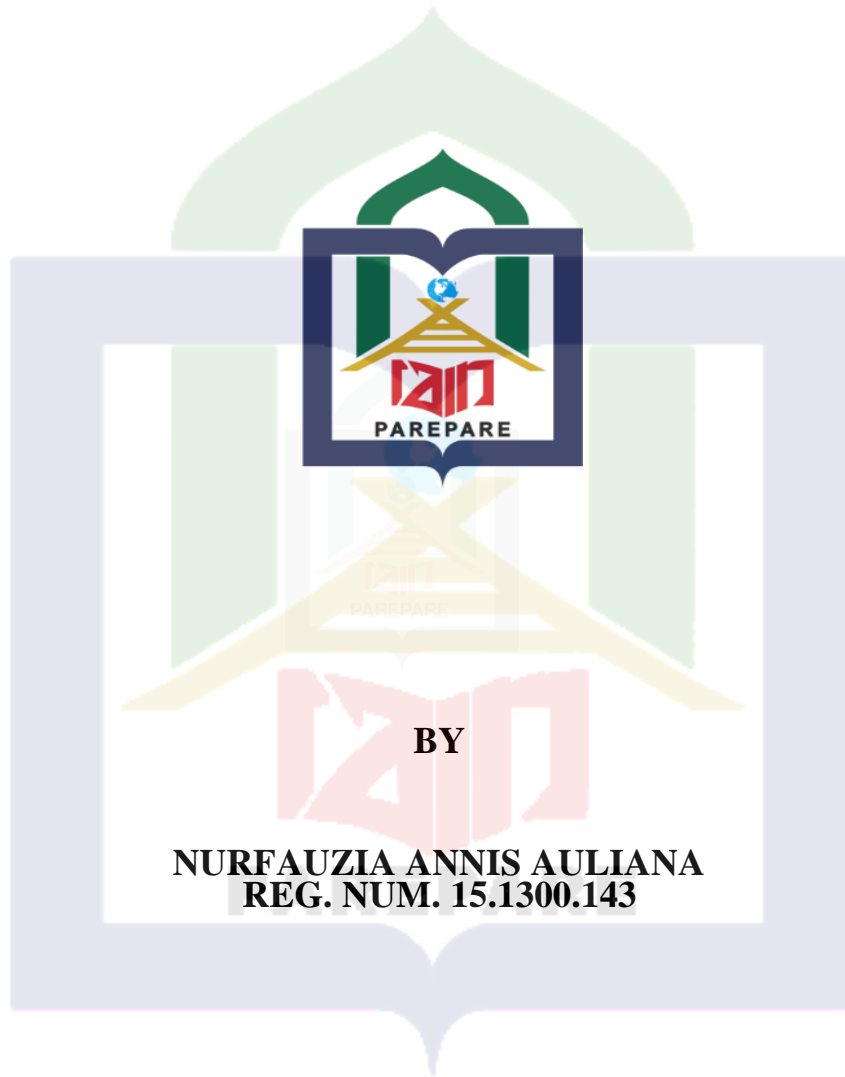


A THESIS
IMPROVING THE STUDENTS' VOCABULARY MASTERY
THROUGH LIST GROUP LABEL STRATEGY AT SMP AL
BIRRU PAREPARE



BY
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ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2022

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THROUGH LIST GROUP LABEL STRATEGY AT SMP AL
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BY

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Submitted to the English Program of Tarbiyah Faculty of State Islamic
Institut of Parepare in Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)

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Thesis

**As Partial Fulfillment of the Requirements for the Attainment of the Degree
“Sarjana Pendidikan (S.Pd)”**

English Education Program

Submitted by:

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TARBIYAH FACULTY
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Finally, the writer truly realize that her thesis still has any weakness and still far from being perfect. Therefore, she hopes criticism, a suggestion for it is perfection. She hopes this final project will be useful for the readers and for the development of English teaching.

Parepare, April 20th 2022

The writer,



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DECLARATION ON THE RESEARCH AUTHENTICITY

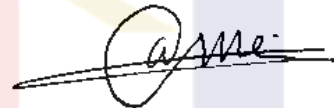
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ABSTRACT

Nurfauzia Annis Auliana, *Improving the Students' Vocabulary Mastery through List Group Label Strategy at SMP Al Birru Parepare*, (Supervised by Abdul Haris Sunubi and Nanning.)

Vocabulary was the basic machine of the language to be mastered for early english learner. Students should understand at least some words to begin the other components such as reading, speaking, listening and writing skill. Based on the researcher's preliminary research, it was found that students at SMP Al Birru Parepare had several problems related to vocabulary mastery, during the English learning process they had difficulty memorizing English vocabulary and then easily forgot the vocabulary they had learned, because basically they rarely and lazy to practice English in everyday life. This was a common thing for students, because English is not a mandatory language that they must master and they have not thought carefully about the benefits they would get if they have a lot of English vocabulary. In addition, the methods or strategies in the classroom were not enough to take their interest in learning English seriously.

To improve vocabulary mastery, there were some ways, like using media, tehniques and strategies. There were many of them that could be applied in teaching vocabulary. In this case the researcher uses a strategy to improve student's vocabulary mastery. The strategy was List-Group-Label (LGL). List Group Label was a form of semantic mapping. The strategy encourages students to improve their vocabulary and categorization skills and categorizing listed words, through grouping and labeling, helped students organize new concepts in relation to previously learned concepts. The objective of this research was to find out whether List Group Label strategy able to improve students' vocabulary mastery at SMP Al Birru Parepare.

This reserach was pre-experimental research design in one group was given pre-test, treatment and post-test. The population was the third grade of SMP AL BIRRU Parepare in academic year 2021/2022. The researcher used total sampling. The sample of this research was 32 students. To collect the data, the researcher used tests that were pre-test and post-test. The data were analyzed as a percentage, mean score analyzes and the value of the test. The result of this research by using LGL strategy at SMP Al Birru Parepare show that on the pre-test was (39.5) and post-test was (75,8) and after analyzing the data by using the t-test formula, the result of the t-test value (18.770) was bigger than the t-table value (1.695). Thus, it could be concluded that the students' vocabulary mastery is significant better after getting the treatment. So, List Group Label was able to improve vocabulary mastery at the students' of SMP Al Birru Parepare and the hypothesis was accepted.

Keywords: Improving, List Group Label Strategy, Vocabulary Mastery

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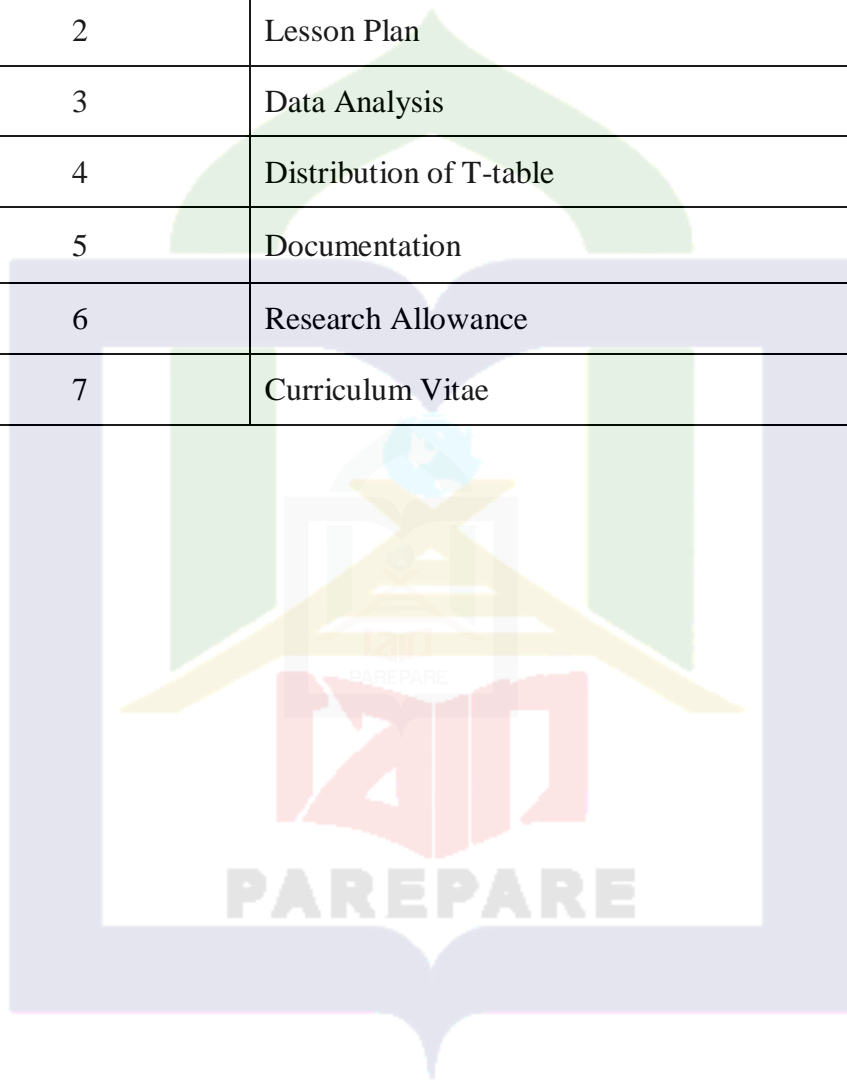
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CHAPTER I

INTRODUCTION

A. Background

As one of important components in language, vocabulary is considered important in the aspect of learning a new language. Besides, this components has crucial role in the development of the language skills because the ultimate goal of learning is to be able to communicate. The importance of vocabulary is demonstrated daily both on and off school. In classroom, the achieving students possess the most sufficient vocabulary.¹

Vocabulary is the basic machine of the language to be mastered for early english learner. While not having enough vocabulary, the students may have some difficulties to know the meaning of what they read and listen as well as to express their purpose in communication. Surely, not only this component have to learn by the students as English is foreign language, there are many compenents that they have to learn. Vocabulary is also the crucial factor for the students because it will have an impact on different capabilities in English. Students have to apprehend at least some words to begin the other components such as reading, speaking, listening and writing skill, is it not only this componen.

In studying foreign language especially in studying English, the position of vocabulary is absolutely taken into consideration. Having enough vocabulary for the students may be proper for them. They will not be pressured to express another people what they are really talking about. Learning vocabulary is all about remembering, and important for students to say, see and write newly learned words many times before they can be clam that they have learnt them. Diverse

¹Mofareh Alqahtani, *“The Importance of Vocabulary in Language Learning and How To Be Taught,”*(International Journal of Teaching and Education, Vol III, No 3/2015), p. 22.

ways in studying vocabulary have been advised by some researchers. Some of them advocate when students learn English word, they have to additionally know how to translate, it means they are studying vocabulary and they at once analyzing the meaning from what other say while they are saying the word in other language. Despite most agree that repetition is an crucial useful resource in mastering vocabulary, that is extra effective than simply seeing a word again and again.

Base on th researcher pre liminary study, it was found that student in SMP Al Birru Parepare posses several problems related to their vocabulary acquisition such as having less motivation to memorize english vocabulary, easy to forget the vocabulary that they have learned because they are only learn english in english class, unfrequent practice of english in their daily life. It is far some thing normal for the students, due to the fact English is not their first language. Beside that, the method or strategy in delivering materials are not really suitable for them, so it makes the students difficuld and confiuse to understand the materials.

