1. Students listen to the teacher. 2. Students answer the teacher's greeting and

²⁸Brunner, Judy Tilton, "I Don't Get It: Helping Students Understand What They Read", (UK: Rowman & Littlefield Education, 2011), p. 15.

		pray before learn.
2. Teacher checks the students attendance list. Teacher's Activity	Procedures	1. Students listen to the teacher. 2. Students state the attendance by saying present. Students' Activity
3. Teacher asks the students about the last material and relate it with the new material.		1. Students answer the teacher questions and the last material.
4. Teacher tells about the new material.		1. Students listen carefully to the teacher. 2. Students add some notes from the teacher.
B. While- Teaching 1. The teacher introduce the topic to the students.	1. Introduce the selected topic to students.	1. Students pay attention to the teacher. 2. Students remain the topic of the material.
2. The teacher asks the students to brainstorm the words based on the topic.	2. Ask students to brainstorm words related to the topic.	1. Students think about the words related to the topic. 2. Students try to remember some words related to the topic.

<p>1. The teacher asks the student to list the words in the paper.</p>	<p>3. Record the words in a manner that can be displayed to everyone.</p>	<p>1. The students take the paper. 2. The students list the words that they have remember on the paper.</p>
<p>1. The teacher asks the student to grouping the words individually.</p> <p>Teacher's Activity</p>	<p>Procedures</p>	<p>1. The students listen to the teacher's explanation.</p> <p>Students' Activity</p>
<p>2. The teacher explain to the students that, they will be asked to share their reasons for the grouping with their friends.</p>	<p>4. Ask students to individually determine ways the words can be grouped together.</p>	<p>3. The students think about the Words. 4. The students make the words in to some group.</p>
<p>1. The teacher make the students in to group, every group consist of two until for students. 2. Ask the students to share their words and the reaseons of their grouping.</p>	<p>5. Place students in groups of two to four and aks them to review the words.</p>	<p>1. The students sit based on their group. 2. Every students show their words to their group. 3. Every students have to share the reason for their grouping of words to their oen group.</p>

D. Review of Related Finding

Actually, there are some reserches that related to this research. The are many researchers that had done the research about List group label strategy. There are some prior researches that used List group label strategy in teaching English. The first was written by Amirul Masyriqi, he was conclude 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. 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, grouping and labelling the unfamiliar words and getting the feedback from the teacher and students.²⁹

The second was conducted by Devi Anggraeni, the researcher concluded that there is significant influence of using group label strategy towards students descriptive text writing ability. Because from the result of the data calculation in previous chapter where null hypothesis (H₀) is rejected and alternative hypothesis (H_a) is accepted, it means that the researcher assumption is true that is to say, group label strategy can give a significant influence towards students descriptive text writing ability.³⁰

²⁹Mashriqi, Amirul, "The Effect Of List Gruoup Label Strategy on Students' Vocabulary Mastery At The Eight Grade of MTs Islamiyah Palangka Raya", *Thesis*, (Palangka Raya: IAIN Palangka Raya), 2018.

³⁰Anggraeni, Devi, "The Influence of Using List Group Label Strategy Towards Students' Descriptive Text Writing Ability At The Tenth Grade Of The First Semester of SMA Assalam Tanjung Sari Lampung Selatan In The Academi Year Of 2018/2019", *Thesis*, 2018.

The third was written by Rina Ardiyanti , she was concluded that there is a significant difference in the students' achievement of vocabulary mastery between the experimental and the control groups after they got the treatment. In addition, the treatment which is given to the experimental group affects the students' vocabulary mastery. It can be applied easily in the teaching and learning process and make the students participate in the learning activities actively. Moreover, List group label strategy can develop their vocabulary mastery by listing, grouping, labelling the words, and getting the feedback from the teacher and the students.³¹

The forth research was conducted by Maulida Rani Safitri, she was concluded that teaching English using List group label strategy is effective to students vocabulary mastery. It was proved by the significant result of students' score. In pre-test, the everage students' score was 63.3. In post test, the everage of the students score was 74.7. The use of List group label strategy in teaching and learning process was interesting for students. It could be seen in the result of observation and the result of the test.³²

The last research was conducted by Maulida Rani Safitri, she concluded that The process of list-group-label strategy to improve students' vocabulary in recount text was conducted in two cycles. List group label stratgey was an alternative way, it was a strategy that can make students

³¹Ardiyanti, Rina, "The Use of List-Group-Label (LGL) Strategy In Developing Students' Academic Vocabulary Mastery", *Thesis*, (Semarang: UIN Semarang), 2015.

³²Safitri, Maulida Rani, "The Use of Lis-Group-Label Startegy To Improve Students' Vocabulary Of Recount Text)", *Thesis*, 2016.

more interest in the learning process. It also motivates students to discuss in groups when they are asked to work in groups.³³

Based on the related finding above, some previous researchers used List group label strategy to affect students' vocabulary and there are still some disadvantages that have to be solved. So that, this research will use List group label strategy to affect students' vocabulary mastery and tries to solve the disadvantages of List group label strategy.

This research tries to use this strategy in SMP N 4 Padangsidimpuan, hopefully this strategy can be applied in teaching vocabulary in the classroom. In another hand, this research can add and complete the kind of this research.

E. Conceptual Framework

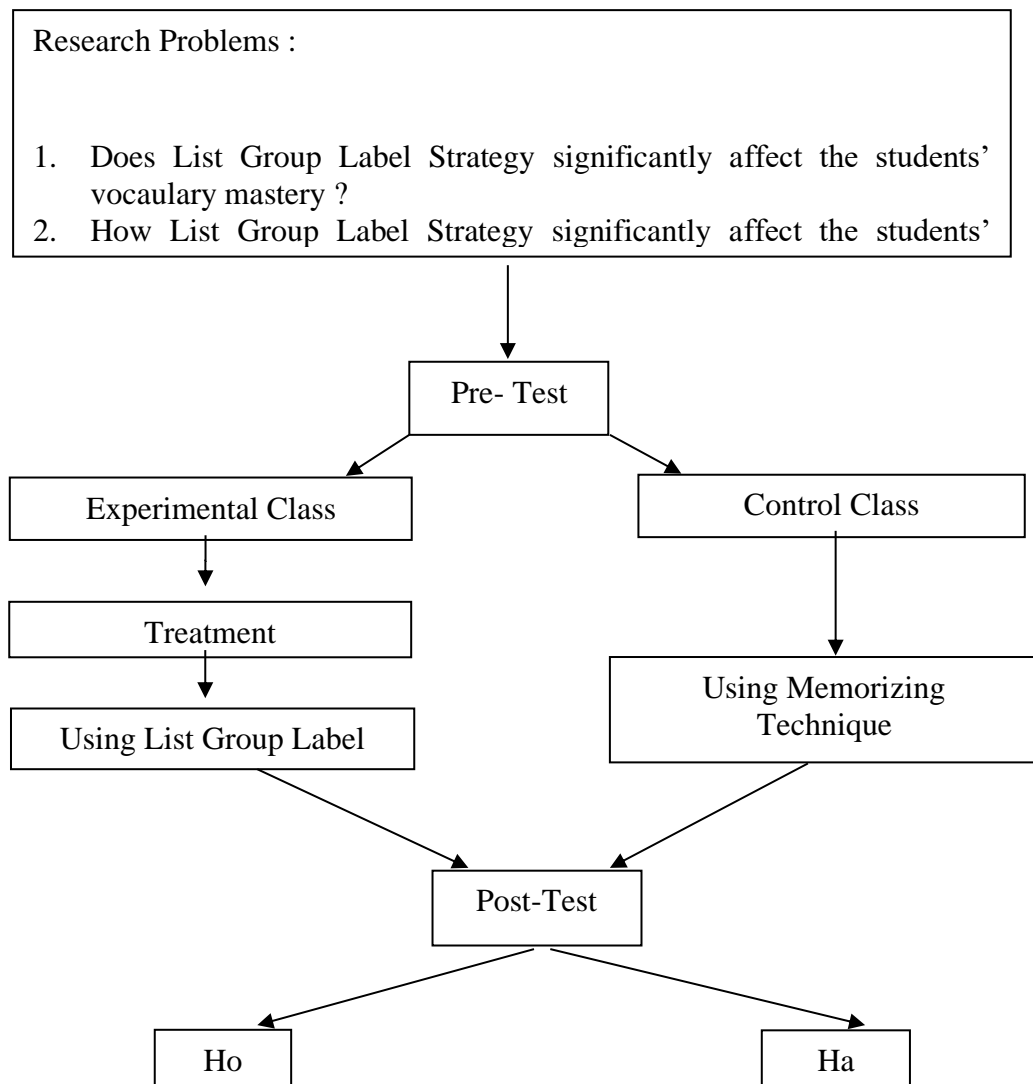
Vocabulary is an important part of language to speak, write, and listen without vocabulary there will not be a language or sentence. In this research find that, there are some problems in students' vocabulary. The students' vocabulary is still weak.

The concept of List group label strategy in vocabulary mastery is to make the students more effectively in developing to produce their vocabulary.

To know the effect of this strategy, there are two classes used as the sample of collecting data for this research. The classes are pre-test and post-test.

