

CHAPTER I

INTRODUCTION

This chapter describes the main content of the research. It contains the background of the study, research questions, research purposes, research significances, research scope, hypothesis, conceptual framework, and previous studies.

A. Conceptual Framework

Words are considered the basis of a language, and vocabulary knowledge is essential for all language proficiency. Thus, vocabulary knowledge has played a crucial role in language learning. Vocabulary mastery is required to express our ideas and understand what other people say. Mastery is defined as complete knowledge or skill that makes someone a master in a particular subject. Thus, vocabulary mastery is an individual's great ability to use words of a language (Alqahtani, 2015).

As was mentioned above, vocabulary is the core of language and the cornerstone of language learning. There will be no hard challenges for EFL learners with more vocabulary to build up their language skills (Yaacob et al., 2019). Thus, the first thing should be to master vocabulary in learning a language. Therefore, language learners must develop vocabulary knowledge first to achieve their language learning goals (Chumworatayee & Pitakpong, 2017).

However, there are numerous problems with learning vocabulary in class. Some are due to a lack of motivation, a monotonous method of learning vocabulary, and a lack of interesting material (Sulaiman, 2019). One of the important aspects of vocabulary learning is the strategy used. The strategy can help students be good learners in mastering vocabulary (Masyriqi, 2018). List-Label-Group is the strategy that can be implemented in teaching and learning vocabulary. Following Taba, cited in Musyriqi (2018), explains that List-Group-Label is a strategy that builds on students' prior knowledge of a text topic and allows them to brainstorm words associated with the topic.

Furthermore, Sulaiman (2019) claims that List-Group-Label brings words to come alive for students through their conversations and reflections on the meaning connection between words. Moreover, according to Ruddell (Firmansyah, 2016), there are three steps in implementing the List-Group-Label strategy. The first step is the list; the list is writing vocabulary related to the given theme. The second step is the group; it is a group of related vocabulary, the last step is the label, and the label gives the name to the group of words that have been grouped.

The list-Group-Label strategy allows the students to develop vocabulary with their group. They have an opportunity to brainstorm and list the words related to a certain topic. This strategy will make students are easier to get new vocabulary. As Sulaiman (2019) states, the List-Group-Label strategy was to make students easier in obtaining new vocabulary and train their critical thinking in learning. Then, Ardiyanti (2016) states that the List-Group-Label strategy effectively teaches vocabulary in her research.

B. Background

This study aims to examine the influence of the List-Group-Label Strategy in increasing students' vocabulary. Vocabulary is the most crucial part of learning foreign languages. It is an area of language knowledge that has a significant role in language acquisition (Alqahtani, 2015). It serves as the very base development of language (Nie & Zhou, 2017).

Therefore, when the essential parts of language, namely vocabulary, are not mastered, students will have problems with other aspects, such as difficulty understanding text, sentence, and word meaning. It also causes them difficulty in communicating both orally and written. That means learning vocabulary must be the priority in learning English (Purwanti et al., 2016).

Vocabulary is one part of English that is considered difficult by students. Likewise, the students at Junior High School (MTs) Al-Ma'sum II concede that English is a complex subject. Based on the experience of the Teaching Training Program (*PPL*) 2020 program conducted by the researcher, there is information

from English teachers that students have difficulty learning English vocabulary. They have difficulty remembering vocabulary and its meaning.

Moreover, based on the documents obtained from the school, most of the students' middle test scores did not reach the specified minimum completeness criteria, which is 63. Among the 24 students, only four students reach the minimum completeness criteria. The researcher also interviewed some students about learning English. Most of them admit that the difficult part of English is vocabulary and pronunciation. This phenomenon shows that they need an effective way of learning English vocabulary to increase their engagement in learning.

There are many strategies for teaching vocabulary. One of them is List-Group-Label (LGL) strategy. List-Group-Label (LGL) strategy is a prereading strategy that is intended to assist students in creating connections to prior knowledge. Allen, cited in Sulaiman (2019), states that List-Group-Label (LGL) is a brainstorming and categorizing activity that allows students to consider, discuss, categorize, and label words related to a central concept. According to Gifford, cited in Firmansyah (2016), the LGL strategy is used to help students develop their thinking in categorizing their vocabulary and motivate students to understand vocabulary more easily.

Sulaiman conducted the first related study (2019). This study aimed to find out the influence of the List-Group-Label strategy in teaching vocabulary and how significant the effect of the List-Group-Label strategy was in teaching vocabulary to the second-semester Students IAIN Pontianak. The second study conducted by Anggraeni (2019) focuses on investigating the influence of the List-Group-Label strategy on students' ability to write a descriptive text. Third, Purba (2016) conducted research that focuses on the effect of the List-Group-Label strategy in teaching reading comprehension to senior high school students.