The researcher finds in curriculum 2014 that the students should have vocabulary mastery 2500 for senior high school and 1000 for the junior high school². To improve vocabulary mastery, there are a few ways such as like using media, strategies and techniques. There are a lot of them that able to applied in teaching vocabulary. In this case the researcher uses a strategy to improve student's vocabulary mastery. The strategy is List Group Label (LGL), starting from a student's brainstorming and categorizing activity that provides students with the opportunity to think about, discuss, categorize, and label words related to a central concept. Students generate in the process of this activity, it can give as

²A. Muh. Nur Ikhshan, *Increasing The Students' Vocabulary Mastery through Direct Method* (At The Eight Grade Students of SMPN 5 Malimpung Kabupateng Pinrang) Englisg Program Tarbiyah Department State Islam ic College (STAIN) Parepare, p.3

an excellent assessment tool for teachers in determining the degree of background knowledge students bring to the study ³. List Group Label is designed to help students connect to their previous knowledge. Previous knowledge is the learner already has before the meet new information. List Group Label was designed to help teachers activate student's schema by regarding to a particular concept, to improve existing vocabulary, to organize verbal concepts, and to remember new vocabulary.

Base on the backround above the researcher is interested in conducting research on “Improving The Students Vocabulary Mastery Through List Group Label Strategy At SMP Al Birru Parepare”.

B. Research Question

Based on the background of the study stated above. The research question is:

Is the List Group Label strategy able to improve the students' vocabulary mastery of SMP Al Birru Parepare?

C. Objective of the Research

Base on the research question of the research above, the objective of this research is:

To find out whether List Group Label strategy able to improve students' vocabulary mastery at SMP Al Birru Parepare.

D. Significance of the Research

The researcher gives notion that this study will reveals greater benefits for all categories in real life. the significances of this study are:

1. For the students

³Allen, Jannet, “*Inside words; Tools For Teaching Academic vocabulary*”, (Portland: Stenhouse Publisher 2007),. P.69.

From result of this research is expected student to extra lively and greater encouraged in learning English, partikulary in learning vocabulary.

1. For the teachers

The result of the study can be used as an alternative teaching or coaching strategy to improve students' vocabulary mastery.

2. For the next researchers

This research is expexted to be useful as a reference with behavior a similar studies that deals with identical component.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Finding

Previous research finding is used to support argument in the research. Besides, it is also used as reference and comparison the research with the other research. There are some researchers have concluded the research about improving vocabulary mastery by using some ways. Their conclusion as follows: There have been some finding related to this study. Some of them are: There are some previous studies conducted related to the topic of the use of specific strategy to develop students' vocabulary mastery. Here are some previous studies which are relevant to the strategy of teaching and learning vocabulary in each level.

Junaid in his research "Students' Vocabulary Achievement By Using List Group Label" showed that there is an improvement with the students' vocabulary mastery after using List Group Label. The research findings indicated that using List Group Label (LGL) could improve the students' nouns from cycle I (57.70%,) to cycle II (73.80%).⁴

Abraham in his research "The Effectiveness of Using List Group Label Strategy toward the Seventh Grade Students' Vocabulary Mastery at SMPN 1 Kalidawir" showed that there is a significant effect in in students' vocabulary mastery after implementing List Group Label. It can improve students' vocabulary mastery.⁵

Henik Kurnia Sari in his research " The Effectiveness of Using List Group Label Strategy of Teaching Vocabulary for Seventh Grade at MTs N 1 Blitar"

⁴Junaid, *Students' Vocabulary Achievement By Using List Group Label* (Unpublished thesis Muhammadiyah University of Makassar,2002) P.55

⁵Abraham, *The Effectiveness of Using List Group Label Strategy toward the Seventh Grade Students' Vocabulary Mastery at SMPN 1 Kalidawir* (Unpublished thesis State Islamic Collage Institute (IAIN) of Tulungagung, 2019) P. 9

showed that LGL can be beneficial for the students because the active it conducted step by step so the students can get better understanding to learn vocabulary.⁶

The difference between some previous research and the present research. The first research by Junaid. The research aimed to find out the improvement of the students' vocabulary mastery by List Group Label (LGL) at the first year students of SMP Nasional Makassar. The researcher used a classroom action research method with the cycle I and cycle II design, where each cycle consisted of four meetings. The second is a thesis by Abraham. The objectives are to find out whether there is any significant difference in students' vocabulary achievement between students taught by using List-Group-Label (LGL) strategy and those taught without using List-Group-Label. The writer used experimental design with quantitative approach. The writer conducted this study by using quasi experimental research.

The third is a thesis by Henik Kurnia Sari. The objectives are to find out whether there is any significant difference in students' vocabulary achievement between students taught by using List-Group-Label (LGL) strategy and those taught without using List-Group-Label. The writer used experimental design with quantitative approach. The writer conducted this study by using quasi experimental research. While the object this research are to find out whether List Group Label strategy able to improve students' vocabulary mastery in SMP Al Birru Parepare and also to know the students' vocabulary mastery after implementing the strategy. The researcher use pre experimental with one group pretest and posttest and the researcher use total sampling.

⁶Henik Kurnia Sari, *The Effectiveness of Using List Group Label Strategy of Teaching Vocabulary for Seventh Graders at MTs N 1 Blitar*, 2018) P.59

Based on the researcher findings above, the researcher also considers that the above focus is of interest only in general developing experience. So that researchers hope that by utilizing the List Group Label procedure, they can also further develop students' vocabulary mastery in the classroom.

B. Some Pertinent Ideas

This chapter deals with the evaluate of associated literature. it's far crucial to complicated a few theories, that are used in this studies with a purpose to have an understanding of certain principles. There had been many related theories as the premise of the studies.

1. The Concept of Vocabulary

a. The Definition of Vocabulary

Vocabulary is fundamental system of the language. Vocabulary is the set of words that people knows, Hatch and Brown define vocabulary as a list of words for particular list or set of word that individual speakers of language might use.⁷ Besides vocabulary can be defined as the words that the teachers teach in the foreign language.⁸ According to Hornby, Vocabulary is the number of words which kinds of rules for combining them to make a sentence. It contains in every book and text.⁹

In other references by Jack C. Richards and Willy A. Renandya, vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.¹⁰

⁷Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantic, and Language Education* (Cambridge University press,1995), p.1

⁸Penny Ur, *A Course in Language Teaching* (Cambridge University press, 1998), p. 60

⁹V. E. Wakefield Hornby, *Advance Learner's Dictionary of Current English* (Oxford University press, 1963), p. 1120

¹⁰Jack C. Richards and Willy A. Renandya, *Metodology in Language Teaching*,(New York Cambridge University Press 2002) p. 255

Based on the statements above, the researcher concludes that vocabulary is the composition of letters that turn out to be words and has the meaning. Vocabulary does not only include words and has meaning, however we additionally need to recognize that the concept of vocabulary is having similarities, synonyms, spelling, clarification and pronunciation. So, without understanding vocabulary the people might be hard to recognize what the other said, this is why vocabulary will become the crucial things in mastering language.

b. Kinds of Vocabulary

Some experts divide vocabulary into two types: active and passive vocabulary. Harmer distinguishes between these two types of vocabulary. The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. Meanwhile, the second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce.

Haycraft, quoted by Hatch and Brown indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

1) Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing.

2) Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active

process, because the learners can produce the words to express their thoughts to others.¹¹

c. Types of Vocabulary

There are 4 types of vocabulary, they are listening, speaking, reading and writing. The first to constitute spoken vocabulary and the last two, written vocabulary. Children begin to acquire listening and speaking vocabularies many years before they start to build reading and writing vocabularies. Spoken language forms the basis for written language. Each type has a different purpose and luckily, vocabulary development in one type facilitates growth in another.

1) Listening Vocabulary

This type of vocabulary refers to the words people can hear and understand. Starting in the content, can perceive sound when their age is sixteen weeks. Moreover, babies keep on listening to various words when they are awake and thus someone grows up listening to different words. Most people can identify and comprehend almost 50,000 words. Children who are deaf are exposed to visual listening as they are exposed to sign language. But in this case, the number of words developed is far less than a normal child's secondary listening vocabulary.

2) Speaking Vocabulary

Talking about speaking vocabulary refers to speaking someone. Most of the adults use almost 5000 to 10000 words to communicate. The number of words used in this case is far less than listening vocabulary, the reason being the level of

¹¹Morafeh Alqahtani, "The Importance of Vocabulary in Language Learning and How to be Taught International Journal of Teaching and Education", Vol. III (3) 10.20472/TE.2015.3.3.002, (Saudi Arabia: King Khaled Academy, 2015), p.25 (<http://www.iises.net/international-journal-of-teaching-education/publication-detail-213>) (accessed on June 6, 2019).

comfort in usage. It means that a person's speaking vocabulary is all the words that uses in communication.

3) Reading vocabulary

This vocabulary refers to the words the people recognize when read any text because reading is the activity of perception, analyze, and interpreted by the reader to obtain messages to be conveyed by the author in the media writing. People can read and understand many words. But people do not use them in speaking vocabulary. This is the second largest vocabulary. Needless to say, vocabulary grows with reading.

4) Writing Vocabulary

This type of vocabulary represents those words which we regain while writing to express ideas. It is easy to explain what they want to show to people with using express their self, but using the same words for communicating the same concept or thought through writing, It is not easy to think because writing vocabulary is influenced by vocabulary. It means that vocabulary is important in writing.¹²

So, based on the explanation above, the most important that the researcher has to know types of vocabulary. The types of vocabulary can help the researcher to stimulate students' vocabulary and also easy do these types.

d. Word Classes

The term used to classify words based on their function categories are called part of speech.

1) Noun

The word is a word used as the name of anything, person, animal, object, place, situation, quality, or idea. So, of we have a noun for something, it implies

¹²“Types of Vocabulary” *Wikipedia the Free Encyclopedia*. (<http://en.Wikipedia.org/wiki/vocabulary.honday>) (accessed June 6, 2019).

that view it as a thing. Noun is divided commonly into six, they are proper noun, common noun, collective noun, abstract noun, and possessive noun. Beside noun can also be divided in two groups according its calculation. Include countable and uncountable.

2) Verbs

Verbs generally refer to actions; event and process give, happen, become. They typically have a number of distinct form, infinitive, third person singular present tense, past tense, present participle and past participle. The past participle is usually the same as the past tense form but for some verbs is different. The main division made among verb is that between auxiliary verb and lexical verbs. Auxiliary verb is a closed subclass and has a mainly grammatical function. A lexical verbs a distinction is traditionally made between transitive (verb are those that require an object) and intransitive (verbs are those that do not take an object)

3) Adverbs

Adverbs represent a very set of word. These are basically two kinds, those which refer to circumstantial information about the action, event or process such us the time, the place or manner of it, and those which serve to intensify other adverbs and adjective.

4) Pronouns

Pronouns, as the name implies, have the main function of substituting four nouns, once a noun has been mentioned in particular text. The subclass is that of personal pronouns, reflexive pronouns and possessive pronouns. With these pronouns a distinction is made between first, second and third person. Another subclass are that of interrogative pronoun, relative pronouns and demonstrative pronouns.

5) Numerals

Numerals are of two kinds; ordinal and cardinal. Ordinal numerals, as the name indicates, specify the order of an item and comprise the series first, second, third, fourth and so on. Cardinal numerals do not specify order, but merely quantity and comprise the series such as one, two, three, four, etc

6) Determiners

Determiners are a class of word that are used with nouns and have the function of defining the reference of the noun in some way. The class is divided into two broad groups. Identifiers and quantifiers. The subclass of identifiers includes the article, in the indefinite article *a/an* and the definite article, the possessive and the demonstrative.

7) Adjectives

Adjective typically amplify the meaning of a noun, either by occurring immediately before it, as in the wide road, or by being linked to it by means of a copula verb, as in the road is/become wide. For this reason adjectives are often characterized as descriptive

8) Prepositions

Preposition have as their chief function that of relating a noun phrase to another unit. The relationship maybe one of time (e.g after the meal), place (e.g in front the bus) or logic (e.g because of his action). Many prepositions may be used to express more than one of these relationship.