³³Safitri, Maulida Rani, "The Use Of List-Group-Label Strategy To Improve Students Vocabulary Of Recount Text", *Thesis*, 2015.

The first step is pre-test, it give to the students in control class and experimental class to know their ability before fthe treatment. After get the result, give the treatment to experimental class by using List group label strategy, in another hand teach in control class by using teacher's technique. The last step is post-test, it give to both of class to find out the effect of List group label strategy on vocabulary mastery at grade VIII students of SMP N 4 Padangsidempuan.



F. Hypothesis

The hypothesis of this research is there is a significant effect of List group label strategy on vocabulary mastery at grade eighth students of SMP N 4 Padangsidempuan.

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Place of the Research

This research have done in SMP N 4 Padangsidimpuan. It is located at Jl. Sutan Sori Pada Mulia No. 32, Sadabuan, Padangsidimpuan Utara, Kota Padangsidimpuan, Sumatera Utara, 22733. This research started from January 2022 until finish.

B. The Research Design

The kind of this research is quantitative research in experimental form. It is manipulated the independent variable and observe the effect of independent variable. “The manipulated variable is called the experimental treatment or the independent variable and the observed and measured variable is called the dependent variable.”³⁴

The design of this research is true experimental with Pretest-Posttest Control Group Design. The reseacher found the population, taken the sample and made the sample in to two class (control class and experimental class. Then, given the pre-test to know the basic condition of the two classes. After that, done the experiment to he experimantal class. Last, both of class gave post-test. The result of the test compared to know the different effect of treatment to experimental class. The research design

³⁴Ary, Donald, “Introduction to Research in Education Eight Edition”, (Canada: Nelson Education, 2010), p. 26.

for pretest-posttest control group design by using one treatment can be seen below:

Table 3.1
Pretest-Posttest Control Group Design

Class	Pre-Test	Treatment	Post-Test
Experimental Class	√	√	√
Control Class	√	X	√

C. Population and Sample of The Research

1. Population of The Research

The population of this reasearch were all of the students at the grade VIII SMP N 4 Padangsidimpuan. The population consist of eleven classes with 336 students. The population of this research can be seen on the following table below:

Table 3.2
Population of the Research

NO	CLASS	STUDENTS
1	VIII 1	31
2	VIII 2	31
3	VIII 3	30
4	VIII 4	30
5	VIII 5	31
6	VIII 6	30
7	VIII 7	30
8	VIII 8	31
9	VIII 9	30
10	VIII 10	31
11	VIII 11	30
Total		336

2. Sample of The Research

Sample in this research was taken randomly from the population.

The sample were the students at grade VIII SMP N 4 Padangsidimpuan.

The sample was taken randomly by using random sampling technique. The researcher made like lottery system. First, the researcher provided eleven peaces of small paper contained of the name of 11 classes, then rolled the paper and put the paper into a box. After that, the box shaken. Then, the researcher taken the fisrt paper for the experimantal class. Last, taken the second paper for the control class.

Table 3.3
Sample of the Research.

No	Class	Students
1	Exprimental Class (VIII-2)	31
2	Control Class (VIII-1)	31
Total		62

D. The Definition of the Operational Variables

To avoid misunderstanding, this research was consisted of two variables, the key term of this researcher were defined as follow:

1. List Group Label Strategy (Variable X)

List Group Label Strategy is a strategy that use to improve students' vocabulary, it can be played by three or four students in a group, they need to talk and share their idea to their friends. The students have to list, grouping, than label the words.

2. Vocabulary (Variable Y)

Vocabulary is a collection of words that have meaning and memorized by a person, which can be used to speak, write, read and listen to English.

E. Instrument of Collecting Data

In this research, the researcher used a test that consist of pre and post-test. The researcher given the students 25 question in Word Analyze.

1. Pre-Test

Pre-test is a test that researcher do before do the research. The researcher done the pre-test to know the students mastery in vocabulary before using List Group Label Strategy. The Pre-test done in both of the classes, control class and experimental class.

2. Post-Test

Post-Test is a test that researcher do after the experiment. The purpose of post-test is to know the students ability in master vocabulary.

To know students' vocabulary mastery, there is an aspect that must be considered, as follows :

Table 3.4
Indicator of Vocabulary Mastery

Variable	Indicator	Sub-Indikator
Vocabulary Mastery	Meaning	1. Identifying the meaning of word 2. Identifying words that have same meaning. 3. Identifying words that have opposite meaning. 4. Identifying context (names of objects, shapes, sizes, and places).

For scoring the test the writer used standard of absolute.

$$\text{Standard Score} = \frac{\text{Raw score}}{\text{Ideal Score Maksimum}} \times 100$$

F. Validity and Reliability

1. Validity

This research used construct validity, because the instrument of this research is a test. Construct validity done by comparing between the content or the design by the researcher and content or the design that has been determined by the teacher. To determine whether or not the test questions was valid using SPSS v.23 using *Person Correlation* test. The result of the calculation of correlation of correlation coefficient, the question declared valid if $r_{xy} > r_{table}$, with a significant level of 5%.

The criteria of test validation as below :

If the Pearson Correlation value $> r_{table}$, the test is valid.

If the Pearson Correlation value $< r_{table}$, the test is not valid.

To know the validity of each question, it was refer to list pointbiserial with r_t in 5% significant: 0,361 and 1% significant: 0,463. So, if $r_{account} > r_{table}$, the test is clasified valid.

³⁵Sudjiono, Anas, "Pengantar Statistik Pendidikan", (Jakarta: PT Raja Cirafindo Persada, 2003), p. 318.

Based on the provisions in SPSS v.23, the significance value of 0.05 the instrument was valid if the *person correlation* has at least 1 star (*). Based on the analysis of the pre-test validity test which was carried out using the SPSS v.23 with a value $r_{table} = 0.361$, there were 50 questions that were valid, so the researcher used 50 questions because they have been tested.

Actually there are three questions that was not valid, then the researcher repaired the questions after that retested that questions to the students. So that, all of the questions were valid.

Based on the provisions in SPSS v.23, the significance value of 0.05 the instrument was valid if the *person correlation* has at least 1 star (*). Based on the analysis of the pre-test validity test which was carried out using the SPSS v.23 with a value $r_{table} = 0.361$, there were 50 questions that were valid, so the researcher used 50 questions because they have been tested.

Actually there are five questions that was not valid, then the researcher repaired the questions after that retested that questions to the students. So that, all of the questions were valid.

2. Reliability

To check the reliability test, the researcher used SPSS version 23.

Testing the reliability of test devices in the form of multiple choice and completion using *Cronbach's Alpha* > 0.60 (high reliable). If the value of *Cronbach's Alpha* < 0.60 , the test items are not reliable.

Based on the result of the pretest reliability test using SPSS v23, the Cronbach's Alpha (r_{count}) value of 0.926 was obtained. So it can be concluded that Cronbach's Alpha > 0.60 ($0.926 > 0.60$). It can be proven that the test of the pre-test reliable instrument is very high category.

Based on the results of the post-test reliability test using SPSS V.23, the *Cronbach's Alpha* (r_{count}) value of 0.931 was obtained. So it can be concluded that *Cronbach's Alpha* > 0.60 ($0.931 > 0.60$), it can be proven that the post test reliable instrument test very high category.

G. Technique of Collecting Data

For collecting the data, the researcher administered two test. They were Pre-Test and Post-Test. The test was a pre-test and post-test used to measure the vocabulary mastery of the participants. The function of data collecting was to determine the result of the research in collecting, the steps are Pre-Test, Treatment, and Post-Test.

Table 3.7
Procedure of Collecting Data

Activities	Experimetal Class	Control Class
Pre-Test	The researcher give the test to know the students ability in vocabulary.	The researcher give the test to know the students ability in vocabulary.
Treatment	The researcher teaching vocabulary by using List group label strategy.	The researcher teaching vocabulary by using teacher's technique.
Post-Test	The researcher give the test.	The researcher give the test

H. Technique of Data Analysis

Technique of data analysis in this research used test technique. The test technique was used to know the students' vocabulary mastery at grade eight SMP N 4 Padangsidimpuan, which is one class as an experimental class and the other one as a class control. After done the experimental process, both of classes are tested with using technique of these test :

a. Requirement Test

1) Normality Test

Normality test is used to know whether the data of the research is normal or not. To know the normality test, the researcher used *Chi-Square* formula. The formula is:

$$x^2 = \sum \left(\frac{f_o - f_h}{f_h} \right)$$

Where :

x^2 : Value of *Chi-Square*

f_o : Observed Frequency

f_h : Expected Frequency³⁶

To calculate the result of *Chi-Square*, it use significant level 5% (0,05) and degree of freedom is (dk=k1). If result, the data is distributed normal.

³⁶Rangkuti, Ahmad Nizar, "Statistik Untuk Penelitian Pendidikan", (Medan: Kelompok Penerbit Perdana Mulya Sarana, 2015).

