

CHAPTER I INTRODUCTION

1.1 Background

English is a second language that is used as an international language almost all over the world. In this era, English plays an important role as a communication tool used in various fields of life, such as technology, science, trade, and many more. English has become a language used by many people around the world to connect and share. Therefore, people must understand and master English to gain wider knowledge, information, and technology. To be able to master English in a positive way in learning a language, vocabulary plays a very important role. Vocabulary is a collection of words owned by a person or used in a language. Vocabulary includes all words known, understood, and used in speaking, writing, reading, or listening.

According to Scrivener (2005, p. 277), “Vocabulary usually refers to single words (e.g., dog, green, wash) and combinations of two or three words (e.g., stock market, CD, blue). Vocabulary is viewed as single words and combinations of words that create language. In addition, according to the Cambridge Advanced Learner’s Dictionary (2008) in Nushi & Jenabzadeh (2016:52), Vocabulary is defined as all words known and used by a person and all words in a particular language or subject. Vocabulary is all the words in a particular subject a person refers to in speech or communication. We know how to write and pronounce words if we have a good command of the language. If students know their Vocabulary, they can have conversations and write simple letters. Students need to improve their Vocabulary as the first basis for learning English. Furthermore, Neuman and Dwyer (2009: 385) define Vocabulary as follows: Spoken words (expressive Vocabulary) and heard words (receptive Vocabulary). Vocabulary is important because students can only communicate effectively if they have sufficient Vocabulary. Vocabulary helps students express their meaning, ideas, and feelings effectively. Students should be flexible in their use of words that they know and understand. With appropriate Vocabulary, students will know how to convey and communicate their words or ideas to others. Therefore, Vocabulary

can be effective in helping students communicate ideas and opinions both orally and in writing.

Based on the theory above, the writer concluded that vocabulary refers to single words, with a combination of two or three words that help students learn the basics of English, vocabulary is also important to help students in English communication and also helps students before they learn skills such as writing, reading, listening, and speaking.

Therefore, one of the objectives of teaching English in schools is to improve students' competence in understanding English vocabulary. Based on the writer's experience in the Internship program, the writer saw that students often experience obstacles in the learning process, the writer found that students of SMAN 4 Palopo were very enthusiastic about learning English, but vocabulary was often considered difficult and a burden for students. Where students sometimes only remember words without remembering the meaning of the words, they do not know how to write the words and cannot pronounce the vocabulary correctly. Students also sometimes feel bored because ineffective methods make it difficult for students to understand vocabulary. Therefore, more attention is needed from a teacher so that the vocabulary teaching process is easier to understand and fun to learn. Therefore, teachers at SMA Negeri 4 Palopo in teaching use speaker media to attract students' attention and create a more interactive and fun learning atmosphere. The writer saw that when teachers teach using learning media in class, students become enthusiastic about learning. In this study, the writer was also motivated to use the List Group Label strategy.

List Group Label (LGL) is a learning strategy that helps students to improve their vocabulary. According to Mora (2015: 83), a list group label is a strategy that helps students organize and categorize their prior knowledge. It requires students to understand the material in the text provided by the teacher and to enter and sort the terms according to the concept they have identified in the learning process. In addition, Taba in Macceca (2007: 32) categorizes the list-group-label strategy as a strategy that facilitates brainstorming to classify and organize academic vocabulary about the text. Students are given a topic or concept to think about and begin to individually generate prior knowledge about the given topic by

listing what they already know. This helps students learn vocabulary by activating their critical thinking skills or, indirectly, allowing them to build their vocabulary. Also, group list labels are effectively used at the end of content units in almost all fields of study. Walpole (2013: 173) states this strategy works best when introducing a large amount of new vocabulary. Therefore, a list of group labels can tell students how a word is used by entering the group of words, and they can see that the word can be associated with other words. This allows students to systematically improve their vocabulary and categorization skills.

From the explanation above, the writer concluded that List Group Label (LGL) is a strategy that can help students in improving vocabulary knowledge that requires them to display their thinking results indirectly. And students are also asked to think critically to express their opinions from the given theme about the vocabulary they are actively learning.

1.2 Problem Statement

Based on the background above, the writer formulated the research problem As follows: “Can the use of (LGL) List Group Label strategy improve vocabulary competence Of eleventh grade students at SMA Negeri 4 Palopo?”

1.3 Objective of The Research

Based on the research problems, this study aims to determine the improvement of vocabulary skills of class XI students of SMA Negeri 4 Palopo through the application of list group label strategy.