9) Conjunction

Conjunctions as the name implies, also have a joining function, usually that of joining one clause to another, but sometimes also of one noun to another. They are of two kinds: coordinating conjunctions, such as and, or, but, which, join two items on an equal footing; and subordinating conjunctions, such as when, if,

why, whether, because, since, which subordinate one item to another in some way. The subordination may be one of time.¹³

e. The Problem in Learning Vocabulary

Learning vocabulary is the one of the urgent elements which must be learned, because knowing the language without understanding the enough vocabulary; it is same as with someone who has never studied anything. Word, Phrase, Sentence and all of test in Grammar such as; writing, reading, speaking, listening and the other languages skill must contain vocabulary. Somehow, learning vocabulary is has some difficulties or not easy to learn. There are some problems that make vocabulary which is difficult to learn. The following items are quotes of Thornbury's opinion about the difficulties in learning vocabulary, the cites of his opinion are;

1) Pronunciation

Research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some group of learners. Such as *regular* and *lorry* for japanese speakers. Many learners find that words with clusters of consonants, such as *strenght* or *crisps* or *breakfast*, are also problematic.

2) Spelling

Sound-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a word's difficulty. While most English spelling is fairly law-abiding, there are also glaring irregularities. Words that contain silent letter are particulary problematic : *foreign*, *listen*, *headache*, *climbing*, *bored*, *honest*, *cupboard*, *muscle*, *etc.*

3) Length and complexity

¹³Howard Jackson, *Analyzing English An Introduction to Descriptive Linguistic Second Edition* (New York: Pregamon Press,1982) p.61-65

Long words seem to be no more difficult to learn than short ones. But as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favoring their ‘learnability’. Also, variable stress in polysyllabic words, such as in word families like *necessary*, *necessity*, and *necessarily* can add to their difficulty.

4) Meaning

When two words overlap in meaning, learners are likely to confuse them. Word with multiple meanings, such as *since* and *still*, can also be troublesome for learners. In this case, usually the learners displace when they are using the words. So, it will make misunderstanding.

5) Range, connotation and idiomatic

Words that can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. Words that have style constraints, such as very informal words may cause problems. Finally, words or expressions that are idiomatic will generally more difficult than words whose meaning is transparent.¹⁴

From the explanation above, the teacher need to understand what students need and how scientific vocabulary is in learning vocabulary such us the first students need tasks and systems to help them regulate their psychology. Students must engage effectively with the learning of words. Students need to come to various conclusions about words. Students should expect to fabricate their insights into vocabulary as quickly as can be expected. Furthermore, teachers need to remember that not all the vocabulary that students need can be taught and teaching must focus on the sound of new words, so that the learning movement will be more dynamic and the reasons for learning can be achieved.

¹⁴Scott Thornbury, *How to Teach Vocabulary* (England: Pearson Longman, 2007) p. 27-28

f. The Importance of Vocabulary

Without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed. This is how the linguist David Wilkins summed up the importance of vocabulary learning. His view is echoed in this advice to students from a recent course book (Dellar H and Hocking D, *Innovations*, (LTP): If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words!¹⁵

2. The Way in Learning Vocabulary

Learning vocabulary is a very important part of learning a language. The more words you know, the more you will be able to understand what you hear and read; and the better you will be able to say what you want to when speaking or writing.

a. Which words to learn

Every day you hear or read many new English words. You also find them in your dictionary when you are translating from your own language. You can't possibly learn all these new words, so your first problem is to decide which ones to concentrate on. Here are some suggestions:

- 1) Learn the words that are important to the subjects you are studying.
- 2) Learn the words that you read or hear again and again.
- 3) Learn the words that you know you will often want to use yourself.

b. How to learn words

Once you have chosen which words to learn, you next have to decide how you are going to learn them. Here are a few ideas:

¹⁵Scott Thornbury, *How to Teach Vocabulary*, (England: Pearson Longman, 2007) p. 13

- 1) Write the words in a notebook (with their translations or definitions)
- 2) Write the words and definitions on small cards(Advice on how to do this)
- 3) Say the words many times (if you have an electronic dictionary you can hear how the word is pronounced).
- 4) Put the words into different groups (you could use a graphic organizer).
- 5) Write them in a file for use with a computer program.
- 6) Make associations (in pictures or with other words).
- 7) Ask someone to test you.
- 8) Use the words in your own speaking or writing.¹⁶

Number students put a tick or cross in their dictionary next to every word they look up for it. The next time, they turn to a page with a marked word, they quickly check to see if they remember the meaning of that word. It is totally the familiar habit in learning vocabulary particularly when they want to memorize.

Within all of the above ways, one is doing something with the words. It is usually not enough to just read through a list of words with their definitions or translations and try to remember them. Some of students encounter that they memorize words better if do something with them. Even better is to try and learn the word in a typical combination with other words. Learning that “to allow” means “to give permission” is a good preliminary in beginning, but it's much better to learn a whole expression containing the word, e.g. He allows me to shout loudly. Either is this often easier to remember, or you are also learning some very important information on how the word is used.

c. The Concept of List Group Label

¹⁶ Dharyuni Muin, “*Upgrading Vocabularies Mastery through Dormitory System at the Fourth Generation of Galaxy School*”(Unpublish skripsi IAIN Parepare, 2017).

1) Definition of List Group Label

List Group Label is a form of semantic mapping. The strategy encourages students to improve their vocabulary and categorization skills and organize concepts. Categorizing listed words, through grouping and labeling, helps students organize new concepts in relation to previously learned concepts.¹⁷

List Group Label (Taba, 1967) is a brainstorming activity that is most often employed as a way for students to activate and build background knowledge prior to beginning a unit of study. It can also serve as an effective tool for reviewing words, concepts, and ideas after completing a unit of study. It can be used as an assessment of what students know about the concept and indicate areas where instruction is most needed.¹⁸

In addition List Group Label (Allen 2007) is a brainstorming and categorizing activity that provides students with the opportunity to think about, discuss, categorize, and label words related to a central concept¹⁹. List Group Label (LGL) is designed to encourage the students to improve their vocabulary and categorization skills, organizing their verbal concepts, aid them in remembering and reinforcing new words, and activate their prior knowledge about the subject. The brainstorming and categorizing strategy can be used prior to beginning a unit. Teachers in any content area can use the same instructional strategy by generating a term or concept that will become the focus of study in the classroom²⁰.

¹⁷ List Group Label http://www.readingrockets.org/strategies/list_group_label (accessed on 2 february 2020).

¹⁸List Group Label <http://www.edutoolbox.org/rasp/2111> (accessed on 2 february 2020).

¹⁹Allen, Jannet, “*Inside words; Tools For Teaching Academic vocabulary*”, (Portland: Stenhouse Publisher 2007),. P.69

²⁰Allen, Jannet, “*Inside words; Tools For Teaching Academic vocabulary*”, (Portland: Stenhouse Publisher 2007),. P.72

List Group Label is the strategy that helps students in improving their vocabulary and categorization skills. Then, they will also learn to organize concepts. This strategy helps students organize new concepts in relating to the previous learned concepts through grouping and labeling words.

2) The Procedure of List Group Label

As the name indicates, List Group Label asks students to follow the steps in completing the activity. The lesson will be begun by using a book or unit of the study. The teacher chooses a central concept or reading text. In this study, students are given descriptive text and asked to participate in the following activities²¹.

First activity is listing. Each student brainstorms words by reading a descriptive text given by teacher. Asking the students to list as many words as they found that they do not know the meaning. The second is Grouping. When each student completes the brainstorming part of this activity (List), divide the class into small group. Then students work in small group to share and combine their words into logical categories. Each group will work to cluster the class list of words into subcategories. As students attempt to combine three to five individual words lists, they begin to discover patterns of words. 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 cover all of their words. Once students create their categories, they give label each of them by giving part of speech. After labeling, ask the students to look for the meaning of each word²².

3) Benefit of List Group Label

²¹Allen, Jannet, *“Inside words; Tools For Teaching Academic vocabulary”*, (Portland: Stenhouse Publisher 2007),. P.70

²² Smith, Carl Bernard, *“Buliding A Strong Vocabulary”*, (USA: Edinfo press. 2003.) P. 1

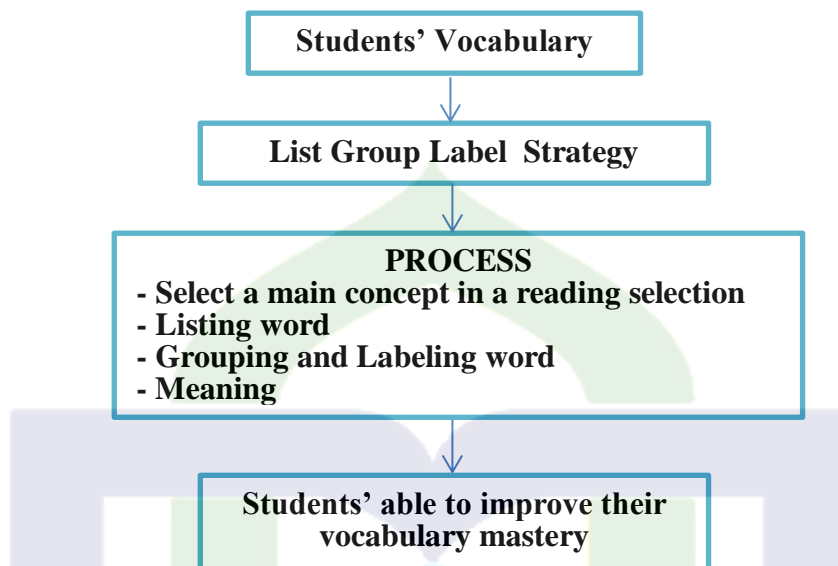
List Group Label strategy can help the students in improving their skill in vocabulary mastery. Because in list group label strategy the students will make a list of vocabulary, that means, it will be easy to remember the unfamiliar vocabulary. The students also use the verbal concept in familiar the vocabulary. Therefore, those ways help the students in understanding the information in a text.

Brunner (2011:15) also gives benefit of List Group Label strategy as follow:

- a) Activates background knowledge prior to reading a selection. It can help the student to understand the lesson in brainstorming process.
- b) Facilitates a deeper understanding of the vocabulary terms.
- c) Engaging for all students in a classroom with students having a wide range of academic ability.
- d) Provides differentiation through the choice of selected words for each group.
- e) Allows for both small and large group discussion. It can apply in all kind of class, small group or large group discussion.
- f) Encourages collaboration.
- g) Provides opportunity for students to consider relationship between words. Help the students in group the word that have related.
- h) Good activity for a substitute teacher. It easy using by the teacher and it's very helped the teacher in teaching process.
- i) Easy to implement.
- j) Applicable for a variety of subjects. List group label can be applied in a variety of subject.²³

²³Brunner, Judy Tilton.,*"I Don't Get It: Helping Students Understand What They Read"*,(Maryland:A Divition of Rowman & Littlefield publisher, Inc.2011). P.15

C. 2.1 Conceptual Framework



D. Hypothesis

The researcher formulate the hypothesis as follow:

1. H_0 (Null hypothesis): List Group Label is not able to improve vocabulary mastery at the students' of SMP Al Birru Parepare.
2. H_1 (Alternative hypothesis): List Group Label is able to improve vocabulary mastery at the students' of SMP Al Birru Parepare.

E. Variable and Operational Definition

1. Variable Research

There are two variables involved in this research namely independent variable and dependent variable.

- b. The independent variable is improving students' vocabulary through List Group Label strategy.
- c. The dependent variable is the students' vocabulary mastery at SMP Al Birru Parepare.