2) Homogeneity Test

The test that is used to know whether both of the experimental class have the same variant or not. If both of them are same, it can be called homogenous. To find the homogeneity, the researcher used *Harley Test*. The formula is:

$$F = \frac{\text{The biggest variant}}{\text{The smallest variant}}$$

Notes :

Hypothesis is accepted if $F_{(\text{count})} \leq F_{(\text{table})}$

Hypothesis is rejected if $F_{(\text{count})} \geq F_{(\text{table})}$ ³⁷

Hypothesis is rejected if $F \leq F(n_1, 1)$ ($1 = n_2 - 1$), while if $F_{(\text{count})} \geq F_{(\text{table})}$ hypothesis is accepted. It determined with significant level 5% (0,05) and dk numerator is ($n_1 - 1$), while a dk denominator is ($n_2 - 1$).

b. Hypothesis Test

The technique of analysis data that used in this research is Independent T-test formula. The hypothesis test started as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Where :

- t : the value which the statistical significant
- x_1 : the avarage score of the experimental class
- x_2 : the avarage score of the control class

³⁷Sugiyono, "Metode Penelitian Kuantitatif Kualitatif dan R&D", (Bandung: Alfabeta, 2010), p. 197.

s_1^2 : deviation standard of the experimental class
 s_2^2 : deviation standard of the control class
 n_1 : number of experimental class
 n_2 : number of control class³⁸

If $t_{\text{-test}}$ is higher than $t_{\text{-table}}$, the researcher can conclude that h_a is accepted and h_o is rejected. It means that there is a significant effect of List Group Label Strategy on vocabulary mastery students of SMP N 4 Padangsidimpuan. In the other hand, if $t_{\text{-test}}$ is lower than $t_{\text{-table}}$, the researcher can conclude that h_a is rejected and h_o is accepted. It means that there is a significant effect of List group label strategy on vocabulary mastery students of SMP N 4 Padangsidimpuan.

³⁸Rangkuti, Ahmad Nizar, "Statistik Untuk Penelitian Pendidikan, ed Mara Samin Lubis, Revisi 1", (Padangsidimpuan: Perdana Publishing, 2015), p. 86.

CHAPTER IV

THE RESULT OF RESEARCH

This chapter presents the result of the research. It talks about the effect of list group label strategy on students' vocabulary mastery. The researcher has calculated the data using pre-test and post-test. This study applied quantitative research by using the formulation of t-test to test the hypothesis.

A. Description of Data

1. Data Description of Pre-test Experimental Class

The researcher took class VIII-B as experimental class. Based on the students' performance in pre-test the researcher has calculated the students' score as the table below:

Table 4.1
The Score of Experimental Class in Pre-test
Statistics

N	Valid	29
	Missing	0
Mean		45.03
Std. Error of Mean		2.062
Median		42.00
Mode		38 ^a
Std. Deviation		11.105
Variance		123.320
Range		38
Minimum		28
Maximum		66
Sum		1306

Based on the table, the researcher got the highest score was 66 and the lowest score was 28, mean was 45.03. It means that, the mean score did not pass the standard score of *KKM* (70). In one word, it can be inferred that no one of the students passed the pre-test. Then, the calculation of the frequency distribution of the

students' score in experimental class can be applied into frequency table distribution as follows:

Table 4.2
Frequency Distribution of Experimental Class (Pre-test)

No	Interval	Mid Point	F	Percentages
1	25-30	27.5	3	10%
2	31-36	33.5	5	17%
3	37-42	39.5	7	24%
4	43-48	45.5	5	17%
5	49-54	51.5	2	7%
6	55-60	57.5	4	14%
7	61-66	63.5	3	10%
<i>i=6</i>			29	100%

From the table above, it can be concluded that the most students are in interval 37-42 (7 students/24%). The least students are in interval 49-54 (2 student/7%). In order to get the description of the data clearly and completely, the researcher presents them in histogram, as follows:

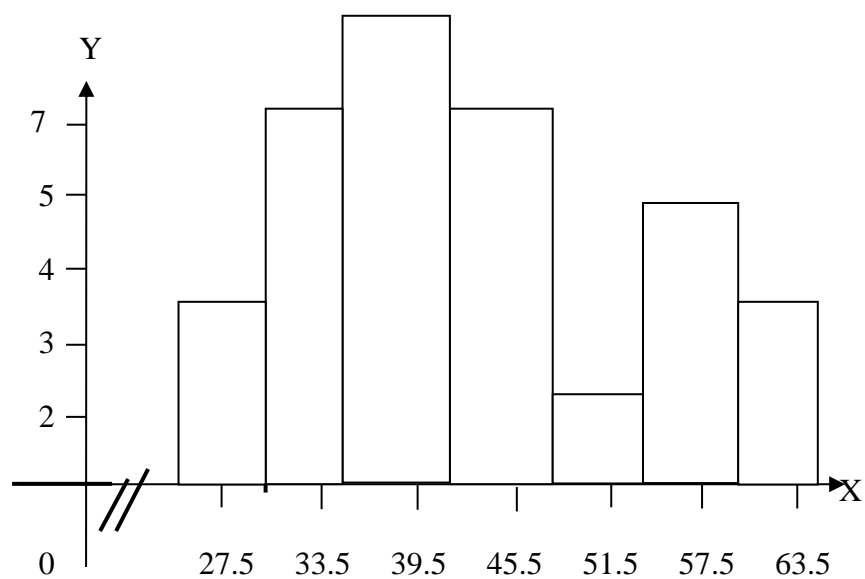


Figure 4.1: Description of Experimental Class (Pre-Test)

2. Data Description of Pre-test Control Class

The researcher took class VIII-C as control class. Based on the students' performance in pre-test the researcher has calculated the students' score as the table below:

Table 4.3
The Score of Control Class in Pre-Test
Statistics

Pre_Test		
N	Valid	29
	Missing	0
Mean		44,97
Std. Error of Mean		1,624
Median		44,00
Mode		40 ^a
Std. Deviation		8,744
Variance		76,463
Range		32
Minimum		30
Maximum		62
Sum		1304

Based on the table, the researcher got the highest score was 62 and the lowest score was 30, mean was 44.97. It means that, the mean score did not pass the standard score of *KKM* (70). In one word, it can be inferred that no one of the students passed the pre-test. Then, the calculation of the frequency distribution of the students' score in experimental class can be applied into frequency table distribution as follows:

Table 4.4
Frequency Distribution of Control Class (Pre-Test)

No	Interval	Mid Point	F	Percentages
1	30-34	32	5	17%
2	35-39	37	2	7%
3	40-44	42	8	28%
4	45-49	47	6	21%
5	50-54	52	3	10%
6	55-59	57	2	7%
7	60-64	62	3	10%
$i=5$			29	100%

From the table above, it can be concluded that the most students are in interval 40-44 (8 students/28%). The least students are in interval 35-39 and 60-64 (4 student/14%).

In order to get the description of the data clearly and completely, the researcher presents them in histogram, as follows:

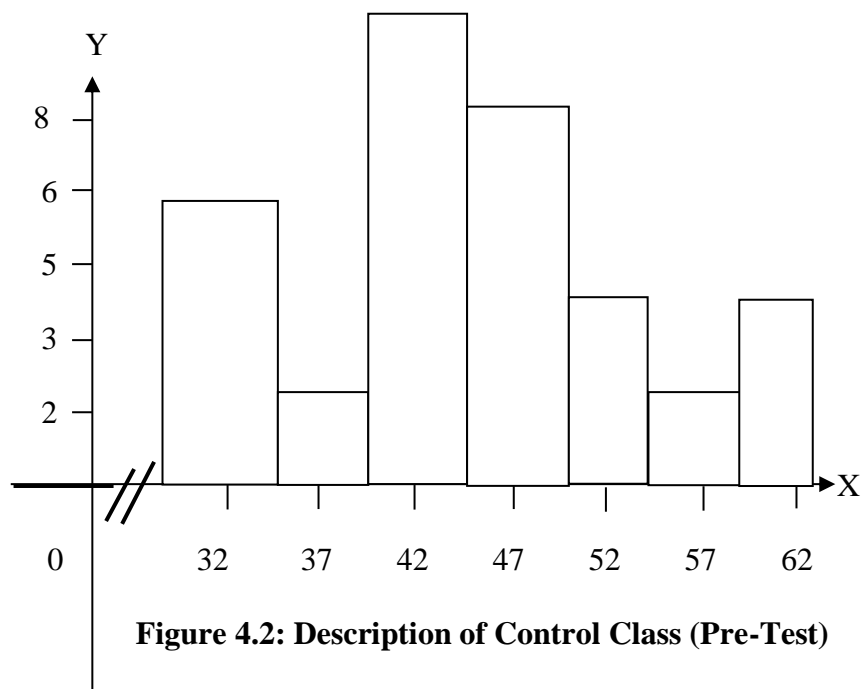


Figure 4.2: Description of Control Class (Pre-Test)

3. Data Description of Post-test Experimental Class

The calculation of the result that had been gotten by the students in doing the test after the researcher did the treatment by list group label strategy. Look at the following table.

