

**THE EFFECTIVENESS OF USING LIST GROUP LABEL (LGL)
STRATEGY IN TEACHING VOCABULARY**
*(An Experimental Research at the Second Year Students of MTS
Muhammadiyah Lempangang)*



A THESIS

*Submitted to the Faculty of Teacher Training and Education
Muhammadiyah University of Makassar in Partial Fulfillment of the
Requirement for the Degree of Education in English Department*

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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**


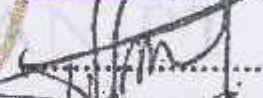


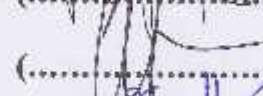
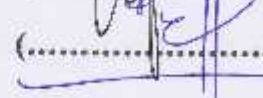

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MOTTO

*Working without playing will be nothing,
Praying without working are empty dreams,
Believe that god will always open the blessing door*

*"So verily, with the hardship, there is relief.
verily, with the hardship, there is relief. "
(Q.S Al- Insyirah {94}: 5-6)*

I dedicated this thesis to my beloved Parents

Drs. Muh. Said Amin, M.Pd. and Hariati

ABSTRACT

ASTRI SAFITRI SAID, 2018. *The Effectiveness of Using List Group Label (LGL) Strategy in Teaching Vocabulary* .Thesis. Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Hasnawati Latief and Muh.Arief Muhsin

This research aimed to find out the effectiveness of using List Group Label (LGL) strategy in teaching vocabulary to the second year students of MTS Muhammadiyah Lempangang.

The research applied a pre-experimental method, with one group pre-test and one group post-test design which consisted of eight meetings include the treatments. The sample of the research is the second year of MTs. Muhammadiyah Lempangang, it consists of 25 students, so the writer uses the purposive sampling technique. Instrument used were vocabulary test and questionnaire.

The findings of this research are concluded that using List Group Label (LGL) improves the students' vocabulary mastery the second year students of MTS Muhammadiyah Lempangang. It is proven by the mean score of students' vocabulary test on pre-test was 5.36 and after post-test was 7.78, the mean score on pre-test vocabulary in terms of verb was 5.45 and after post-test was 8.03, the mean score on pre-test vocabulary of noun was 5.28 and after post-test was 7.54.

This result of the research showed that there was a significant different between the result of pre-test and post-test of the students' score. The t-test value was higher than the value of t-table ($20.9 > 1.711$) and also supported by questionnaire test, it is found that the students' mean score was 72 (High) classifications and it is classified that the students are interested to study by using List Group Label (LGL) Strategy in developing the student's vocabulary.

Keywords: List Group Label (LGL), Vocabulary and Students' Interest.

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The researcher

ASTRI SAFITRI SAID

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CHAPTER I

INTRODUCTION

A. Background

List Group Label (LGL) has been known as a strategy of brainstorming where the students rethink as quickly as possible on a stated topic and then list according the similarities (Wood, 2001). It is suitable for teaching vocabulary in all level of the students because List Group Label (LGL) is a strategy of vocabulary which can motivate the students to organize their content comprehension aspect which include vocabulary and concepts. It can drive the students with a way to understand the similarities between words and concepts using their understanding of the topic. It also assist the learners as they try to manage their thinking process.

The researcher chooses List Group Label (LGL) strategy for teaching-learning process because it strategy has many positive aspects for the students. It can add interest to language practice that may be able to help the students to remember things more efficiently. The teacher should teach vocabulary in various ways. Therefore the students can learning aid can be effective ways because it can help the teacher to achieve his objective.

Vocabulary is a primary aspect that students should have during teaching and learning process, It can be said, vocabulary is one of the the most important aspect that should be mastered in four main skills in english, those are reading, writing, speaking and listening. Without comprehending vocabulary the students are going to have many difficulties.

In other words, it leads the students to master and use English well. The language skills of the students who have greater vocabulary knowledge are better than those who lack of vocabulary knowledge. When they get higher level of education, they should have better improvement in their vocabulary mastery. For example, the vocabulary knowledge of senior high school students should be better than junior high school students vocabulary knowledge.