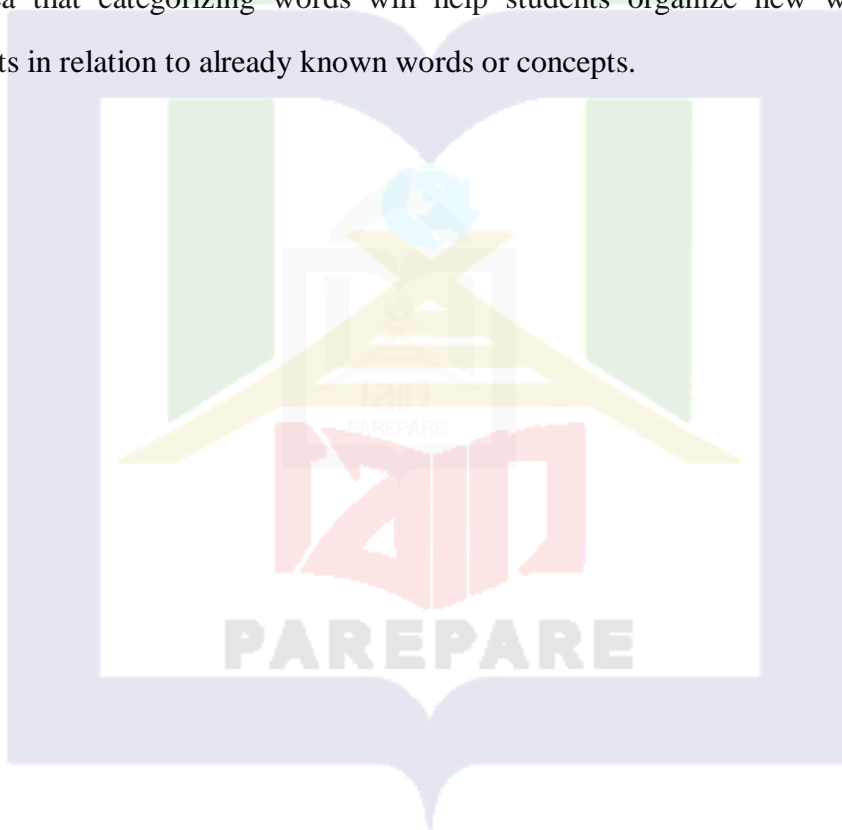
2. Operational Definition

- a. Vocabulary Mastery

Vocabulary mastery is students able to know and to memorize the word.

b. List Group Label

List Group Label strategy is a form of semantic mapping or is a brainstorming activity that able to improve vocabulary and categorize skills, organize their verbal concepts and help them in remembering and reinforcing new words. List Group Label attempts to improve upon the way in which students learn and remember new words. The rationale for using this strategy is based on the idea that categorizing words will help students organize new words and concepts in relation to already known words or concepts.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of this research was pre-experimental with one group pre-test and post-test, the presented as follow;

$$E= O1 \text{ X } O2$$

Where:

E = Experimental

O1 = Pre-test

X = Treatment

O2 = Post-test²⁴

B. Location and Duration

The reasearch was conducted in SMP Al Birru Parepare and the duration was about ± one month.

C. Population and Sample

The population of this research was the third grade of SMP Al Birru Parepare academic year 2021/2022, the number of students were 13 male students and 19 famale students, so totaling of samples were 32 students. The technique was using total sampling because the number of samples was the same as the total population.

D. Instrument of the Research

In this research, the researcher used test as instrument. The test was divided into several types of tests such as multiple choise, matching test and completion test, which consist of 20 items. The test was used to measure the students' vocabulary mastery. These test was applied in pre-test and post-test.

²⁴Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2010), p. 110-111

E. Prosedure of Collecting Data

1. Pre-test

The pre-test would be given to students before the researcher conducted the treatment to identify the students' initial knowledge of English vocabulary mastery. The first step was the researcher explained about the pre-test activities and after that, the researcher gave a sheet of test paper for the students. In this activity, the students have to finish their test in sixty minutes and the researcher became the supervisor. They answered questions to the best of their ability. When the time was up, the researcher collected the pre-test test instruments from the students and finally closed the pre-test class.

2. Post-test

The post-test would be given after all treatment finish, The researcher gave a test that was used in the pre-test as a post-test to determine the students' vocabulary mastery after took the treatment.

F. Treatment

1. First Meeting

The researcher greeted the students and prayed together to open the class and before studying. Then the researcher gave a warm-up to the students. After that, the researcher introduced the List Group Label strategy. Then the researcher gave material about nouns vocabulary. Before closing the class, the researcher gave an opportunity to students who wanted to ask questions related to the material that had been given before. After that, the researcher gave motivation to the students and prayed together to closed the class.

2. Second Meeting

The researcher greeted the students and prayed together to opened the class and before studying. Then the researcher warmed up to review the last

material. After that, the researcher gave material about pronouns vocabulary. After that, the researcher gave the students descriptive text and asked them to discuss and identify the vocabulary in the descriptive text by using the List Group Label strategy. Then the researcher checked the students' work and asked questions. Before closing the class, the researcher gave an opportunity to students who wanted to ask questions related to the material that had been given before. After that, the researcher gave motivation to the students and prayed together to closed the class.

3. Third Meeting

The researcher greeted the students and prayed together to opened the class and before studying. Then the researcher warmed up to review the last material. After that, the researcher gave material about verbs vocabulary. After that, the researcher gave the students descriptive text and asked them to discuss and identify the vocabulary in the descriptive text by using the List Group Label strategy. Then the researcher checked the students' work and asked questions. Before closing the class, the researcher gave an opportunity to students who wanted to ask questions related to the material that had been given before. After that, the researcher gave motivation to the students and prayed together to closed the class.

4. Fourth meeting

The researcher greeted the students and prayed together to opened the class and before studying. Then the researcher warmed up to review the last material. After that, the researcher gave material about adverbs vocabulary. After that, the researcher gave the students descriptive text and asked them to discuss and identify the vocabulary in the descriptive text by using the List Group Label strategy. Then the researcher checked the students' work and asked questions.

Before closing the class, the researcher gave an opportunity to students who wanted to ask questions related to the material that had been given before. After that, the researcher gave motivation to the students and prayed together to closed the class.

5. Fifth Meeting

The researcher greeted the students and prayed together to opened the class and before studying. Then the researcher warmed up to review the last material. After that, the researcher gave material about adjectives vocabulary. After that, the researcher gave the students descriptive text and asked them to discuss and identify the vocabulary in the descriptive text by using the List Group Label strategy. Then the researcher checked the students' work and asked questions. Before closing the class, the researcher gave an opportunity to students who wanted to ask questions related to the material that had been given before. After that, the researcher gave motivation to the students and prayed together to closed the class.

6. Sixth meeting

The researcher greeted the students and prayed together to opened the class and before studying. Then the researcher warmed up to review the last material. After that, the researcher gave material about prepositions dan conjunctions vocabulary. After that, the researcher gave the students descriptive text and asked them to discuss and identify the vocabulary in the descriptive text by using the List Group Label strategy. Then the researcher checked the students' work and asked questions. Before closing the class, the researcher gave an opportunity to students who wanted to ask questions related to the material that had been given before. After that, the researcher gave motivation to the students and prayed together to closed the class.

G. Technique of Data Analysis

The next step of the researcher after all activities in the school and collecting data was analyzing the data to found the result. In this activity descriptive statistics was applied. Descriptive statistics was used to analyze or describe the research result.²⁵

1. Scoring the Result of Test

Subsequent to the researcher gave the students test, the test assessment would immediately be carried out to continue the research. In this step the researcher must used a formula to calculate all test results. The formula that used here as followed;

$$\text{Score} = \frac{\text{students' correct answer}}{\text{the total numbere of item}} \times 100$$
²⁶

2. Classifying the Student' Score

For classifying the scores of the students, the researcher used creteria from arikanto's book. We able to see table below;

Table 3.1 The student' score classification

No.	Score Range	Quantitative Description
1	86 – 100	Excellent
2	71 – 85	Good
3	56 – 70	Fair
4	41 – 55	Poor
5	≤ 40	Verry Poor ²⁷

²⁵Sugiono, *Statistik untuk Penelitian*, (Bandung: Alfabeta, 2002 Cet. 4) p. 12

²⁶Anas Sudijo, *Pengantar Evaluasi Pendidikan*, (Jakarta: Raja Grafindo Persada, 2005), p.446

²⁷Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan, Edisi Revisi*, (Jakarta: PT. Bumi Aksara, 2009), p.245

3. Calculating the rate percentage of the students' classification score;

$$P = \frac{F}{N} \times 100\%$$

Where;

- P = Percentage
 F = Frequency
 N = Total number of student²⁸

4. To found out the mean score used the following formula;

$$X = \frac{\sum x}{N}$$

Where;

- X = Mean
 $\sum x$ = Total score
 N = Total number of student²⁹

5. To found out the standard deviation by used the following formula;

$$SD = \sqrt{\frac{SS}{N}} \text{ Where } SS = \sum X^2 - \frac{(\sum X)^2}{N}$$

Where;

- SD = Standard Deviation
 N = Number of Student
 SS = Square root of the sum of square
 $\sum X^2$ = Sum of all square
 $(\sum X)^2$ = Square of the sum score³⁰

²⁸ Gay, L.R. *Application Education Research Competencies for Analysis and Application*, (London: Abell and Hoel Company, 1981), p. 448

²⁹Evelyn Hatch and Hossein Farhady, *Research Design and Statistics for Applied Linguistics*, (Rowley: Newbury House, 1982) p. 55

³⁰Sukardi, *Metodologi Penelitian Pendidikan*. (Jakarta: PT Bumi Aksara, 2003) p. 88

6. Calculating the T-test Dependent Sample;

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

Where $D = \frac{\sum D}{N}$

Where;

- D = Mean score of different
- $\sum D$ = Difference score of the pre-test and post-test
- $\sum D^2$ = Sum of the difference score of the two test
- N = Total number of student³¹

³¹L. R. Gay, *Educational Research: Competencies for Analysis & Application*, p. 331

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Description of the research

To figure out the answer of the research question in the past section, the researcher controlled a test. The test was a vocabulary test which was given two times, before treatments and after treatments, pretest and post-test. The pre-test was given before treatment began to know the students' vocabulary mastery, while the post-test was given after all treatment finish, which purposed to know the answer of research question; "Is the List Group Label strategy able to improve the students' vocabulary mastery of SMP Al Birru Parepare?". Post-test was given to know the differences of students' vocabulary mastery before and after applied List Group Label strategy.

a. Finding through Vocabulary test

1) Score of Pre-test

The researcher had given pre-test to know the students' vocabulary mastery before the researcher treatments the students by used List Group Label strategy. The students were hard to get good or excellent in the pre-test, therefore they must got some treatments to master their vocabulary, so there wasthe result of the pre-test.

Tabel 4.1 The Students' Score of Pre-Test

No.	Pre-Test of Students (X1)		X1 ²
	Maximal Score X	Score X1	
1	100	35	1.225
2	100	55	3.025
3	100	45	2.025
4	100	65	4.225

5	100	20	400
6	100	45	2.025
7	100	70	4.900
8	100	35	1.225
9	100	30	900
10	100	25	625
11	100	45	2.025
12	100	15	225
13	100	10	100
14	100	10	100
15	100	30	900
16	100	70	4.900
17	100	30	900
18	100	60	3.600
19	100	35	1.225
20	100	20	400
21	100	60	3.600
22	100	45	2.025
23	100	30	900
24	100	35	1.225
25	100	35	1.225
26	100	65	4.225
27	100	30	900
28	100	60	3.600
29	100	30	900
30	100	45	2.025

31	100	40	1.600
32	100	40	1.600
		1.265	58.775

Source: The result of pre-test of SMP Al Birru Parepare

The above table has shown the pre-test result. By this analysis, the researcher presented the table about the classification of frequency and percentage score of students' vocabulary mastery in pre-test.