Table 4.5
The Score of Experimental Class in Post Test
Statistics

Pre_Test		
N	Valid	29
	Missing	0
Mean		74.21
Std. Error of Mean		1.897
Median		76.00
Mode		76
Std. Deviation		10.217
Variance		104.384
Range		40
Minimum		50
Maximum		90
Sum		2152

Based on the table, the researcher got the highest score was 90 and the lowest score was 50, mean was 74.21. It means that, the mean score passed the standard score of *KKM* (70). Then, the calculation of the frequency distribution of the students' score in experimental class can be applied into frequency table distribution as follows:

Table 4.6
Frequency Distribution of Students' Score

No	Interval	Mid Point	F	Percentages
1	50-56	53	4	14%
2	57-63	60	2	7%
3	64-70	67	3	10%
4	71-77	74	10	35%
5	78-84	81	7	24%
6	85-91	88	3	10%
<i>i</i> = 7			29	100%

From the table above, it can be concluded that the most students are in interval 71-77 (10 students/35%). In one word, it can be inferred that there were 20 students passed the post-test. In the other hand, the least students are in interval 57-63 (2 student/7%).

In order to get the description of the data clearly and completely, the researcher presents them in histogram, as follows:

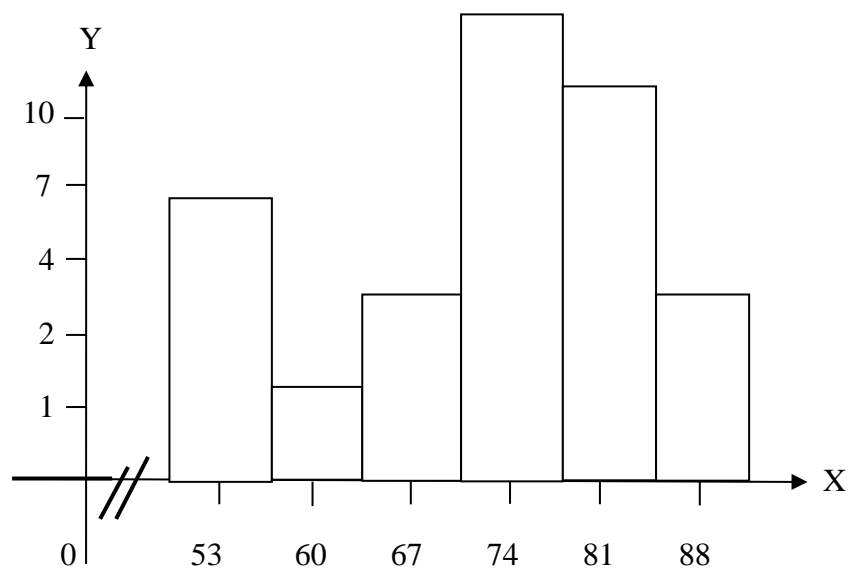


Figure 4.3: Description of Experimental Class (Post-Test)

4. Data Description of Post-test Control Class

The calculation of the result had been gotten by the students in doing the test after the researcher taught by using teacher's strategy.

Look at the following table:

Table 4.7
The Score of Control Class in Post-Test Statistics

Pre_Test		
N	Valid	29
	Missing	0
Mean		67.59
Std. Error of Mean		1.311
Median		68.00
Mode		68
Std. Deviation		7.059
Variance		49.823
Range		24
Minimum		54
Maximum		78
Sum		1960

Based on the table, the researcher got the highest score was 78 and the lowest score was 54, mean was 67.59. It means that, the mean score did not pass the standard score of *KKM* (70). Then, the calculation of the frequency distribution of the students' score in experimental class can be applied into frequency table distribution as follows:

Table 4.8
Frequency Distribution of Students' Score

No	Interval	Mid Point	F	Percentages
1	51-54	52.5	1	3%
2	55-58	56.5	5	17%
3	59-62	60.5	2	8%
4	63-66	64.5	3	10%
5	67-70	68.5	10	35%
6	71-74	72.5	5	17%
7	75-78	76.5	3	10%
<i>i= 4</i>			29	100%

From the table above, it can be concluded that the most students are in interval 67-70 (10 students/35%). There were 13 students passed the post-test. In the other hand, the least students are in interval 51-54 (1 student/3%).

In order to get the description of the data clearly and completely, the researcher presents them in histogram, as follows:

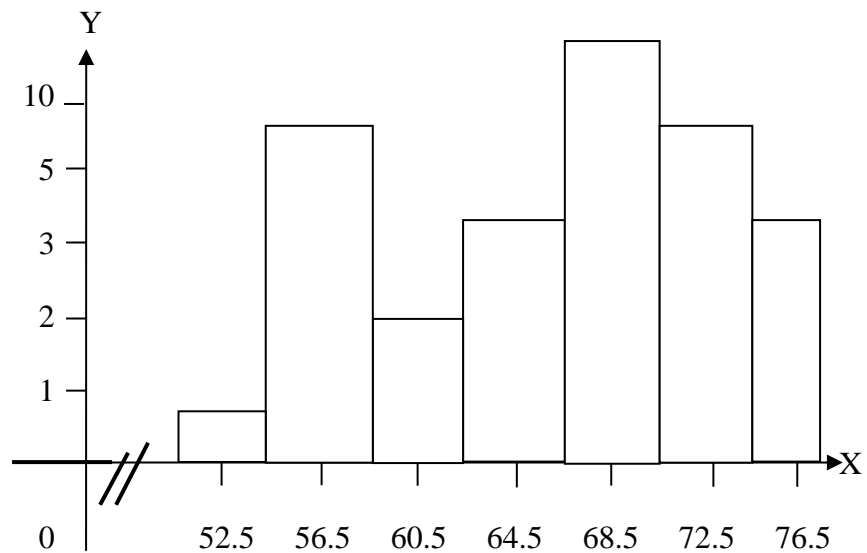


Figure 4.4: Description of Control Class (Post-Test)

B. Data Analysis

1. Requirement Test

Requirement test is the test to find out mean score of the data and also to prove whether the data is normality and homogenous or not.

a. Pre-Test

1. Normality Test

Data normality of the two groups was calculated using SPSS v.23 using *Shapiro Wilk* test because the number of samples in the study was less than 100 students, the significance level of test was 5% or 0.05. The hypothesis that will be tested in normality test as follows :

H_0 : The students are not distributed normally. H_0 is accepted when the shapiro-wilk < 0.05 .

H_a : The students are distributed normally. H_a is accepted when the shapiro-wilk > 0.05 .

Based on the analysis of normality of the pre-test data with *Shapiro Wilk* test using SPSS v.23, it was obtained that the experimental class was 0.125 and the controll class was 0.113. In other word, $0.125 > 0.05$ in experimental class and $0.113 > 0.05$ in control class.

Table 4.9
Normality in Pre-test
Tests of Normality

	Model Pembelajaran	Kolmogorov-Smirnov ^a			Shapiro-Wilk
		Statistic	df	Sig.	Statistic
Hasil	List Group Label Strategy	.125	29	.200*	.945
	Teacher's Strategy	.113	29	.200*	.965

From the calculation it was found that *Shapiro Wilk* > 0.05 . So it can be concluded that pre-test data in experimental class and controll class were normally distributed.

Based on the result of testing the normality, it was found that the value of the significance in the post experimental was 0.200 and control class was 0.200. It meant that the distribution

of the data was normal because the value of the significance was greater than 0.05.

1) Homogeneity Test

The homogeneity of variance test aims to determine whether the initial value (pre-test) of the sample has a homogeneous variance.

$$H_0 : \sigma_1^2 = \sigma_2^2 \text{ (Homogeneous variance)}$$

$$H_a : \sigma_1^2 \neq \sigma_2^2 \text{ (Heterogeneous Variance)}$$

Table 4.10
Homogeneity in Pre-test
Test of Homogeneity of Variances
Hasil Belajar Siswa

Levene Statistic	df1	df2	Sig.
.611	1	56	.438

Based on the results of analysis of homogeneity of variance analysis of the initial value data (pre-test) using SPSS v.23 calculation, obtained a significance value (sig) was 0.438. Based on criteria for testing data homogeneity using SPSS v.23 obtained a value significance (sig) based on $\text{mean} > 0.05$ or $0.438 > 0.05$ it means the pre-test value of the sample has a homogeneous variance.

b. Post- Test

2) Normality Test

Data normality of the two groups was calculated using SPSS v.23 using *Shapiro Wilk* test because the number of samples in the study was less than 100 students, the significance level of test was 5% or 0.05. The hypothesis that will be tested in normality test as follows :

H_0 : The students are not distributed normally. H_0 is accepted when the shapiro-wilk < 0.05.

H_a : The students are distributed normally. H_a is accepted when the shapiro-wilk > 0.05.

Based on the analysis of normality of the pre-test data with *Shapiro Wilk* test using SPSS v.23, it was obtained that the experimental class was 0.601 and the control class was 0.216. In other word, $0.216 > 0.05$ in experimental class and $0.179 > 0.05$ in control class.

Table 4.11
Testing Normality of Post Test Experimental and Control Class
Tests of Normality

	Model Pembelajaran	Kolmogorov-Smirnov ^a			Shapiro-Wilk
		Statistic	df	Sig.	Statistic
Hasil	List Group Label Strategy	.216	29	.006	.890
	Teacher's Strategy	.179	29	.048	.928

From the calculation it was found that *Shapiro Wilk* >

0.05. So it can be concluded that post-test data in experimental class and control class were normally distributed.

Based on the result of testing the normality, it was found that the value of the significance in the post experimental was 0.006 and control class was 0.048. It meant that the distribution of the data was normal because the value of the significance was greater than 0.05.