The importance of learning vocabulary is the same as the importance of learning language because through vocabulary we can communicate with ideas, emotion and desires. Besides that, by good command of vocabulary or language, someone can express ideas effectively and efficiently. Lado cited by Syamsinar (2010) stated that learning words, idioms and expression in context is the main need in the learning of a second language. Moreover, teaching vocabulary uses human cognitive system to enhance learners' memory skills. The students cannot communicate and take someone's insight that are connected, that's why vocabulary is stated the important aspect to be learned in english, it is not only used verbal form but also in other form, such as reading and writing.

Those are many factors that the students will master English vocabulary such as interest, motivation and using some method in classroom. To reach the students in the classroom, the teacher should use good technique a preparing in teaching because the technique can help students to understand more their lesson teaching.

Many techniques and strategies can be applied in the classroom in teaching vocabulary. However, the teachers are given chance to choose them so that the

students are interested in studying English, particularly in learning vocabulary. In this case, the researcher focuses on one of a strategy namely List Group Label (LGL) because this strategy is a vocabulary comprehension strategy that helps develop categorization skills, increase background knowledge, activate critical thinking and growing vocabulary.

The researcher has conducted pra-observation by interviewing and testing; researchers found that the use of the vocabulary of students at Muhammadiyah MTS Lempangang still low, the evidence is shown with low test results of students writing has been done where the presentation of the students get value below average which the students score was under 65. As for the results of the interviews conducted to the teacher as a field observation is said that the use of the vocabulary of students in MTS. Muhammadiyah Lempangang still low caused the lack of interest of students to increase the use of vocabulary in learning. The strategies are much less used by teachers sometimes make students bored that's why this research is really necessary to be done in order to help the students to improve their vocabulary as the most important point especially for speaking and writing.

Based on the description, the researcher is interested in doing a research under the title "The effectiveness of using List Group Label (LGL) strategy in teaching vocabulary of the second year students of MTS Muhammadiyah Lempangang."

B. Problem Statements

Based on the background above, the research question of this research are:

1. Does the List Group Label (LGL) improve the students' vocabulary of the second year student of MTs. Muhammadiyah Lempangang?
2. Are the student's interested in learning vocabulary through List Group Label (LGL) strategy of the second year student of MTs. Muhammadiyah Lempangang?

C. Objectives of the Research

Based on problem statement above, the researcher stated the objective of the research is to find out:

1. Whether or not the use of List Group Label (LGL) is useful to improve the students' vocabulary of the second year students of MTs. Muhammadiyah Lempangang.
2. The student's interest in using List Group Label (LGL) strategy teaching vocabulary of the second year students of MTs. Muhammadiyah Lempangang.

D. Significant of the Research

The significance of the study can be stated as follows:

1. For the students

Learning English academic vocabulary by using List Group Label (LGL) strategy can develop their academy vocabulary mastery.

2. For the teachers

This research can be used as an alternative strategy which can enhance students academic vocabulary learning in the classroom.

3. For the readers

The result of this research can be used as an academic review of the student's academic vocabulary achievement after teaching by using of List Group Label (LGL) strategy.

E. Scope of the Research

The scope of the research is limited to the effectiveness of using List Group Label (LGL) strategy in teaching vocabulary focus on verb and noun. The study was restricted by determining the students interest regarding students' inventory interest by using List Group Label (LGL)

CHAPTER II

LITERATURE REVIEW

This chapter present the previoius related research, partinent ideas, theoretical framework, and hypothesis.

A. Preview Related Research Findings

Junaid (2012) conducted a research entitled “Students Vocabulary Achievement by Using List Group Label (LGL)”. In presenting the vocabulary material at the first year student of SMP National Makassar improves the students’ vocabulary achievement significantly. The finding indicates that the mean score of students’ vocabulary in nouns and verbs in cycle II is higher than the mean score of test in cycle I. The use of List Group Label (LGL) is able to improve the students’ activeness and participation in teaching and learning process.