Tabel 4.2 The Classification of Frequency and Percentage Score of Students' Vocabulary Mastery in Pre-Test

No.	Classification	Score	Frequency	Percentage
1	Excellent	86-100	0	0%
2	Good	71-85	0	0%
3	Fair	56-70	7	21,875%
4	Poor	41-55	6	18,75%
5	Very Poor	≤ 40	19	59,375%
	Σ		32	100%

Source: The classification of pre-test of SMP Al Birru Parepare

The data above showed that of the 32 students with very poor classification there were 19 (59.375%), 6 (18.75%) of the 32 students with poor classification and 7 (21.875 %) of the 32 students with fair classification, none of the students had classified as good and excellent.

2) Score of Post-test

The researcher gave a post-test to determine the students' vocabulary mastery after being given treatment by applying the List Group Label strategy for six meetings. Most of them were better than before. They able to memorize vocabulary lists fluently with correct writing. There were students' post-test results.

Table 4.3 The Students' Score of Post-Test

No.	Post-Test of Students (X2)		X1 ²
	Maximum Score X	Score X1	
1	100	60	3.600
2	100	90	8.100
3	100	80	6.400
4	100	95	9.025
5	100	60	3.600
6	100	80	6.400
7	100	95	9.025
8	100	65	4.225
9	100	60	3.600
10	100	75	5.625
11	100	95	9.025
12	100	60	3.600
13	100	60	3.600
14	100	60	3.600
15	100	70	4.900
16	100	95	9.025
17	100	75	5.625
18	100	80	6.400
19	100	75	5.625
20	100	90	8.100
21	100	85	7.225
22	100	75	5.625

23	100	70	4.900
24	100	60	3.600
25	100	60	3.600
26	100	95	9.025
27	100	65	4.225
28	100	95	9.025
29	100	80	6.400
30	100	75	5.625
31	100	80	6.400
32	100	65	4.225
		2.425	188.975

Source: The result of post-test of SMP Al Birru Parepare

The above table has shown the post-test result. By this analysis, the researcher presented the table about the classification of frequency and percentage score of students' vocabulary mastery in post-test.

Table 4.4 The Classification of Frequency and Percentage Score of Students' Vocabulary Mastery in Post-test

No.	Classification	Score	Frequency	Percentage
1	Excellent	86-100	8	25%
2	Good	71-85	11	34,375%
3	Fair	56-70	13	40,625%
4	Poor	41-55	0	0%
5	Very Poor	≤ 400	0	0%
	Σ		32	100%

Source: The classification of post-test of SMP Al Birru Parepare

The data above has shown that from 32 students there were 8 (25%) with excellent classification, 11 (34.375%) of 32 students with good classification, 13

(40.625%) of 32 students with fair classification and none of the students had classified as poor and very poor.

3) The overall result of pre-test and post-test

The results of the study explained that the pre-test and post-test were used to measure students' knowledge obtained in the treatment by applying the List Group Label strategy in this study. In other words, to determine the level of knowledge of students' vocabulary mastery, pre-test was given to students before being given treatment, meaning that students had to answer the test well and post-test was given to students after all treatments with the same test but in other words, to measure the level of knowledge of students' vocabulary mastery is to apply the List Group Label strategy. The comparison of the scores obtained between the pre-test and post-test can be described as follows;

Table 4.5 The Comparison between Pre-Test and Post-Test Result

No.	Respondent	The Score of Pre-Test	The Score of Post-Test
1	AR	35	60
2	AW	55	90
3	A	45	80
4	A	65	95
5	HF	20	60
6	H	45	80
7	HF	70	95
8	JS	35	65
9	KAH	30	60
10	KA	25	75
11	M	45	95
12	MF	15	60

13	MA	10	60
14	MI	10	60
15	N	30	70
16	NA	70	95
17	NS	30	75
18	NZA	60	80
19	NM	35	75
20	NA	20	90
21	R	60	85
22	R	45	75
23	R	30	70
24	S	35	60
25	S	35	60
26	SS	65	95
27	SR	30	65
28	U	60	95
29	W	30	80
30	W	45	75
31	WA	40	80
32	Y	40	65
	Mean	39,5	75,8

Source: Primary data processing

The table above showed that students have increased by getting scores before and after treatment. This proved that students have increased vocabulary mastery through the List Group Label strategy. The increase can be measured by presenting the minimum and maximum scores of the pre-test and post-test. The

minimum score for the pre-test was 10 and the maximum was 70, in addition the minimum score for the post-test was 60 and the maximum score for the post-test was 95. The mean of the pre-test was 39.5 and the mean of post-test was 75.8. Before being given treatment the students got very poor category but after being given treatment by applying the List Group Label strategy the students got a good category, so there was an increase in students' vocabulary mastery.

Table 4.6 The Mean Score and Standard Deviation of Pre-Test and Post-Test

Test	Mean Score	Standard Deviation
		Score
Pre-Test	39,5	16,8
Post-Test	75,8	12,9

Source: The mean score and standard deviation of the test pre-test and post-test

4) T-test value

The t-test was used to ensure that students experience improvement after being given treatment. The following was a table to find out the difference in the mean scores between the pre-test and post-test.

Table 4.7 The Worksheet of the Calculating Score on Pre-Test and Post-Test

No.	Respondent	The Score of Pre-Test	The Score of Post-Test	(D)	D ²
1	AR	35	60	25	625
2	AW	55	90	35	1.225
3	A	45	80	35	1.225
4	A	65	95	30	900
5	HF	20	60	40	1.600
6	H	45	80	35	1.225
7	HF	70	95	25	625
8	JS	35	65	30	900

9	KAH	30	60	30	900
10	KA	25	75	50	2.500
11	M	45	95	50	2.500
12	MF	15	60	45	2.025
13	MA	10	60	50	2.500
14	MI	10	60	50	2.500
15	N	30	70	40	1.600
16	NA	70	95	25	625
17	NS	30	75	45	2.025
18	NZA	60	80	20	400
19	NM	35	75	40	1.600
20	NA	20	90	70	4.900
21	R	60	85	25	625
22	R	45	75	30	900
23	R	30	70	40	1.600
24	S	35	60	25	625
25	S	35	60	25	625
26	SS	65	95	30	900
27	SR	30	65	35	1.225
28	U	60	95	35	1.225
29	W	30	80	50	2.500
30	W	45	75	30	900
31	WA	40	80	40	1.600
32	Y	40	65	25	625
		Σ		1.160	45.750

Source: The worksheet of the calculating on pre-test and post-test

Based on the table of worksheet to calculate the pre-test and post-test above, the researcher found that the sum of the total scores was 1,160 and the square of the difference in the total scores was 45,750. So, to find the average value of the difference between the pre-test and post-test, the total score was divided by the number of samples and the result was 36.25. With this analysis, the researcher wanted to present a table about T-test and T-table as follows;

Table 4.8 T-Test and T-Table

Variable	T-Test	T-Table
Pre-Test and Post-Test	18,770	1,695

Source: T-Test and T-Table

5) Test of significant

To find out whether the mean pre-test score and the mean post-test score were significantly different, the researcher used the t-test. The results of the t-test obtained $t = 18,770$. To determine the degrees of freedom (df) researchers used the following formula; **df = N-1**

Where;

df = degrees of freedom

N = numbers of sample

df = 32-1

df = 31

For the significance level ($p = 0.05$) and $df = 31$, the table value = 18,770 the t test value was greater than the t table ($18,770 > 1,695$) meaning that there was an increase in students' vocabulary mastery after being given treatment by applying the List Group Label strategy to students in SMP Al Birru Parepare.

6) Hypothesis testing

The significant level (α) 5% (0.05) and $df = 31$, and the t-table value was 1.69552 while the t-test value was 18.770, it can be concluded that the t-test was

higher than the t-table ($18,770 > 1,695$). Thus, it means that students' vocabulary mastery was significantly better after getting treatment. So, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. It has been found that there was an increase in the List Group Label strategy on students' vocabulary mastery.

F. Discussion

The aim of this pre-experiment was to find out whether the List Group Label strategy was able to improve students' vocabulary mastery at SMP Al Birru Parepare. In carrying out this research, the researcher involved 32 third grade students as research samples. There were six meetings for the treatment of this study and two meetings for the pre-test before treatment and post-test after treatment.

The first meeting, the lesson was started by praying together and checking attendance list. In this meeting, the researcher still did not fully implement the strategy and focused more on making students understand how the process of this strategy was and explained it slowly, so that students would understand it more easily so that they felt comfortable in class when this strategy was applied in the learning process. Before closed the class, the researcher provided opportunities for students who want to asked questions related to the material that had been giving. After that, the researcher gave motivation to the students. Then prayed together and researcher gave greetings to closed the class

The second meeting, the lesson was started by praying together and checking attendance list. In this meeting all students had understood how the process of this strategy was then the researcher gave material about nouns and pronouns in general, after that the researcher gave descriptive text to each student and read it, then gave instructions to the students to make a list of words they did

not know in the text. After finishing making the word list, the researcher divided the students into several groups and all students in the group discussed to label each word and interpret it. At the end of the meeting, before closed the class, the researcher corrected the results of each group's discussion and gave the correct answer then the researcher provided opportunities for students who want to asked questions related to the material that had been giving. After that, the researcher gave motivation to the students and prayed together to closed the class.

The third meeting, the lesson was started by praying together and checking attendance list. the researcher gave material about verbs in general, after that the researcher gave descriptive text to each student and read it, then gave instructions to the students to make a list of words they did not know in the text. After finishing making the word list, the researcher divided the students into several groups and all students in the group discussed to label each word and interpret it. At the end of the meeting, before closed the class, the researcher corrected the results of each group's discussion and gave the correct answer then the researcher provided opportunities for students who want to asked questions related to the material that had been giving. After that, the researcher gave motivation to the students and prayed together to closed the class..

The fourth meeting, the lesson was started by praying together and checking attendance list. In this meeting the researcher gave material about adjectives in general, after that the researcher gave descriptive text to each student and read it, then gave instructions to the students to make a list of words they did not know in the text. After finishing making the word list, the researcher divided the students into several groups and all students in the group discussed to label each word and interpret it. At the end of the meeting, before closed the class, the researcher corrected the results of each group's discussion and gave the correct

answer then the researcher provided opportunities for students who want to asked questions related to the material that had been giving. After that, the researcher gave motivation to the students and prayed together to closed the class.

The fifth meeting, the lesson was started by praying together and checking attendance list. In this meeting, the researcher gave material about adverbs in general, after that the researcher gave descriptive text to each student and read it, then gave instructions to the students to make a list of words they did not know in the text. After finishing making the word list, the researcher divided the students into several groups and all students in the group discussed to label each word and interpret it. At the end of the meeting, before closed the class, the researcher corrected the results of each group's discussion and gave the correct answer then the researcher provided opportunities for students who want to asked questions related to the material that had been giving. After that, the researcher gave motivation to the students and prayed together to closed the class.

The last meeting, the lesson was started by praying together and checking attendance list. In this meeting, the researcher gave material about prepositions and conjungtions in general. The researcher made the students more active by giving instructions to read descriptive texts to each student. After that gave instructions to the students to make a list of words they did not know in the text. After finishing making the word list, the researcher divided the students into several groups and all students in the group discussed to label each word and interpret it.

The students looked like happy studied with this strategy, work in group, then they also remembered the words that they had studies, it was clear that the students' confidence increased rapidly because their vocabulary improved than before. At the end of the meeting, before closed the class, the researcher corrected

the results of each group's discussion and gave the correct answer then the researcher provided opportunities for students who want to asked questions related to the material that had been giving. After that, the researcher gave motivation to the students and prayed together to closed the class.