3) Homogeneity Test

The homogeneity of variance test aims to determine whether the initial value (post-test) of the sample has a homogeneous variance.

$$H_0 : \sigma_1^2 = \sigma_2^2 \text{ (Homogeneous variance)}$$

$$H_a : \sigma_1^2 \neq \sigma_2^2 \text{ (Heterogeneous Variance)}$$

Table 4.12
Homogeneity in Post-test

Test of Homogeneity of Variances
Hasil Belajar Siswa

Levene Statistic	df1	df2	Sig.
1.254	1	56	.268

Based on the results of analysis of homogeneity of variance analysis of the initial value data (post-test) using SPSS v.23 calculation, obtained a significance value (sig) was 0.268. Based on criteria for testing data homogeneity using SPSS v.23 obtained a value significance (sig) based on $\text{mean} > 0.05$, or $0.268 > 0.05$ it means the post-test value of the sample has a homogeneous variance.

C. Hypothesis Test

From the results of the data analysis requirements test, it can be seen that the two classes after treatment are normal and have homogeneous variance, so to test the hypothesis using Independent Sample T-test using SPSS v.23. The hypothesis that will be tested as follows:

If $H_0 : \mu_1 = \mu_2$ means there is no significant effect of list group label strategy on vocabulary mastery at the grade VIII students of SMP N 4 Padangsidempuan.

If $H_a : \mu_1 \neq \mu_2$ means there is significant effect of list group label strategy on vocabulary mastery at the grade VIII students of SMP N 4 Padangsidempuan.

Based on the results of calculations using Independent Sample T-test, it was found that $t_{count} > t_{table}$ or $2.871 > 2.00172$. Based on the test criteria, H_0 is rejected and H_a is accepted. It means that the average of students' vocabulary in experimental class using list group label strategy increased than average of students' vocabulary in control class. The result of hypothesis by using Independent T-test could be seen as below:

Table 4.13
Independent T-test
Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Hasil Equal variances assumed	1.254	.268	2.871	56	.006	6.621	2.306	2.001	11.240	
Equal variances not assumed			2.871	49.769	.006	6.621	2.306	1.988	11.253	

So that is why $H_a : \mu_1 \neq \mu_2$, it can be concluded that list group label strategy significantly affects on vocabulary mastery at the grade VIII students of SMP N 4 Padangsidimpuan.

D. Discussion

The researcher discussed the result of this research. Based on the result of the data analysis, the researcher got the mean score of experimental class in pre-test was 45.03 and in post-test was 74.21. Then the mean score of control class in pre-test was 44.97 and in post-test was 67.59. So, based on its comparing can be concluded that the effect of experimental class was higher than control class. Automatically, list group label strategy had the effect on vocabulary mastery.

The first is conducted by Allen, besides the students admitted that using list group label strategy was an interesting learning strategy where they could organize their idea and participation using their creative ways. This statement is definitely suitable with the theory from Allen, who state

that List group label strategy 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.³⁹ Using list group label strategy will let the students be active in the learning process in the classroom.

Then, Amirul Masyriqi in his thesis was concluded that list group label strategy can help students to memorize vocabulary. From his result of analysis showed that there was significant effect of list group label strategy on students' vocabulary mastery.⁴⁰

Then, the students' vocabulary mastery had affected after using list group label strategy. As result, the using list group label strategy could enhance the students' vocabulary mastery.

From the result of the research that is previously stated. It was proved that the students who were taught vocabulary by using list group label strategy got better result. As in this research, the mean score of experimental class got better result than control class (74.21>67.59). Looking the students' score after list group label strategy to affect learning vocabulary, this strategy is good to be used as an innovation for teaching vocabulary. It aims to affect the students in learning vocabulary. Although not all of the aspect in vocabulary can be covered by this strategy. It can be considerably

³⁹Allen, Janet, "Inside Words: Tools For Teaching Academic Vocabulary Grades 4-12", (USA: Stenhouse Publisher), 2007, p. 73.

⁴⁰Masyriqi, Amirul, "The Effect of List Group Label Strategy on Students' Vocabulary Mastery At the Eighth Grade Of MTs Islamiyah Palangka Raya", *Thesis*, (IAIN Palangka Raya, 2018).

used in teaching vocabulary. This strategy makes the students active and not feel bored when the teacher gave the material about vocabulary. As a conclusion, this strategy is recommended to be used for the english teacher in teaching vocabulary.

E. The Threats of the Research

The researcher found the threats of the research as follows:

1. The students needed more time for answering the test because the time is limited.
2. There were some students that were noisy while teaching and learning process. Although they looked like not serious. So, it can disturb the concentration of the others.
3. There were some students that were lack of serious to answer the Questionnaire in pre-test and post-test. It can be the threat of the research. So, the researcher cannot reach the validity of trustworthiness data.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the conclusions of this research are:

1. The students' vocabulary mastery at grade VIII students of SMP N 4 Padangsidimpuan before list group label strategy, the mean score of pre-test for experimental class was 45.03 and the mean score of pre-test for control class was 44.97.
2. The students' vocabulary mastery at grade VIII students of SMP N 4 Padangsidimpuan after using list group label strategy, the mean score of experimental class was higher than before using list group label strategy. The mean score of post-test for the experimental class 74.21 and the mean score of post-test for control class taught by conventional strategy was 67.59.
3. There was a significant effect of list group label strategy on vocabulary mastery at the grade VIII students of SMP N 4 Padangsidimpuan. The researcher found the research result of t-test where t_0 was higher than t_t . Where t_0 was 2.871 and t_t was 2.00172 ($2.871 > 2.00172$). It means that H_a was accepted, so there was a significant effect of list group label strategy on vocabulary mastery at the grade VIII students of SMP N 4 Padangsidimpuan

B. Suggestion

After finishing the research, the researcher got many information in English teaching learning. Therefore, from that experience, the researcher shows some things need to be proven. It makes the researcher give some suggestion, as follow:

1. From the research result it is as the information to the English teacher to use List group label strategy as a reference in teaching vocabulary to make learning process more active.
2. From the researcher result it is also as the information for the headmaster to modify and motivate the English teacher to teach as well as possible by maximizing the using of List group label strategy in teaching, especially in vocabulary mastery.
3. The researcher hopes that the next researcher will explore the methodology used in this research in greater detail.

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APPENDIX I

RENCANA PELAKSANAAN PEMBELAJARAN(RPP) (Experimental Class)

Sekolah	: SMP N 4 Padangsidimpuan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII / Genap
Materi Pokok	: Vocabulary
Alokasi Waktu	: 2 x 45 menit (2 x Pertemuan)

Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan /kejadian yang sedang dilakukan/berlangsung saat ini, sesuai dengan konteks penggunaannya.	3.7.1 Menggunakan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.
4.8 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.8.1 Dapat menyebutkan noun, verb dan adjective yang berkaitan dengan hewan, benda dan sekolah. 4.8.2 Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang

Tujuan Pembelajaran

Melalui serangkaian pembelajaran dengan List group label strategy, yaitu diharapkan siswa mampu:

1. Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan terkait teks transaksional memberi dan meminta informasi terkait keberadaan orang, benda, binatang dengan benar.
2. Menggunakan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan
3. Memperbanyak kosakata yang mereka miliki.
4. Mengkategorikan noun, verb dan adjective yang berkaitan dengan hewan, benda dan sekolah.

Materi Pembelajaran

Materi Pembelajaran Regular:

Teks lisan dan tulis yang menyatakan dan menanyakan tentang tindakan/ kejadian yang sedang dilakukan/ berlangsung.

1. Fungsi sosial

Menjelaskan, memberi alasan, memberi contoh tindakan, dsb.

2. Unsur kebahasaan

- Kosa kata: kata benda, kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya
- Kata kerja
- Ucapan, tekanan kata, intonasi, ejaan dan tanda baca
- Tulisan tangan.

1.3 Topik

Tindakan, kejadian, keadaan, di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.

Metode Pembelajaran

Diskusi dan Kelompok.