1.4 Significance of The Research

This research is expected to provide benefits, as follows:

1. For students, this can determine the English vocabulary competence they have. Then, students can improve their mastery of the vocabulary.
2. For English teachers, with this research, teachers can improve the quality of the teaching and learning process, especially regarding students' English vocabulary competence.
3. Other writers, this research can be a reference for further research.

1.5 Scope of The Research

In this study, the research focused on improving students' vocabulary, especially on nouns, adjectives and verbs.

1.6 Operational Definition

To avoid misunderstanding regarding this research, several terms are explained as follows:

1. Vocabulary is a collection of words consisting of several letters and has meaning. Vocabulary is a collection of words owned by a person, where the words have meanings that are used in a language.
2. Vocabulary teaching is not only about learning words but also requires a supportive environment for learning and requires repeated teaching accompanied by direct practice.
3. List Group Label (LGL) is a vocabulary teaching strategy where students are asked to group words based on the theme that has been prepared by the teacher and give labels to word groups. This strategy will not make students feel bored in learning and is also effective in improving vocabulary mastery because it encourages students to be more active in grouping and identifying words, besides that students are also taught about the meaning of the vocabulary they have found. Which can make it easier for students to remember and understand using new vocabulary in different contexts.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

1. Definition of Vocabulary

According to Scrivener (2005, p. 277), “Vocabulary usually refers to single words (e.g., dog, green, wash) and combinations of two or three words (e.g., stock market, CD, blue). Vocabulary is viewed as single words and combinations of words that create language. In addition, according to the Cambridge Advanced Learner’s Dictionary (2008) in Nushi & Jenabzadeh (2016:52), Vocabulary is defined as all words known and used by a person and all words in a particular language or subject. Vocabulary is all the words in a particular subject a person refers to in speech or communication. We know how to write and pronounce words if we have a good command of the language. If students know their Vocabulary, they can have conversations and write simple letters. Students need to improve their Vocabulary as the first basis for learning English. Furthermore, Neuman and Dwyer (2009: 385) define Vocabulary as follows: Spoken words (expressive Vocabulary) and heard words (receptive Vocabulary). Vocabulary is important because students can only communicate effectively if they have sufficient Vocabulary. Vocabulary helps students express their meaning, ideas, and feelings effectively. Students should be flexible in their use of words that they know and understand. With appropriate Vocabulary, students will know how to convey and communicate their words or ideas to others. Therefore, Vocabulary can be effective in helping students communicate ideas and opinions both orally and in writing.

Based on the theory above, the writer concluded that vocabulary refers to single words, with a combination of two or three words that help students learn the basics of English, vocabulary is also important to help students in English communication and also helps students before they learn skills such as writing, reading, listening, and speaking.

2. Types of vocabulary

According to Hiebert, Elfrieda and Michael, (2005) there are two kinds of vocabulary, they are:

a. Receptive Vocabulary

A set of words for which an individual can assign meanings when listening or reading. These are words that are often less well known to students and less frequent in use.

b. Productive Vocabulary

A set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently.

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

3 Kinds of Vocabulary

a. Noun

Noun is one of part of speech which used to identify any of a class of people, place, or things. Furthermore, there are so many examples of noun that often we found in our environment, such: birds, house, month, table, car, and many other. According to Sihombing and Burton (2010:2), Noun is a word which is used to represent a person, place, quality, thing, action, idea, 6 existence6, and can function as the subject of a sentence or as the object of a verb, the object of a preposition, or as an appositive. Based on explanation above, the writer concludes that noun is noun is one of the important words that should be learn by students to be mastered vocabulary because of noun is one of element vocabulary that shows the names of person, place, things, and idea that has function as a subject and object in a sentence.

b. Verb

Verb is a kind of part of speech that tell about an action. Such as: read, run, speak, write, etc. According to Nestifield (2016: 9), verb is word used for saying something else.

Based on explanation above, the writer concludes that verb is words that we use to shows or express an action or activity that will be done by subject. Which one it is an important part to be master a vocabulary in using a language to communicate with everyone.

c. Adjective

Adjective is a word that explain the quantity, adequacy, sequence, quality, and emphasis. According to Sihombing and Burton (2010: 26), Adjective is a class of word used to modify a noun or other substansive by qualifying, limiting, and specifying. Adjective is any of a form of class which distinguishes noun by one of suffixes, such as –able, -ous, -er, and –est.

Based on explanation above, the writer concludes that adjective is the word that used to modify nouns and pronouns. In mastering vocabulary the students should learn about adjectives because it's the parts of vocabulary to communication to each other and way to express a feeling.