After all treatment and post test, in the end, the researcher proved that learning vocabulary using List Group Label strategy can improve students' vocabulary mastery. The students who were taught by applying List Group Label strategy got the significant improvement. At the beginning of learning, students did a pre-test and shows that, there were 19 (59,375%) out 32 students classify in very poor classification, 6 (18.75%) out 32 students classify in poor classification and 7 (21,875%) out 32 students classify in fair classification, no one students got good and excellent classification. At the end of learning students did a post test and shows that, there were 8 (25%) out 32 students classify in Exelent classification, 11(34,375%) out 32 students in good classification, 13 (40,625%) out 32 students classify in fair classification and none of students who gained poor and very poor classification.

This strategy is possible to be applied in improving vocabulary and the theory by Allen about List Group Label is designed to encourage the students to improve their vocabulary and categorization skills, organizing their verbal concepts, aid them in remembering and reinforcing new words, and activate their prior knowledge about the subject. The brainstorming and categorizing strategy can be used prior to beginning a unit. Teachers in any content area can use the same instructional strategy by generating a term or concept that will become the focus of study in the classroom³². The brainstorming and categorization strategies able to used as the main important part. Teachers or supervisors in any subject

³²Allen, Jannet, *“Inside words; Tools For Teaching Academic vocabulary”*, (Portland: Stenhouse Publisher 2007) P.69

could apply the same instructional strategy by generating terms or concepts that would be the focus of study in class.

In additions, based on Brassel (2011) stated that there were some possible reasons why the list group label strategy was effective in teaching vocabulary; First, Encourage students to improve their vocabulary and categorization skills. When the researcher taught English using List Group Label strategy, directly gave the students motivation and stimuli in learning vocabulary by activating their prior knowledge to remember all words that they think based on the topic and students learn how to group vocabularies based on spesific categories.

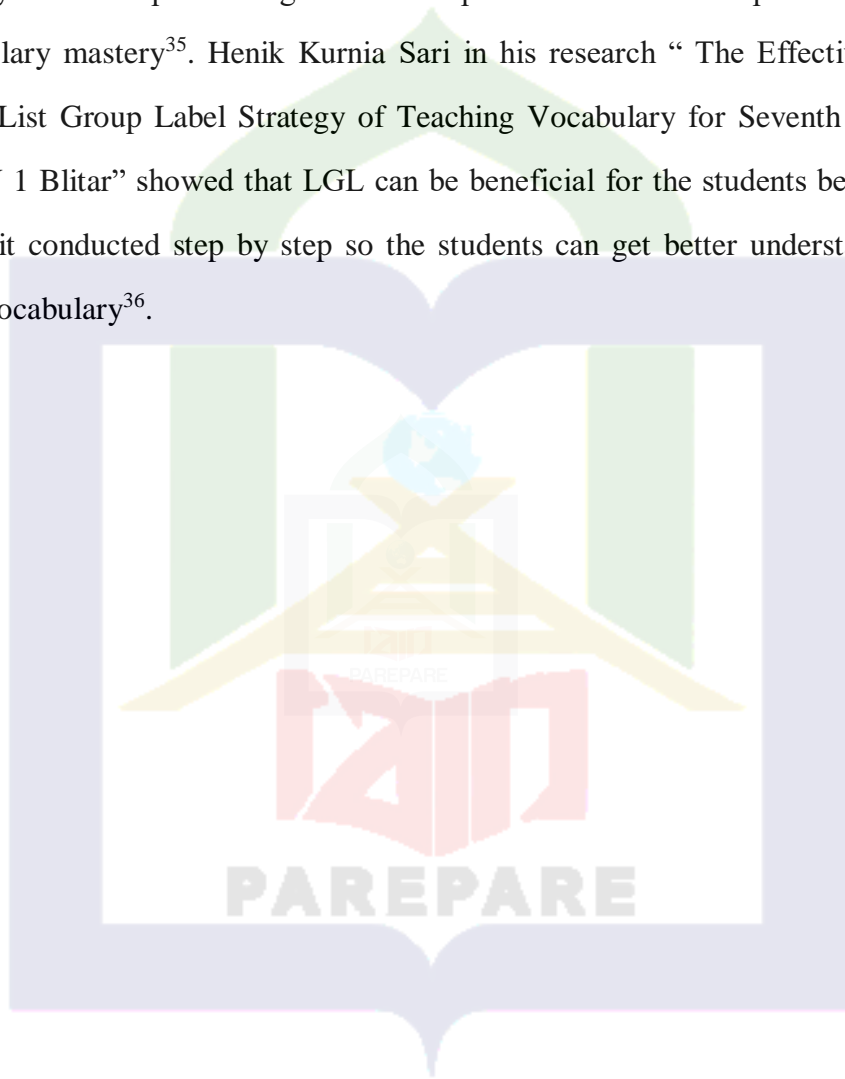
Second, Assist students in remembering and reinforcing new vocabulary. During the process of teaching vocabulary, this strategy was helpful for the students especially in remembering vocabulary and they got new vocabularies that they do not know by activating prior knowledge and brainstorm even they can easily recall the learned vocabulary.

Third, Allow students to organize their verbal concepts. During the research using List Group Label strategy in teaching vocabulary, the students can find the meaning of vocabulary they had learned not only from dictionary but also from a set of vocabulary that has been categorized and they can reveal a particular reasons and to discuss it in making group of vocabulary³³.

In fact, the used of List Group Label strategy in pre experimental class is effective. This also backs up previous researches these were written by Junaid in his research "Students' Vocabulary Achievement By Using List Group Label" showed that there is an improvement with the students' vocabulary mastery after using List Group Label. The research findings indicated that using List Group Label (LGL) could improve the students' nouns from cycle I (57.70%,) to cycle

³³ Brassel, D. "*Dare To Differentiate; Vocabulary Strategies For All Students*", (New York: The Guildford Press 2011) P 61

II (73.80%)³⁴. Abraham in his research “The Effectiveness of Using List Group Label Strategy toward the Seventh Grade Students’ Vocabulary Mastery at SMPN 1 Kalidawir” showed that there is a significant effect in in students’ vocabulary mastery after implementing List Group Label. It can improve students’ vocabulary mastery³⁵. Henik Kurnia Sari in his research “ The Effectiveness of Using List Group Label Strategy of Teaching Vocabulary for Seventh Grade at MTs N 1 Blitar” showed that LGL can be beneficial for the students because the active it conducted step by step so the students can get better understanding to learn vocabulary³⁶.



³⁴Junaid, Students’ Vocabulary Achievement By Using List Group Label (Unpublished thesis Muhammadiyah University of Makassar,2002) P.55

³⁵Abraham, The Effectiveness of Using List Group Label Strategy toward the Seventh Grade Students’ Vocabulary Mastery at SMPN 1 Kalidawir (Unpublished thesis State Islamic Collage Institute (IAIN) of Tulungagung, 2019) P. 9

³⁶Henik Kurnia Sari, The Effectiveness of Using List Group Label Strategy of Teaching Vocabulary for Seventh Gradeders at MTs N 1 Blitar, 2018) P.59

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusions and research suggestions on improving vocabulary mastery through the List Group Label (LGL) strategy in third grade students of SMP Al Birru Parepare.

a. Conclusion

Based on the findings and discussion of the previous chapter in this study, the researcher conclude that;

1. From chapter IV, the analysis of research data showed that the researcher concludes that the used of the List Group Label strategy significantly improves the vocabulary mastery of students in the third grade of SMP Al Birru Parepare. The evidence was an increase in the mean score of the pre-test from 39.5 to 75.8 in the post-test. The results of the t-test where the t-test value was 18.770 from the t-table 1.695 at the significance level and the degrees of freedom (df) were 31. Therefore, it can be concluded that vocabulary learning through the List Group Label strategy is able to improve students' vocabulary mastery.
2. After the researcher applied the List Group Label strategy in teaching vocabulary, it turned out to provide an improve in students at SMP Al Birru Parepare, students memorized vocabulary easily and this strategy made students active and confident in group work and also in the learning process.

b. Suggestion

Based on this research, the researcher gave same suggestions as follows;

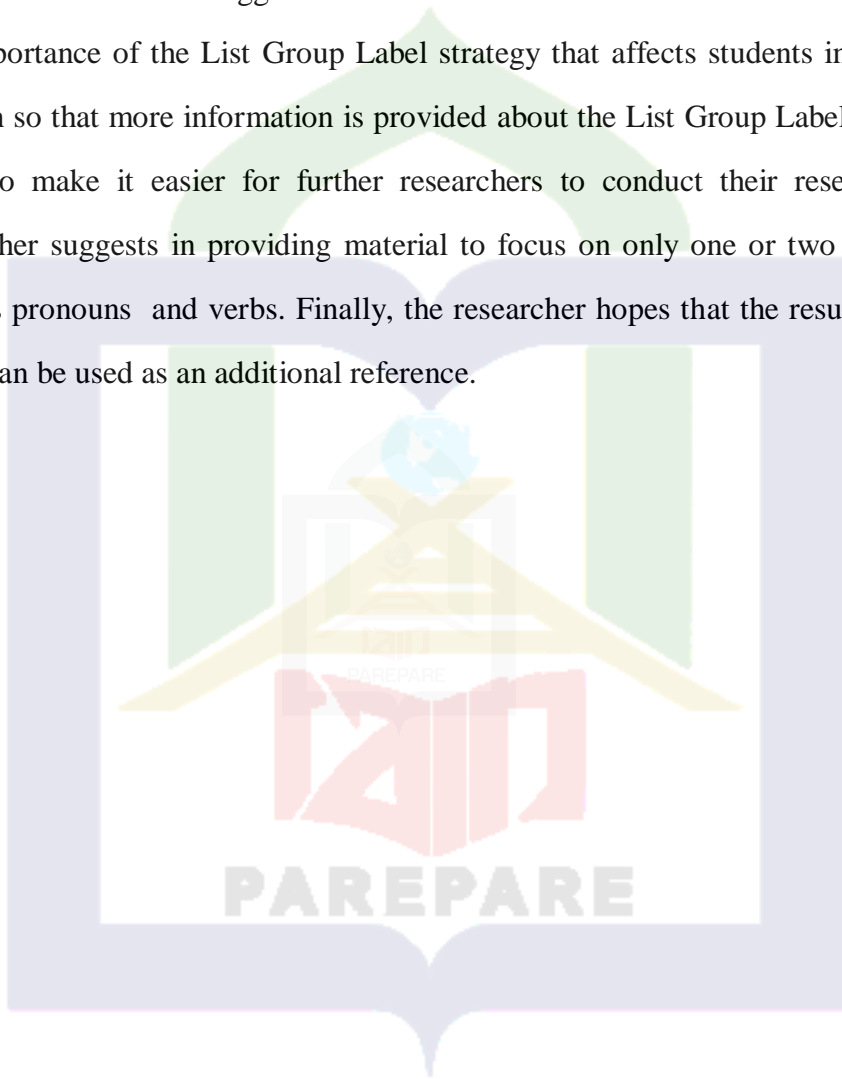
1. for the english teacher

Teachers must actively provide feedback to involve students in the teaching and learning process and the List Group Label strategy can be applied in

the teaching and learning process of English, especially efforts to improve students' vocabulary mastery.

2. For the next researcher

The researcher suggests other researchers to conduct further research on the importance of the List Group Label strategy that affects students in learning English so that more information is provided about the List Group Label strategy. Then to make it easier for further researchers to conduct their research, the researcher suggests in providing material to focus on only one or two materials such as pronouns and verbs. Finally, the researcher hopes that the results of this study can be used as an additional reference.