Media Pembelajaran

1. Papan Tulis

2. Spidol

Sumber Pembelajaran

1. Buku Bahasa Inggris
2. Kamus Bahasa Inggris

Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan		
Pre-Teaching		
Kegiatan Guru		Kegiatan Siswa
1. Guru mengucapkan salam dan meminta ketua kelas untuk memimpin do'a		1. Siswa menjawab salam 2. Salah satu siswa memimpin doa 3. Seluruh siswa doa bersama
2. Guru memeriksa kehadiran siswa		1. Siswa merespon kehadiran diri
3. Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari		1. Siswa mendengarkan penjelasan dari guru
4. Guru menyampaikan garis besar cakupan materi yang akan dipelajari	1. Memperkenalkan materi/topik yang akan dipelajari	1. Siswa mencatat poin-poin yang dianggap penting
Kegiatan Inti		
While-Teaching		
1. Guru menanyakan kepada siswa mengenai kosakata yang ada disekitar mereka	2. Minta siswa untuk melakukan brainstorming kata-kata yang berhubungan dengan topik	1. Siswa memperhatikan benda-benda atau hal-hal yang ada di sekitar ruangan kelas 2. Siswa mengingat kosakata tersebut dalam bahasa inggris
3. Guru meminta siswa me-list kosakata tersebut di selemba kertas	3. Rekam kata-kata dengan cara yang dapat ditampilkan kepada semua orang 4. Mintalah siswa untuk secara individu menentukan cara kata-kata dapat dikelompokkan bersama	1. Siswa menuliskan kosakata yang telah mereka dapat kan ke dalam selemba kertas
4. Guru meminta siswa membentuk kelompok dan mengelompokkan list kata tersebut menjadi group kata	5. Tempatkan siswa dalam kelompok dua sampai empat dan minta mereka untuk meninjau kata-kata.	1. Siswa mulai perhitungan dari 1 sampai 4, diulang hingga siswa terakhir 2. Siswa membentuk kelompok dengan teman yang memiliki angka yang sama

		3. Siswa mengumpulkan list kata yang telah dibuat secara individu menjadi satu 4. Siswa mengelompokkan kosakata tersebut ke dalam tiga kelompok, yaitu noun, verb dan adjective
6. Guru meminta siswa mendiskusikan kelompok kata menjadi satu tersebut	6. Instruksikan siswa untuk melabeli setiap daftar kata dan menunjukkan bagaimana kata-kata itu terkait	1. Siswa mendiskusikan kelompok kata yang telah mereka buat dengan kelompok masing-masing
7. Guru meminta setiap kelompok untuk membuat label pada setiap group kata	8. Setelah kategori dan label ditetapkan.	1. Siswa membuat label pada setiap kelompok kata yang telah mereka buat
9. Meminta setiap kelompok untuk mengumpulkan hasil diskusinya	9. Mengarahkan siswa untuk membaca tugas	1. Siswa memeriksa kembali hasil kerja kelompoknya 2. Salah satu siswa mengumpulkan seluruh hasil kelompok, kemudian mengumpulkannya ke meja guru
Kegiatan penutup		
Post-Teaching		
1. Guru member pertanyaan kepada siswa untuk mengetahui apakah sudah memahani topic yang diberikan	2.	1. Siswa menanyakan hal yang kurang dimengerti
3. Siswa diminta membuat kesimpulan terhadap materi yang telah diajarkan	4.	1. Siswa membuat catatan kecil untuk di pelajari dirumah
5. Guru menutup pembelajaran dengan membaca do'a	6.	1. Siswa berdoa bersama

Penilaian Hasil Pembelajaran

Teknik penilaian otentik

- a. Sikap : Observasi
- b. Pengetahuan : Tes Tulis (terlampir)
- c. Keterampilan : Produk/Praktek (terlampir)

Mengetahui,
Guru Bahasa Inggris,

Padangsidempuan,

2022

Peneliti,

ADE ISNAENI HARAHAAP, S.Pd.
NIP. 198209302010 01 2 013

NUR WAHIDA PUTRI
NIM. 1820300090

Kepala Sekolah SMP N 4 Padangsidempuan,

Hj. SAMARIAH
NIP. 19641124 199303 2 002

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)
(Control Class)

Sekolah : SMP N 4 Padangsidempuan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII / Genap
Materi Pokok : Vocabulary
Alokasi Waktu : 2 x 45 menit (2 x pertemuan)

Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar dan Indikator Pencapai Kompetensi

Kompetensi Dasar	Indikator Pencapai Kompetensi
3.7 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan /kejadian yang sedang dilakukan/berlangsung saat ini, sesuai dengan konteks penggunaannya.	3.7.1 Menggunakan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.
4.8 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/ berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar	4.8.3 Dapat menyebutkan noun, verb dan adjective yang berkaitan dengan hewan, benda dan sekolah. 4.8.4 Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang

dan sesuai konteks.	tindakan/kejadian yang sedang dilakukan/berlangsung saat ini
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Tujuan Pembelajaran

Melalui serangkaian pembelajaran dengan metode Membaca dan menghafal diharapkan siswa mampu:

1. Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan terkait teks transaksional memberi dan meminta informasi terkait keberadaan orang, benda, binatang dengan benar.
2. Menggunakan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan
3. Memperbanyak kosakata yang mereka miliki.
4. Mengkategorikan noun, verb dan adjective yang berkaitan dengan hewan, benda dan sekolah.

Materi Pembelajaran

Materi Pembelajaran Regular:

Teks lisan dan tulis yang menyatakan dan menanyakan tentang tindakan/ kejadian yang sedang dilakukan/ berlangsung.

3. Fungsi sosial

Menjelaskan, memberi alasan, memberi contoh tindakan, dsb.

4. Unsur kebahasaan

- Kosa kata: kata benda, kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya
- Kata kerja
- Ucapan, tekanan kata, intonasi, ejaan dan tanda baca
- Tulisan tangan.

1.3 Topik

Tindakan, kejadian, keadaan, di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.

Metode Pembelajaran

Reading dan Memorizing

Media Pembelajaran

1. Papan Tulis
2. Spidol

Sumber Pembelajaran

1. Buku Bahasa Inggris
2. Kamus Bahasa Inggris

Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan	
Pre-Teaching	
Kegiatan Guru	Kegiatan Siswa
1. Guru mengucapkan salam dan meminta ketua kelas untuk memimpin do'a	1. Siswa menjawab salam, kemudian salah satu siswa memimpin do'a
2. Guru memeriksa kehadiran siswa	1. Siswa merepson kehadiran
3. Guru memberi motivasi belajar siswa secara konstekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari	1. Siswa mendengarkan penjelasan guru
4. Guru mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari dan terkait dengan materi yang akan dipelajari	1. Siswa menjawab pertanyaan-pertanyaan yang diajukan guru
5. Guru menyampaikan garis besar cakupan materi yang akan dipelajari	1. Siswa menjelaskan penjelasan guru
6. Guru menyampaikan tujuan pembelajaran yang harus dicapai	
7. Menjelaskan mekanise pelaksanaan susuai dengan langkah- langkah pembelajaran.	
Kegiatan Inti	
While-Teaching	
1. Guru menjelaskan tentang vocabulary	1. Siswa menjelsakn penjelasan guru
2. Guru menjelaskan kosakata yang termasuk pada noun, verb dan adjective	1. Siswa membuka buku pelajaran
3. Guru meminta siswa untuk membuka buku pelajaran	
4. Guru meminta siswa membaca teks yang ada di dalam buku secara individu	1. Siswa membaca teks yang ada di dalam buku
5. Guru meminta siswa menuliskan kosakata yang tidak mereka ketahui	1. Siswa mencari kosakata baru, kemudian menuliskannya di dalam buku
6. Guru meminta siswa mencari makna kata tersebut di dalam kamus	1. Siswa menghafal kosakata tersebut
7. Guru meminta siswa menghafalkan kosakata baru tersebut	1. Siswa menghafalkan kosakata tersebut kepada guru
Kegiatan penutup	

Post-Teaching	
1. Guru member pertanyaan kepada siswa untuk mengetahui apakah sudah memahani topic yang diberikan	1. Siswa menanyakan materi yang kurang dipahami
2. Siswa diminta membuat kesimpulan terhadap materi yang telah diajarkan	1. Siswa membuat catatan pribadi\
3. Guru menutup pembelajaran dengan membaca do'a	1. Siswa berdoa bersama

Penilaian Hasil Pembelajaran

Teknik penilaian otentik

- a. Sikap : Observasi
- b. Pengetahuan : Tes Tulis (terlampir)
- c. Keterampilan : Produk/Praktek (terlampir)

Mengetahui,
Guru Bahasa Inggris,

Padangsidempuan,

2022

Peneliti,

ADE ISNAENI HARAHAHAP, S.Pd.
NIP. 198209302010 01 2 013

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Kepala Sekolah SMP N 4 Padangsidempuan,

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APPENDIX II

INSTRUMENT VOCABULARY PRE-TEST

Petunjuk Umum :

1. Bacalah doa sebelum mengerjakan soal!
2. Tulis nama dan kelas pada lembar jawaban!
3. Periksa dan bacalah perintah soal-soal dengan teliti sebelum menjawab!
4. Dahulukan menjawab soal-soal yang Anda anggap mudah!
5. Beri tanda (X) pada pilihan yang anda anggap benar!