4 Aspects of Vocabulary

In teaching vocabulary there are several important aspects that must be considered. According to Nation, there are three aspects of vocabulary that involved the 7 existence of vocabulary, they are:

a. Form

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

b. Meaning

Meaning encompasses the way that is formed and it works together in other words, the concept, what items it refers to and the association that comes to mind

when people think about a specific word or expression. These are to realize about vocabulary items, that they frequently have more than one meaning.

c. Use

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

5 Teaching Vocabulary

According to Hatch & Brown (1995) Teaching vocabulary is a process that involves conveying the meaning of words and the use of words in the right context. They stated that teaching vocabulary is not only about introducing words, but also how those words are used in sentences and real situations. In addition, according to Paul Nation (2001) emphasizes that effective vocabulary teaching involves four essential strands: meaning-focused input, meaning-focused output, language-focused learning, and fluency development. Then according to Michael Graves (2006) proposes a four-component framework for teaching vocabulary effectively: providing rich and varied language experiences, teaching individual words, teaching word-learning strategies, and fostering word consciousness.

Based on the theory above, writers concluded that teaching vocabulary is not only about introducing words but we also have to provide reading materials and also need repeated exposure to vocabulary in various contexts so that it can be easier to understand.

6 Definition of List Group Label

List Group Label (LGL) is a learning strategy that helps students to improve their vocabulary. According to Mora (2015: 83), a list group label is a strategy that helps students organize and categorize their prior knowledge. It requires students to understand the material in the text provided by the teacher and to enter and sort the terms according to the concept they have identified in the learning process. In addition, Taba in Macceca (2007: 32) categorizes the list-group-label

strategy as a strategy that facilitates brainstorming to classify and organize academic vocabulary about the text. Students are given a topic or concept to think about and begin to individually generate prior knowledge about the given topic by listing what they already know. This helps students learn vocabulary by activating their critical thinking skills or, indirectly, allowing them to build their vocabulary. Also, group list labels are effectively used at the end of content units in almost all fields of study. Walpole (2013: 173) states this strategy works best when introducing a large amount of new vocabulary. Therefore, a list of group labels can tell students how a word is used by entering the group of words, and they can see that the word can be associated with other words. This allows students to systematically improve their vocabulary and categorization skills.

From the explanation above, the writer concluded that List Group Label (LGL) is a strategy that can help students in improving vocabulary knowledge that requires them to display their thinking results indirectly. And students are also asked to think critically to express their opinions from the given theme about the vocabulary they are actively learning.



Picture 1. The example picture of the List Group Label

<https://www.teacherspayteachers.com/Product/Vocabulary-Freebie-List-Group-LabelStrategy-Common-Core-Aligned1619435>

7 Teaching List Group Label

According to Brown (2000) stated that this method is effective in vocabulary learning because it allows students to group words based on similarities in meaning or certain characteristics, which helps them remember and understand

the words better. By providing clear labels or categories, students can more easily remember the context in which they are used.

- a. List: The teacher gives students a list of words or concepts. These words can be related to a specific topic, such as names of objects, animals, or activities.
- b. Group: Students are asked to group the words based on similarities or certain categories, for example, grouping words related to food or places.
- c. Label: After grouping the words, students are asked to give them a label or title that describes the category, such as “Food” or “Musical Instruments.”

8 The Advantages of List Group Label

According to Brassel in Masyiriqui (2018:32), there are some advantages of using list group label strategy in language teaching, they are namely:

- a. Encourage students to improve their vocabulary and categorization skills. It means list group label can help the students in increasing their vocabulary.
- b. Assist students in remembering and reinforcing new vocabulary. It easy to the students in remembering the new words.
- c. Allow students to organize their verbal concepts. It briefs by using list group label strategy the students not only know the meaning of the words but they can now the meaning based on concept and contexts.
- d. Improves students’ memory of vocabulary or information learned. – Encourages students to think critically and categorize information systematically.
- e. Facilitates the learning process in various topics, from language to science or history.

9 The Disadvantages of Using List Group Label Strategy

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

As follows:

- a. This strategy is not effective when the students are not able to interact.
- b. The classroom atmosphere is noisy because the students work in a group. So it can disturbs other classes.