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1. Reasearch Instrument



NAMA MAHASISWA : NURFAUZIA ANNIS AULIANA
NIM/ PRODI : 15.1300.143/PBI
FAKULTAS : TARBIYAH
JUDUL : IMPROVING THE STUDENTS' VOCABULARY
MASTERY THROUGH LIST GROUP LABEL
STRATEGY AT SMP AL BIRRU PAREPARE

Instrumen penelitian

Dalam penelitian ini, peneliti akan menggunakan pre-experiment dengan satu kelas dan memberikan pre-test sebelum perlakuan dan post-test setelah perlakuan pada kelas tersebut serta dilengkapi dengan instruksi pada instrumen sebagai berikut:

PRE-TEST

NAMA :

NIS :

A. Choose the correct a, b, c or d to answer the question below by giving mark (X)!

1. I am the ... of SMP Al Birru Parepare.
 - a. Student
 - b. Parent
 - c. Host
 - d. King
2. My mother is a tailor. She makes ...
 - a. Book
 - b. Dress
 - c. Flower
 - d. Umbrella
3. I don't eat ... because I am Muslim.
 - a. Beef
 - b. Lamb
 - c. Pork
 - d. Vegetable
4. Today, I will go to the dentist because my ... in pain.
 - a. Eye
 - b. Stomach
 - c. Hand
 - d. Teeth
5. The clown is soShe makes all kids laugh and happy.
 - a. Smart

- b. Beautiful
- c. Diligent
- d. Funny

B. Complete the following column with the correct answer below!

	Subject	Object	Adjective	Possesive	Reflexive	
Saya	I	...	My	Mine	Myself	Saya sendiri
Anda	...	You	Your	Yours	Yourself / Yourselves	Anda sendiri
Mereka	They	Them	...	Theirs	...	Mereka sendiri
Kami	...	Us	Our	...	Ourselves	Kita sendiri
Dia (laki-laki)	He	Him	...	His	Himself	Dia(lk) sendiri
Dia (perempuan)	She	...	Her	Hers	...	Dia(pr) sendiri
Itu (benda)	It	...	Its	Its	Itself	Itu sendiri

C. Write the correct word from the following list at the side of each number. Use each word once only!

Front Bought Have Size Hold

I (1)_____ a favorite phone and it's black. I (2)_____ it last year at an official shop in my city. This is very sophisticated and reliable because it has 3 GB RAM and 32 GB Internal Memory. This phone also has a strong battery. The (3)_____ is not too big, I can (4)_____ it using one hand. It has two cameras located on the back side and on the (5)_____ side.

POST-TEST

NAMA :

NIS :

A. Choose the correct a, b, c or d to answer the question below by giving mark (X)!

1. Nasirah is a She teaches at SMP Al Birru Parepare.
 - a. Student
 - b. Parent
 - c. Host
 - d. Teacher
2. Muhammad is the last ... in this world.
 - a. King
 - b. President
 - c. Prophet
 - d. Leader
3. The obligation as a Muslim is ...
 - a. Playing
 - b. Praying
 - c. Sleeping
 - d. Working
4. A Muslim is Forbidden to eat ...
 - a. Pork
 - b. Lamb
 - c. Beef
 - d. Vegetable
5. In Islam, women are required to wear a ... to cover their hair.
 - a. Hat
 - b. Helmet
 - c. Towel
 - d. Veil

B. Complete the following column with the correct answer below!

	Subject	Object	Adjective	Possesive	Reflexive	
Saya	I	Me	...	Mine	Myself	Saya sendiri
Anda	...	You	Your	Yours	...	Anda sendiri
Mereka	They	Them	Their	...	Themselves	Mereka sendiri
Kami	We	Us	...	Ours	Ourselves	Kita sendiri
Dia (laki-laki)	...	Him	His	His	...	Dia(lk) sendiri
Dia (perempuan)	She	Her	...	Hers	Herself	Dia(pr) sendiri
Itu (benda)	...	It	Its	...	Itself	Itu sendiri

C. Write the correct word from the following list at the side of each number. Use each word once only!

Black Mother Miracle Handsome Years

We know him as Muhammad. His full name is Muhammad bin Abdullah. Muhammad was born in Mecca on 570 Masehi, it is known as Year of The Elephant. His father's name is Abdullah bin Abdul Muthalib and his (1)_____ is Aminah binti Wahab. Muhammad spent his childhood in Bani Sa'ad Village. He has many mukjizat. Mukjizat is a (2)_____. Prophet Muhammad is called Al-Amin. Prophet Muhammad married to Khadijah when he is 25 years old. His face is very (3)_____. He has a beautiful eyes. His hair is (4)_____. His height is ideal. Everyone loves to see him. I love prophet Muhammad shallallahu 'alaihi wasallam. Prophet Muhammad died when he is 63 (5)_____ old in Madina, on 632 M. In Islamic calendar, it is 13 Rabiul Awwal on 11 Hijriyyah.

Parepare, 1 Februari 2022

Telah divalidasi oleh:
Dosen Pembimbing

Utama

Pendamping

Dr. Abdul Haris Sunubi, S.S., M.Pd.
NIP: 19750308200604 1 001

Dra. Hj. Nanning, M.Pd.
NIP: 19680523 200003 2 005



2. Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMP Al Birru Parepare
 Mata Pelajaran : Bahasa Inggris
 Kelas : IX (Sembilan)
 Materi Ajar : Kelas kata (kata benda/noun)
 Alokasi Waktu : 2 x 30 menit.

A. Standar Kompetensi:

Memahami kosakata dalam bahasa Inggris dan maknanya terkait dengan materi yang dipelajari.

B. Kompetensi Dasar:

Memahami pola dan bentuk kata yang terdapat dalam sebuah bacaan teks deskriptif.

C. Indikator:

D. Siswa dapat mengidentifikasi kata benda/noun dan kata lain dari sebuah bacaan teks deskriptif.

E. Materi Pembelajaran :***Pertemuan pertama*****Introduction**

NOUN / *kata benda* adalah kata yang digunakan untuk menamai suatu benda.

Countable noun / *benda yang dapat di hitung*

Uncountable noun / *benda yang tidak dapat di hitung*

Untuk memudahkan siswa memahami dan mengingat kata benda dibagi dalam beberapa bagian;

Noun people/*orang,pekerjaan*, **Noun things**/*benda-benda*, **Noun food**/*makanan*,

Noun place/*tempat*, **Noun abstract**/*tidak berwujud*, **Noun animal**/*binatang*,

Noun nature & surroundings/*alam & sekelilingnya*, **Noun part of body**/*bagian*

tubuh, **Noun family**/*keluarga* dan **Noun religion**/*agama*.

Teks deskriptif

My House

This is my house. My parents, brother, sister and I live there. The color of the roof is dark brown and the wall color is white. There are three bedrooms, two bathrooms, one kitchen, a dining room and a living room. We like to spend time in the living room. We usually watch TV or movies there after dinner. Backyard is my favorite place. My siblings and I love playing in the backyard. We have a swing and a trampoline there. I love my house.

Pertemuan kedua

Pronoun

PRONOUN / *kata ganti* adalah kata yang digunakan atau difungsikan sebagai pengganti kata benda (noun).

	Subject Pelaku	Object sasaran, tujuan	Possesive Adjective + <i>noun</i> kepunyaan	Possesive Pronoun kepunyaan	Reflexive diri sendiri	
Saya	I	Me	My + <i>noun</i> benda milikku	Mine milikku	Myself	Saya sendiri
Anda/kamu/ kalian	You	You	Your + <i>noun</i> benda milikku/benda milik kalian	Yours milikmu/milik kalian	Yourself / Yourselves	Anda sendiri/ kamu sendiri/ kalian sendiri
Mereka	They	Them	Their + <i>noun</i> benda milik dia	Theirs milikmu/milik kalian	Themselves	Mereka sendiri
Kami/kita	We	Us	Our + <i>noun</i> benda milik kita	Ours milik kita	Ourselves	Kita sendiri
Dia (laki- laki)	He	Him	His + <i>noun</i> benda milik dia laki-laki	His milik dia laki- laki	Himself	Dia(lk) sendiri
Dia (perempuan)	She	Her	Her + <i>noun</i> benda milik dia perempuan	Hers milik dia perempuan	Herself	Dia(pr) sendiri
Itu (benda/hew an)	It	It	Its + <i>noun</i> bendanya	Its	Itself	Itu sendiri

Teks deskriptif

My Rabbit

I have a rabbit. His fur is white and has black spots. He has long ears and a short tail. He also has cute red big eyes! My rabbit likes to eat carrot and other vegetables.

When I release my rabbit out of his cage, he used to jump everywhere and hard to catch. So, I could just put him on his cage because I'm afraid that he might running away. I don't wanna lost my rabbit because I love him very much.

Pertemuan ketiga

VERB / *kata kerja* adalah kata yang menunjukkan adanya aktifitas (baik berupa tingkah laku, tindakan, perbuatan atau pun gerak kegiatan), dan juga kata yang menunjukkan suatu keadaan/kondisi.

Regular verb/*kata kerja beraturan*

Irregular verb/*kata kerja tidak beraturan*

Teks deskriptif

Pink Beach

Pink Beach or Pantai Merah Muda is one of the beaches in Komodo island, East Nusa Tenggara. The beach is called Pink Beach because the sand beach is pink. The pink color of its beach is a mixture of white sand beach colors mixed with crushed coral, shells, calcium carbonate from marine invertebrates that are very small, and also Foraminifera, microscopic amoeba that has a red body shell.

At Pink Beach, there are so many marine organisms. No fewer than 1,000 species of fish, 260 species of coral, and 70 species of sponge can be found here. Having so much marine life, this place is a proper spot for snorkeling and diving for sea sports lovers.

Pertemuan keempat

ADVERB/kata keterangan adalah kata yang digunakan untuk menjelaskan kata kerja(verb), kata sifat (adjective), kata keterangan yang lainnya (another adverb) dan kalimat (sentence) secara keseluruhan.

Adverb of manner/cara,dengan(biasanya adj+ly)

Adverb of time/waktu

Adverb of degree/tingkatan

Adverb of frequency/seberapa sering

Adverb of place/tempat

Teks deskriptif

The Doll

I have a panda doll. This is my favorite one. That was my birthday present last year. This is a large panda doll with white and black. Has a cute and very soft face. This panda doll is unique because the inside of the stomach is not foam but grains so it is fun when holding it, and I hope this doll is not broken quickly and is always with me. I always wash it in a good laundry because I'm afraid if something is broken. I set aside pocket money for my doll needs, from here I learned to save.

I hope that every birthday, the doll grows bigger to fit my size. I really thank you for giving a panda doll that finally became something very important. I like to put it on the bed. Every day I play with it. Even I always hug him when I sleep.

Pertemuan kelima

ADJECTIVE/kata sifat adalah kata yang digunakan untuk menjelaskan kata benda (noun)/kata ganti (pronoun), dan juga untuk membatasi makna kata benda/kata ganti.

All colours/semua warna.

Numerals,number/nomor,angka
Article/artikel

Teks deskriptif

My Father

My father is a very great man. He can be a father and best friend for his children. My father is a hard worker. He worked as a math teacher at school. As a mathematics teacher, he was very much loved by his students. Friendly personality makes him a favorite teacher for students and friends. Even though my father was a mathematics teacher, I still did not like mathematics.

I prefer English rather than mathematics. My father and I have the same hobby. We really like traveling and going to a new place for us. My father is very concerned with time for family. For him family is a priceless treasure. During school holidays, he always invited us around to travel and spend time together. I am very grateful to have a father who can be a father and a friend to me.

Pertemuan keenam

CONJUNCTION/kata penghubung adalah kata yang digunakan untuk menghubungkan antar kata, antar frase, antar kata dan frase, antar klausa (clause) dan antar kalimat (sentence).