Name :

Class :

A. Identify the synonym of the underlined words by crossing a, b, c, or d!

1. My mother asks me to buy fruits in the market.
 - a. Request
 - b. Taught
 - c. Help
 - d. Borrow
2. My brother likes fishing in the river.
 - a. Well
 - b. Stream
 - c. Beach
 - d. Garden
3. There is a mini market near my house.
 - a. beside
 - b. Behind
 - c. Close to
 - d. Next to
4. She told me that my book was left in the class.
 - a. Asked
 - b. Laid to
 - c. Said to
 - d. Invited
5. She is very excited to join the competition.
 - a. Glad
 - b. Tired
 - c. Sad
 - d. Lazy
6. I will wait for you in this place.
 - a. Home
 - b. Location
 - c. Building
 - d. Park
7. I put the key on the table.
 - a. Take
 - b. Place
 - c. Give
 - d. Buy
8. She doesn't have an equipment for camping.
 - a. Tool
 - b. Table
 - c. Door
 - d. Bag
9. I don't bring an English book.
 - a. Forget
 - b. Throw
 - c. Borrow
 - d. Carry
10. I sit in the middle.
 - a. Corner
 - b. Inside
 - c. Outside
 - d. Center

B. Choose the correct answer from the option a, b, c or d below!

1. This exam is too for her. She got an A!
 - a. Easy
 - b. Expensive
 - c. difficult
 - d. high

2. Linda did not study hard, so she did not the exam.
 - a. Study
 - b. Pass
 - c. break
 - d. go

3. You can find in the classroom.
 - a. Pillow
 - b. Sofa
 - c. Stove
 - d. Book

4. Lina the match in Olympic games. She is so sad.
 - a. Won
 - b. Lost
 - c. jumped
 - d. celebrated

5. The students usually read in the library.
 - a. Newspaper
 - b. Magazine
 - c. Book
 - d. Novel

6. This classroom is very The students have to clean it.
 - a. Dirty
 - b. Shiny
 - c. Tidy
 - d. Rough

7. The examination is tooSo, i can answer it correctly.
 - a. Easy
 - b. Much
 - c. Difficult
 - d. Litte

8. My sister is she works in a school.
 - a. Nurse
 - b. Teacher
 - c. Doctor
 - d. Officer

9. Yuri's pencil is lost. She is really ... now.
 - a. Charm
 - b. Sad
 - c. Happy
 - d. Calm

10. She go to school by bicycle. What is the meaning of word "bicycle"?
 - a. Kereta
 - b. Mobil
 - c. Sepeda
 - d. Bus

11. Linda not study last night, so she can not the question from the teacher.
 - a. Answer
 - b. Break
 - c. Pass
 - d. Study

12. My mother is a teacher. She in the school.
 - a. Teaches
 - b. Cooks
 - c. Swims
 - d. Runs

13. A school is the place where students study with their teachers. The meaning of word "study" is ...
 - a. Bekerja
 - b. Belajar
 - c. Bermain
 - d. Mengajar

14. The exam was is easy for her. She got an A. The meaning of word "easy" is
 - a. Mudah
 - c. tinggi

10. Dry

j. Big

APPENDIX III

**INSTRUMENT VOCABULARY
POST-TEST (VALIDATION)**

Petunjuk Umum :

1. Bacalah doa sebelum mengerjakan soal!
2. Tulis nama dan kelas pada lembar jawaban!
3. Periksa dan bacalah perintah soal-soal dengan teliti sebelum menjawab!
4. Dahulukan menjawab soal-soal yang Anda anggap mudah!
5. Beri tanda (X) pada pilihan yang anda anggap benar!

Name :

Class :

E. Identify the synonym of the underlined words by crossing a, b, c, or d!

1. He can catch the ball.
a. Get
b. Buy
c. Throw
d. See
2. The water of this place is clean .
a. Pure
b. Fresh
c. Dirty
d. Sweet
3. We should finish it as quick as possible
a. Slow
b. Beautiful
c. Fast
d. Good
4. Their action were very embarrassing.
a. Amusing
b. Boring
c. Entertaining
d. Ridiculous
5. We should be patient to face this problem.
a. Fast
b. Happy
c. Calm
d. Arrogant
6. I think we should change the schedule.
a. Assume
b. Forget
c. Know
d. Take
7. The seed grows on the ground luxuriantly.
a. Street
b. City
c. Soil
d. Village
8. The truck was stuck in the mud .
a. Well
b. Clay
c. Beach
d. Park
9. I saw the sheep eating the grass.
a. Tree
b. Flower
c. Hay
d. Stem
10. We looked for a convenient place under a tree.
a. Suitable
b. Cold

c. Comfort

d. Scary

F. Choose the correct answer from the option a, b, c or d below!

1. You can find in your classroom.
 - a. Pillow
 - b. Television
 - c. Blackboard
 - d. Sofa
2. My mother is a teacher. She always in the classroom.
 - a. Cooks
 - b. Cry
 - c. Teach
 - d. Clean
3. Danu is a He teaches English in our class. Every student loves him.
 - a. Selfish teacher
 - b. Emotional teacher
 - c. Kind teacher
 - d. Arrogant teacher
4. The classroom looks very The students should clean it soon before the teacher comes.
 - a. Dirty
 - b. Shiny
 - c. Tidy
 - d. Rough
5. Linda did not study hard, so she did not the exam.
 - a. Study
 - b. Break
 - c. Pass
 - d. Go
6. There is a in my classroom
 - a. Television
 - b. Book
 - c. Radio
 - d. Bus
7. I put some pens, some pencils, a ruler, and some erasers in my
 - a. Pencil case
 - b. Broom
 - c. Clock
 - d. Scissor
8. This tool can erase marker, chalk, or pencil. This is a
 - a. Map
 - b. Eraser
 - c. Glue
 - d. Bag
9. You can find all of the thing below in the classroom, except
 - a. Blackboard
 - b. Table
 - c. Television
 - d. Eraser
10. The teacher usually writes on a at the front of the classroom.
 - a. Bookshelf
 - b. Cupboard
 - c. Whiteboard
 - d. Calender
11. A school is the place where students ... with their teachers.
 - a. Teach
 - b. Play
 - c. Work
 - d. Study
12. The word "hope" have the same meaning with
 - a. Changed
 - b. Bring
 - c. Pushed
 - d. Wish
13. *Becak* in Englis is
 - a. Car
 - b. Train
 - c. Pedicap
 - d. Taxi
14. If you ring the bell, all of the students will to the yard.
 - a. Come
 - c. Left

- b. Go d. Fly
15. Atap in english is
 a. Floor c. Wall
 b. Ceiling d. Rooftop
16. This exercise was too for me. I got score 100.
 a. Difficult c. Easy
 b. Expensive d. High
17. The teacher's duty is to the students in the school.
 a. Teach c. Play
 b. Make d. Work
18. Kathy is a She teaches Math in our class. Every students love her.
 a. Kind teacher c. Ugly teacher
 b. Arrogant teacher d. Emotional teacher
19. This exam is too for her. She got an A!
 c. Easy c. difficult
 d. Expensive d. high
20. Linda did not study hard, so she did not the exam.
 c. Study c. break
 d. Pass d. go

G. Match the number with the correct alphabet!

- | | |
|-----------|------------|
| 1. Bag | a. Bunga |
| 2. Clever | b. Keras |
| 3. Clean | c. Kursi |
| 4. Hard | d. Rajin |
| 5. Chair | e. Jendela |
| 6. Floor | f. Bersih |
| 7. Window | g. Tas |
| 8. Flower | h. Lantai |
| 9. Shoes | i. Sepatu |
| 10. Good | j. Baik |

H. Please match the antonym in the left side with the words in the right side correctly!

- | | |
|----------------|-----------|
| 1. Good | a. Untidy |
| 2. Traditional | b. Ugly |
| 3. Short | c. Near |
| 4. Far | d. Above |
| 5. Quick | e. Bad |
| 6. Tidy | f. Dirty |
| 7. Beautiful | g. Tall |
| 8. Under | h. Modern |
| 9. Clean | i. Enemy |
| 10. Friend | j. Slow |

APPENDIX IV

KEY ANSWER PRE TEST (VALIDATION)

Section A

- | | |
|------|-------|
| 1. A | 6. B |
| 2. C | 7. A |
| 3. C | 8. A |
| 4. C | 9. D |
| 5. A | 10. D |

Section B

- | | |
|-------|-------|
| 1. A | 14. A |
| 2. B | 15. A |
| 3. D | 16. D |
| 4. B | 17. D |
| 5. C | 18. B |
| 6. A | 19. C |
| 7. A | 20. A |
| 8. B | 21. D |
| 9. B | 22. A |
| 10. C | 23. D |
| 11. A | 24. B |
| 12. A | 25. A |
| 13. B | |

Section C

1. 1-H
2. 2-B
3. 3-G
4. 4-C
5. 5-J
6. 6-E
7. 7-D
8. 8-I
9. 9-F
10. 10-A

Section D

1. 1-C
2. 2-E
3. 3-D
4. 4-A
5. 5-G
6. 6-J
7. 7-I
8. 8-F

- 9. 9-B
- 10. 10-H

KEY ANSWER POST-TEST(VALIDATION)

Section A

- | | |
|------|-------|
| 1. A | 6. A |
| 2. A | 7. C |
| 3. C | 8. B |
| 4. D | 9. C |
| 5. C | 10. C |

Section B

- | | |
|-------|-------|
| 1. C | 14. A |
| 2. C | 15. D |
| 3. C | 16. C |
| 4. A | 17. A |
| 5. C | 18. A |
| 6. B | 19. A |
| 7. A | 20. B |
| 8. B | 21. C |
| 9. C | 22. B |
| 10. C | 23. C |
| 11. D | 24. B |
| 12. D | 25. D |
| 13. C | |

Section C

1. 1-G
2. 2-D
3. 3-F
4. 4-D
5. 5-C
6. 6-H
7. 7-E
8. 8-A
9. 9-I
10. 10-J

Section D

1. 1-E
2. 2-H
3. 3-G
4. 4-C
5. 5-J
6. 6-A
7. 7-B
8. 8-D

9. 9-F
10. 10-I

APPENDIX V

SCORE PRE-TEST AND POST TEST (VALIDATION)