However, this research focuses on the effect of the List-Group-Label strategy in teaching vocabulary at Islamic Junior High School in Majalengka. In this case, the researcher conducts a pre-experimental study entitled: "The Use of List-Group-Label Strategy in Teaching Vocabulary."

C. Research Questions

Regarding the background of the study, the research intends to answer the following research questions:

1. What is the students' vocabulary mastery before applying the List-Group-Label strategy?
2. What is students' vocabulary mastery after applying the List-Group-Label strategy?
3. What is the difference between students' vocabulary mastery before and after applying the List-Group-Label strategy?

D. Research Purposes

Based on the research question above, the purposes of the study are:

1. To investigate students' vocabulary mastery before applying the List-Group-Label strategy.
2. To investigate students' vocabulary mastery after applying the List-Group-Label strategy.
3. To describe the difference between students' vocabulary mastery before and after applying the List-Group-Label strategy.

E. Research Significances

Practically, the results of this study are expected to give information to teachers and students regarding strategy in teaching and learning vocabulary.

1. Student

The study is presumed to motivate students to learn English, especially in the aspect of vocabulary.

2. Teacher

The study is expected to provide useful contributions to the English teacher, particularly related to strategies that can be used to enhance students' vocabulary.

Theoretically, this research aims to learn more about how vocabulary can be taught using the List-Group-Label strategy to improve students' vocabulary knowledge.

F. Research Scope

The researcher needs to limit this research to make it not too broad. There are many strategies for teaching vocabulary, and this study is only limited to the effect of using the List-Group-Label (LGL) strategy in teaching vocabulary.

However, students' vocabulary mastery is limited only to receptive vocabulary because the vocabulary mastery of students at the junior high school level tends to concentrate on receptive vocabulary through which they understand the meaning of the words in English texts. The vocabulary aspects that are taught are word meaning and part of speech. The vocabulary learning will be focused on verbs, adjectives, and nouns of descriptive text. This study is limited to the junior high school context, particularly students in the second grade of Junior High School (MTs) Al-Ma'sum II

G. Hypothesis

A hypothesis is interpreted as a temporary answer to the formulation of the research problem. It is stated temporarily because the answers are only based on relevant theories and have not been based on empirical facts obtained through data collection. Thus, the hypothesis can also be stated as a theoretical answer to the formulation of the research problem (Sugiyono, 2019).

The hypothesis of this research is formulated as follows:

1. H_0 : There is no effect of using the List-Group-Label strategy in teaching vocabulary in the second grade of Junior High School (MTs) Al-Ma'sum II.
2. H_a : There is an effect of using the List-Group-Label strategy in teaching vocabulary in the second grade of Junior High School (MTs) Al-Ma'sum II.

H. Previous Studies

Some researchers conducted research related to vocabulary learning and reaching strategies. First, the research by Sulaiman (2019) was conducted to find out the influence of the List-Group-Label strategy in teaching vocabulary and how significant the effect of the List-Group-Label (LGL) strategy was in teaching vocabulary to the second-semester Students IAIN Pontianak. The result of the study revealed that this strategy was effective in teaching vocabulary to the students, which can be seen in the result of the effect size calculation.

Second, the study conducted by Anggraeni (2019) focused on finding the influence of the List-Group-Label strategy on students' ability to write a descriptive text. The research method used is quantitative with a quasi-experimental design. The results show that group label strategy significantly influences students' descriptive text writing ability.

Then, Purba (2018) conducted research that focused on the effect of the List-Group-Label strategy in teaching reading comprehension at senior high school. The quantitative analysis of her research showed the difference in the class improvement of reading comprehension between students taught using the list group label strategy and those taught conventionally.

The next research was conducted by Nurbaiti (2018) that focused on investigating whether or not the List-Group-Label strategy can increase English vocabulary and discussing how this strategy improves English vocabulary in SMKN 1 tenth graders. The method used in this research was Classroom Action Research (CAR). Some students receive higher grades after implementing the List-Group-Label strategy. Furthermore, the students are more engaged in the teaching and learning activities.

However, this research has differences from previous research. The previous research is aimed at collegian, Senior High School, and Junior high School, while this research is aimed at Islamic Junior high School Students. Furthermore, this study focused on the effectiveness of the List-Group-Label strategy in teaching vocabulary, while some other studies focused on writing and reading skill