PREPOSITION/kata depan adalah kata yang diletakan sebelum kata benda, kata ganti, noun phrase dan gerund.

Teks deskriptif

Handphone

I have a favorite phone and it's black. I bought it last year at an official shop in my city. This is very sophisticated and reliable because it has 3 GB RAM and 32 GB Internal Memory. This phone also has a strong battery. The size is not too big, I can hold it using one hand. It has two cameras located on the back side and on the front side.

Fungsi Sosial:

Menyadari betapa pentingnya kosakata dipelajari dalam kehidupan karena digunakan dalam berkomunikasi.

Unsur Kebahasaan:

Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang rapi.

F. Metode Pembelajaran:

List Group Label strategy

G. Alat dan sumber pembelajaran:

1. Alat: papan tulis dan spidol
2. Sumber belajar: buku Dasar-Dasar Pengusaan Bahasa Inggris (Prof. Dr. Azhar Arsyad, M.A)

H. Kegiatan Pembelajaran :

Pertemuan pertama

Pendahuluan (5 menit)

1. Guru memberi salam dan arahan agar siswa menyiapkan kelas dan berdoa.
2. Guru memeriksa kehadiran dan menanyakan kesiapan siswa untuk mengikuti pelajaran.

Kegiatan inti (45 menit)

1. Guru memperkenalkan strategi List Group Label yang akan di gunakan selama pelajaran bahasa inggris.
2. Guru membagikan materi yang akan dipelajari terkait mengenai kosakata kata benda/noun.
3. Guru membagikan teks deskriptif sebagai langkah awal dalam melakukan strategi List Group Label, kemudian membacanya dan siswa mengulangnya.
4. Setiap siswa mebuat daftar kata yang mereka tidak ketahuai dari teks deskriptif.
5. Guru membagi siswa dalam beberapa kelompok.
6. Siswa bekerja sama mengeditifikasi semua kata dari daftar kata setiap siswa didalam kelompok, kemudian melebelkannya dan mengartikannya.
7. Guru memeriksa pekerjaan siswa dan memberikan pertanyaan kepada siswa.

Penutup (10 menit)

1. Guru memberi kesempatan kepada siswa yang ingin mengajukan pertanyaan.
2. Guru dan siswa bersama-sama menyimpulkan materi yang telah dibahas dan memberikan motivasi kepada siswa.
3. Guru menyampaikan rencana pembelajaran yang akan datang sekaligus menutup pertemuan.

- I. Penilaian:** penilaian akan diatur berdasarkan rumus kuantitatif yang digunakan oleh peneliti.

Parepare, 1 Februari 2022

Guru kelas



Sukmawati, S.Pd
NIY: 0437240690020032

Peneliti



Nurfauzi Annis Auliana
Nim: 15.1300.143



3. Data Analysis

1. Pre-test

1.1 Calculating the mean score of pre-test as follow:

$$\bar{X} = \frac{\sum x}{N}$$

In which:

\bar{X}	=	Mean
$\sum x$	=	Total Score
N	=	Total Number of Student

$$X = \frac{1.265}{32}$$

$$X = 39,5$$

So, the mean score of pre-test is 39,5

After determining the mean score of pre-test was 39,5. It could be seen that students' vocabulary mastery was in very poor category. Based on Suharsimi arikunto "Dasar-dasar pendidikan".

1.2 calculating the standard deviation of pre-test, where:

$$\begin{aligned} \text{Where SS} &= \sum X^2 - \frac{(\sum X)^2}{N} \\ &= 58.775 - \frac{(1.265^2)}{32} \\ &= 58.775 - \frac{1.600.225}{32} \\ &= 58.775 - 50.007,03125 \\ &= 8.767,96875 \end{aligned} \quad \begin{aligned} \text{SD} &= \sqrt{\frac{SS}{N-1}} \\ &= \sqrt{\frac{8.767,96875}{32-1}} = \sqrt{\frac{8.767,96875}{31}} \\ &= \sqrt{282,83770161290} \\ &= 16,817779330604 \end{aligned}$$

Thus, the standard deviation of the pre-test is 16,817779330604

2. Post-test

2.1 Calculating the mean score of post-test as follow:

$$X = \frac{\sum E}{N}$$

In which:

X = Mean score

$\sum E$ = Total f row score

N = Number of Students

$$X = \frac{2.425}{32}$$

32

$$X = 75,8$$

So, the mean score of pre-test is 75,8

After determining the mean score of post-test was 75,8 it could be seen that students' vocabulary mastery was in a good category. Based on Suarsimi Asrikunto "*Dassar-dasar pendidikan*"

2.2 Calculating the standard deviation of the post-test, where:

$$\text{Where } SS = \sum X^2 - \frac{(\sum X)^2}{N}$$

$$SD = \sqrt{\frac{SS}{N-1}}$$

$$= 188.975 - \frac{(2.425^2)}{32} = \sqrt{\frac{5.205,46875}{32-1}} = \sqrt{\frac{5.205,46875}{31}}$$

$$= 188.975 - \frac{5.880.625}{32} = \sqrt{167,91834677419}$$

$$= 188.975 - 183.769,53125 = 12,958331172423$$

$$= 5.205,46875$$

So, the standard deviation of post-

test is 12,958331172423

3. Calculating the mean score of the difference between pre-test and post-test scores, it is used following formula:

$$D = \frac{\sum D}{N}$$

In which:

D = Mean score of difference

$\sum D$ = Total scores of difference between pre-test and post-test

N = Total sample

$$D = \frac{1.160}{32}$$

32

$$D = 36,$$

So, the mean score of difference is 36,25

4. Finding out the difference by calculating the T-test value by using the following formula:

Notation:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Ttest of significance

D = Mean score of difference (X1-X2)

$\sum D$ = Sum of the total score

$\sum D^2$ = Square of the sum score of difference

N = Total sample.

The calculation the t-test value

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{36,25}{\sqrt{\frac{45.750 - \frac{(1.160)^2}{32}}{32(32-1)}}$$

$$t = \frac{36,25}{\sqrt{\frac{45.750 - \frac{1.345.600}{32}}{32(31)}}$$

$$t = \frac{36,25}{\sqrt{\frac{45.750 - 42.050}{992}}$$

$$t = \frac{36,25}{\sqrt{\frac{3.700}{992}}$$

$$t = \frac{36,25}{\sqrt{3,7298387096774}}$$

$$t = \frac{36,25}{1,9312790346496}$$

$$t = 18,770022749536$$

So, the t-test value is 18,770022749536

4. Distribution of T-table

Titik Persentase Distribusi t (df = 1 - 40)

df	Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
		0.50	0.20	0.10	0.050	0.02	0.010	0.002
1		1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2		0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3		0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4		0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5		0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6		0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7		0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8		0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9		0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10		0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11		0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12		0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13		0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14		0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15		0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16		0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17		0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18		0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19		0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20		0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21		0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22		0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23		0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24		0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25		0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26		0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27		0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28		0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29		0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30		0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31		0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32		0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33		0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34		0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35		0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36		0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37		0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38		0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39		0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40		0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

5. Documentation





PAKREPAKRE



6. Research Allowance



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH**

Alamat : Jl. Amal Bakti No. 08 Sorong Parepare 91132 ☎ (0421) 21307 Fax 24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.382/In.39.5.1/PP.00.9/01/2022

Lampiran : 1 Bundel Proposal Penelitian

H a l : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare

C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu

di,-

Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Nurfauzia Annis Auliana
Tempat/Tgl. Lahir : Barugae, 13 April 1995
NIM : 15.1300.143
Fakultas / Program Studi : Tarbiyah/ Pendidikan Bahasa Inggris
Semester : XIII (Tiga Belas)
Alamat : BTN Pepabri P5/17, Kel. Penrang, Kec. Watang Sawitto,
Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul **"Improving The Students' Vocabulary Mastery Through List Group Label Strategy At SMP Al Birru Parepare"**. Pelaksanaan penelitian ini direncanakan pada bulan Februari sampai bulan Maret Tahun 2022.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 31 Januari 2022

Nakil Dekan I,



Muts Dahlan Thalib

Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah



SRN IP0000100

PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jalan Veteran Nomor 28 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmpstsp@pareparekota.go.id

REKOMENDASI PENELITIAN

Nomor : 100/IP/DPM-PTSP/2/2022

- Dasar :
1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
 2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
 3. Peraturan Walikota Parepare No. 45 Tahun 2020 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

MENGIZINKAN

KEPADA

NAMA

: **NURFAUZIA ANNIS AULIANA**

UNIVERSITAS/ LEMBAGA

: **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

Jurusan

: **PENDIDIKAN BAHASA INGGRIS**

ALAMAT

: **BTN Pepabri P5/17, Kel. Penrang, Kec. Watang Sawitto, Kab. Pinrang**

UNTUK

: melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **IMPROVING THE STUDENTS' VOCABULARY MASTERY THROUGH LIST GROUP LABEL STRATEGY AT SMP AL BIRRU PAREPARE**

LOKASI PENELITIAN : **KEMENTERIAN AGAMA KOTA PAREPARE (SMP AL BIRRU PAREPARE)**

LAMA PENELITIAN : **02 Pebruari 2022 s.d 02 Maret 2022**

- a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
- b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
Pada Tanggal : **11 Februari 2022**

**KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
KOTA PAREPARE**



Hj. ST RAHMAH AMIR ST, MM

Pangkat : Pembina, (IV/A)

NIP : 19741013 200604 2 019

Biaya : Rp. 0.00

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
- Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSrE**
- Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPSTSP Kota Parepare (scan QRCode)



Balai
Sertifikasi
Elektronik





YAYASAN PEMBINA LEMBAGA PENDIDIKAN (YPLP) AL-BIRRU
KOTA PAREPARE

**SEKOLAH MENENGAH PERTAMA
SMP AL-BIRRU PAREPARE**

Status : Swasta

Alamat Jalan Marham Alam Raya, Bumi Harapan, Bacukiki Barat Parepare 91122, SULSEL

SURAT RETERANGAN PENELITIAN

Nomor: 09.08 / 106.37/SMP AL-BIRRU/III/2022

Yang bertanda tangan di bawah ini Kepala SMP AL-BIRRU Kota Parepare menerangkan bahwa:

Nama : NURFAUZIA ANNIS AULIANA
NIM : 15.1300.143
Tempat/Tgl Lahir : Barugae, 13 April 1995
Jenis Kelamin : Perempuan
Fakultas/Prodi : Tarbiyah/ Pendidikan Bahasa Inggris

Benar yang namanya tersebut diatas telah melaksanakan penelitian di SMP AL-BIRRU Kota Parepare dengan judul penelitian.

“ Improving The Students’ Vocabulary Mastery Through List Group Label Strategy At SMP Al Birru Parepare”

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.



CURRICULUM VITAE



NURFAUZIA ANNIS AULIANA, the writer was born on April 13th 1995 in Barugae, Pinrang. She was daughter from the couple Drs. Muh. Nurdin and St. Maryam Parusi. She had two brothers and four sisters. They were Ahmad Fauzy, S.H., Ahmad Fauzan, S.Pd., Nurfadila Adriana, A.Md.K.G., Nurfadlia Aulidya, Nurfahmi Almiyanti, Aura Faradillah She began her study in Elementary School at SDN 139 Barugae and graduated on 2006.

In the same year, she continued her study in Junior High School at SMPN 1 Mattirosompe and finished her study there on 2009. After that she enrolled in SMAN 1 Mattirosompe which has been changed into SMAN 3 Pinrang and graduated on 2013. In 2015, she decided to continue her study at State Islamic Collage (STAIN) Parepare which has become State Islamic Institute (IAIN) Parepare. She completed her skripsi with the title *Improving the Students' Vocabulary Mastery through List Group Label Strategy at SMP Al Birru Parepare.*