NO	INITIAL	PRE-TEST	POST-TEST
1	AA	52	60
2	WH	64	68
3	AS	64	70
4	AR	64	68
5	DW	62	66
6	SH	62	72
7	NA	64	70
8	NH	54	64
9	SW	56	62
10	RM	66	70
11	PJ	66	72
12	KTH	60	64
13	GD	56	60
14	SD	68	74
15	AM	60	60
16	MF	64	68
17	MH	50	58
18	RS	66	68
19	RF	60	70
20	F	66	76
21	SR	68	70
22	YA	66	74
23	YH	52	60
24	AS	66	72
25	LA	50	54
26	TA	44	56
27	DS	40	48
28	FAL	44	56
29	NS	42	76
30	PR	48	60

APPENDIX VI

VALIDITY OF PRE-TEST

	0	1	2	1	2	1	4	2	2	0	7	3	3	3	2	1	2	9	1	1	8	1	8	1	9	2	3	6	3	5	0	5	3	0	7	8	8	5	8	6	3	5	2	6	5	1	0	1	2	4	
N	2	4	5	2	2	7	5	5	7	6	9	3	8	2	9	4	2	5	7	7	1	7	1	8	3	5	7	5	7	7	3	7	3	8	7	9	7	7	9	4	7	2	6	4	2	6	4	8	7	8	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

APPENDIX X

SCORE PRE-TEST AND POST-TEST EXPERIMENTAL CLASS

NO	NAME	PRE-TEST	POST-TEST
1	DAN	58	76
2	FR	42	78
3	AH	54	50
4	RM	34	74
5	D	58	78
6	RPP	36	76
7	SDA	60	90
8	AM	30	80
9	HW	40	72
10	KI	38	74
11	AA	38	76
12	SEH	42	82
13	YZN	62	84
14	FEP	46	80
15	LPS	38	76
16	RTYS	60	90
17	MA	46	84
18	SS	36	70
19	ND	30	74
20	RA	48	78
21	NAH	32	52
22	NDF	66	76
23	WFS	48	70
24	ES	62	84
25	KD	50	62
26	GRD	48	78
27	DLZN	28	56
28	MK	34	76
29	B	42	56

APPENDIX XIII

NORMALITY AND HOMOGENITY POST-TEST

Case Processing Summary

		Cases			
		Valid		Missing	
		N	Percent	N	Percent
Hasil Belajar Siswa	List Group Label Strategy	29	100.0%	0	0.0%
	Teacher's Strategy	29	100.0%	0	0.0%

Descriptives

Model Pembelajaran		Statistic		
Hasil Belajar Siswa	List Group Label Strategy	Mean	74.21	
		95% Confidence Interval for Mean	Lower Bound	70.32
			Upper Bound	78.09
		5% Trimmed Mean	74.64	
		Median	76.00	
		Variance	104.384	
		Std. Deviation	10.217	
		Minimum	50	
		Maximum	90	
		Range	40	
		Interquartile Range	9	
		Skewness	-.985	
		Kurtosis	.663	
		Teacher's Strategy	Teacher's Strategy	Mean
95% Confidence Interval for Mean	Lower Bound			64.90
	Upper Bound			70.27
5% Trimmed Mean	67.73			
Median	68.00			
Variance	49.823			
Std. Deviation	7.059			
Minimum	54			
Maximum	78			
Range	24			
Interquartile Range	13			
Skewness	-.392			
Kurtosis	-.931			

Tests of Normality

Model Pembelajaran		Kolmogorov-Smirnov ^a			Shapiro-Wilk
		Statistic	df	Sig.	Statistic
Hasil Belajar Siswa	List Group Label Strategy	.216	29	.006	.890
	Teacher's Strategy	.179	29	.048	.928

a. Lilliefors Significance Correction

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	1.254	1	56	.268
	Based on Median	.717	1	56	.401
	Based on Median and with adjusted df	.717	1	44.091	.402
	Based on trimmed mean	1.126	1	56	.293

APPENDIX XVIII

Result of Validity in Pre-test

No	r count	r table	Description
1	0.479	0.361	Valid
2	0.382	0.361	Valid
3	0.379	0.361	Valid
4	0.442	0.361	Valid
5	0.452	0.361	Valid
6	0.458	0.361	Valid
7	0.365	0.361	Valid
8	0.423	0.361	Valid
9	0.460	0.361	Valid
10	0.569	0.361	Valid
11	0.376	0.361	Valid
12	0.467	0.361	Valid
13	0.390	0.361	Valid
14	0.534	0.361	Valid
15	0.616	0.361	Valid
16	0.412	0.361	Valid
17	0.413	0.361	Valid
18	0.453	0.361	Valid
19	0.390	0.361	Valid
20	0.396	0.361	Valid
21	0.433	0.361	Valid
22	0.403	0.361	Valid
23	0.471	0.361	Valid
24	0.398	0.361	Valid
25	0.434	0.361	Valid
26	0.480	0.361	Valid
27	0.404	0.361	Valid
28	0.422	0.361	Valid
29	0.439	0.361	Valid
30	0.454	0.361	Valid
31	0.417	0.361	Valid
32	0.442	0.361	Valid
33	0.441	0.361	Valid
34	0.438	0.361	Valid
35	0.517	0.361	Valid
36	0.565	0.361	Valid
37	0.364	0.361	Valid
38	0.376	0.361	Valid
39	0.487	0.361	Valid
40	0.470	0.361	Valid
41	0.468	0.361	Valid
42	0.483	0.361	Valid

43	0.559	0.361	Valid
44	0.441	0.361	Valid
45	0.439	0.361	Valid
46	0.414	0.361	Valid
47	0.399	0.361	Valid
48	0.407	0.361	Valid
49	0.376	0.361	Valid
50	0.385	0.361	Valid

Result of Validity in Post-test

No	r count	r table	Description
1	0.399	0.361	Valid
2	0.402	0.361	Valid
3	0.459	0.361	Valid
4	0.581	0.361	Valid
5	0.500	0.361	Valid
6	0.561	0.361	Valid
7	0.399	0.361	Valid
8	0.628	0.361	Valid
9	0.417	0.361	Valid
10	0.684	0.361	Valid
11	0.531	0.361	Valid
12	0.513	0.361	Valid
13	0.579	0.361	Valid
14	0.399	0.361	Valid
15	0.611	0.361	Valid
16	0.399	0.361	Valid
17	0.625	0.361	Valid
18	0.516	0.361	Valid
19	0.384	0.361	Valid
20	0.459	0.361	Valid
21	0.502	0.361	Valid
22	0.560	0.361	Valid
23	0.506	0.361	Valid
24	0.531	0.361	Valid
25	0.399	0.361	Valid
26	0.380	0.361	Valid
27	0.405	0.361	Valid
28	0.474	0.361	Valid
29	0.376	0.361	Valid
30	0.599	0.361	Valid
31	0.480	0.361	Valid
32	0.398	0.361	Valid

33	0.547	0.361	Valid
34	0.539	0.361	Valid
35	0.502	0.361	Valid
36	0.554	0.361	Valid
37	0.572	0.361	Valid
38	0.430	0.361	Valid
39	0.607	0.361	Valid
40	0.440	0.361	Valid
41	0.370	0.361	Valid
42	0.502	0.361	Valid
43	0.443	0.361	Valid
44	0.552	0.361	Valid
45	0.493	0.361	Valid
46	0.393	0.361	Valid
47	0.435	0.361	Valid
48	0.395	0.361	Valid
49	0.420	0.361	Valid
50	0.430	0.361	Valid



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17 Maret 2022

Nomor : B657/In.14/E.1/PP.009/03/2022
Lamp : -
Perihal : Pengesahan Judul dan Penunjukan Pembimbing Skripsi

Kepada Yth:

1. Dr. Fitriadi Lubis, M.Pd. (Pembimbing I)
2. Sri Minda, M.Hum. (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama : Nur Wahida Putri
NIM : 18 203 00090
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : The Effect of List Group Label Strategy on Vocabulary Mastery at the Grade VIII Students of SMP N 4 Padangsidimpuan

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Institut Agama Islam Negeri Padangsidimpuan Nomor 400 Tahun 2021 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui

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Penyelesaian Skripsi

30 Agustus 2022

Yth. Kepala SMP N 4 Padangsidempuan
Kota Padangsidempuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Nur Wahida Putri
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Fakultas : Tarbiyah dan Ilmu Keguruan
Alamat : Jl. Rajainal Siregar Batunadua Jae

adaiah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "The Effect of List Group Label Strategy on ocabulary Mastery at the Grade VIII Students of SMP N 4 Padangsidempuan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

Padangsidempuan Agustus 2022
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di Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary

Padangsidempuan

Menanggapi surat Dekan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary bersama dengan ini kami menerangkan bahwa mahasiswa:

Nama : Nur Wahida Putri
Nim : 1820300090
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Semester : IX

Benar telah melakukan penelitian di SMP N 4 Padangsidempuan dengan judul penelitian "*The Effect of List Group Label Strategy On Vocabulary Mastery at The Grade VIII Students' Of SMP N 4 Padangsidempuan*" pada tanggal 7 September 2022.

Demikian surat keterangan ini untuk dapat dipergunakan sebagaimana mestinya.

Padangsidempuan, 6 DESEMBER 2022

Mengetahui,

Kepala Sekolah SMP N 4 Padangsidempuan

Hj. SAMARIAH, S.Pd.

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