2.2 Previous Study

There are several previous studies relate to this research. These are three of them. The first, by Winni Afryani Panjaitan, Asriani Hasibuan, Habib Rahmansyah (2020), The application of the list group label strategy in the mastery of vocabulary to find out whether there is a significant effect of the list group label strategy after its use on the mastery Vocabulary of students of class VIII MTs Darul Akhiroh Marancar Academic Year 2020/2021. The population in this study is all students of class VIII MTs Darul Akhiroh Marancar Which consists of 24, the sampling technique used is total sampling with the number 24 students. The research method used is the experimental method. Data collection Using observation sheets and test as instruments. Average value of the application of the list group label strategy is 3.6, with the “Very Good” category. Researcher Analyze data using test formula, ttest result = 3.13 while table = 2.07. In other words, test is bigger than table. So, the hypothesis is accepted. It means there is the significant influence of the list group label strategy in the mastery of student vocabulary in class VIII MTs Darul Akhiroh Marancar.

The second is from Aulia Santika (2022), The ultimate goal of this study is to find out whether there is a significant influence from the use of the List Group Label strategy in teaching vocabulary or not. This research uses pseudo-experimental research. The population of this study is eighth grade students of the second semester of SMPN 2 Pesawaran 2021/2022. Researchers took two classes as samples: class VIII 2 as an experimental class and VIII 1 as a control class. Researchers use pre-test and post-test to determine the mastery of students' vocabulary before and after treatment. After the pre-test and post-test were completed by the students, the researchers analyzed the data using an independent sample t-test. The calculation result shows that the sig (2-tailed) value is 0.002, the value is lower than $\alpha = 0.05$ and means H_0 is rejected and H_a is accepted. Therefore, there is a significant influence on the use of the list group label strategy on improving the vocabulary mastery of students in class VIII semester II of SMPN 2 Offer for the 2021/2022 school year.

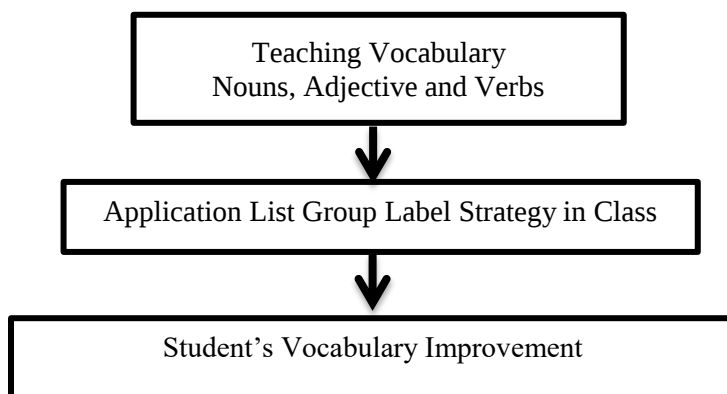
The last writer of Nur Wahidah Putri (2022), This research discussed about vocabulary mastery, include the name of things, place and others that is around

the school. Vocabulary is one of the important things in language proficiency that becomes the basic of how the students can read, write, speak and listen well. There were three formulations of the problems in this research. First, how is students' vocabulary mastery before using List group label strategy. Second, how is students' vocabulary mastery after using List group label strategy. Last, is there any significant effect of List group label strategy on students' vocabulary mastery.

This research was quantitative research in experimental form with Pretest-Posttest Control Group Design. The research instruments were Pre-Test and Post-Test. Data of the test were analyzed by using SPSS and T-test formula to know the difference of the students vocabulary mastery between two classes. From the results of data analysis, in pre-test, mean score of experimental class was 45.03 and control class was 44.97. Mean score of post-test of experimental class was 74.21 and control class was 67.69. The result of t-test was 2.871 and t-table at 5% was 2.00172. It means, t-test value is higher than t-table $2.871 > 2.00172$. This indicated that, there is a significant effect of using list group label strategy on vocabulary mastery at the grade VIII students of SMP N 4 Padangsidimpuan.

Based on the explanation above, previous research and this study have differences and similarities. The similarity is that both use the list group label strategy and the difference is that the subjects, instruments, location and method used are different.

2.3 Conceptual Framework



Three elements will be explained in this study, which are briefly explained as follows:

1. This research provides vocabulary learning about the material that focuses on this research is Nouns, Adjectives, and Verbs.
2. In the learning process, the research applies the strategy List Group Label.
3. Writers see Student's Vocabulary Improvement.

2.4 Hypothesis

Related to the previous explanation, the writer formulates the hypothesis as follows:

1. Null Hypothesis (Ho): The use of List Group Label strategy is not effective in improving students' vocabulary competence.
2. Alternative Hypothesis (Ha): The use of List Group Label strategy is effective in improving students' vocabulary competence.

General Testing Rules Using the following formula:

1. If $\text{sig } a < 0.05$ then (Ho is accepted and Ha is rejected)
2. If $\text{sig } a > 0.05$ then (Ho is rejected and Ha is accepted)