Yasnita (2014) conducted a research entitled “Teaching Reading Comprehension of Discussion Text by Using List Group Label (LGL) and Discussion Web Strategy for Senior High School Students”. Referring for these reasons the writer believed that combining two strategies will improve the student’s reading ability, such as the combining strategy between List Group Label (LGL) and discussion web strategy. Because List Group Label (LGL) strategy can active the students background knowledge to the topic that will read in order to help the students in understanding and finding the important information of a text.

Baleghizadeh and Naeim (2012) “Enhancing vocabulary retention through semantic mapping a single subject study”. The results of this study indicated that the use of semantic mapping improved the learner’s ability to remember the words and their definitions better. Semantic mapping is strategy that helps beginners and intermediate learners recall words better.

From the three researches finding above, the writer concluded that in teaching English process, many ways to improve students’ vocabulary mastery one of the is by using List Group Label (LGL) Strategy and the teacher should make the students interest in learning vocabulary. In order to make students easy to understand the content of the material and easy to answer the question from the teacher.

B. Some Pertinent Ideas

1. Concept of vocabulary

a. Definition of Vocabulary

Richards (2001) says that vocabulary can be said as the main components of language and it is the first things applied linguists turned their attention to.

Several definition of vocabulary or word has given by different researcher. Vocabulary refers to the collection of words particular people, socio economic group, profession, group of people and so on. The term of the technical for vocabulary is lexis. The active vocabulary can be stated as words imlemented expressively (in two aspect in english, writing and

speaking) and the passive vocabulary is words which is recognized and comprehended, although it is not commonly used many aspects (Crystal, 2006).

Cambridge learner's dictionary (2001: 708) says, vocabulary is all the words you know in a particular language; all the words that exist in a language, or that are used when discussing a particular subject; a list of words and their meanings. Vocabulary sometimes is the course. This usually happens when the new words are labels for concepts and the teacher wants to teach for concepts development. Vocabulary teaching is one of the most important components of any language class. The main reason is the fact that it is a medium, which carries meaning; learning to understand and express the meaning is what counts in learning languages.

The reality shows that nothing can be said and written without getting the vocabulary that is needed to convey what one is going to say or to write in particular situation. English is still considered as a troublemaker for them in the sense of inadequate or insufficient vocabulary the students have. According to such as scholars, with the exception of the relatively few cases of true homonymy, words can be assigned a single, general meaning, and apparent variability in meaning can be explained by general rules of inference, and by knowledge of the situation to which the utterance refers.

Based on definition above, the researcher concludes that vocabulary is a total number of words that have different terms and

meaning of language, which are used in communication in all side of human's life.

b. General Concept of Vocabulary

Having sufficient vocabulary is a very important in using English both spoken and written form. Ngu Yen as cited in junaid (2012) stated that in learning a foreign language, vocabulary plays an important role. Therefore, one cannot speak, understand, read, or write a foreign language without having a lot of words. Lack of mastering vocabulary means that lack of important communication. The main benefit that can be obtained from all learning strategies is autonomy, students can practice charge of their own studying (Nation, 2001:222) and earn independence and self-direction. Nation (2001:222) believes that a large amount of vocabulary can be acquired with the help of vocabulary learning strategies and that the strategies prove useful for students of different language levels.

Nation (2001:218) categorized vocabulary learning strategies into three general classes:

1. Planning : choosing what to focus on and when to focus of
 - a. Choosing words
 - b. Choosing the aspects of word knowledge
 - c. Choosing strategies
 - d. Planning repetition
2. Sources: finding information about words.
 - a. Analyzing the word

- b. Using context
- c. Consulting a reference in L1 and L2
- d. Using parallels in L1 and L2

3. Processes : establishing knowledge

- a. Noticing
- b. Retrieving
- c. Generating

c. **Kinds of Vocabulary**

According to Thorn burry the classification of words based on their functional categories called part of speech; verb, adjective, noun and adverb. They may substitute for words in one of largest serve as signals for various patterns or relate one group of words to another and in this case focus on verb and noun.

1. Definition of Verb

According Hariyanto and Hariyono in Djahuri (2015) verb is a word that expresses action or state of being. Verb can be divided into some groups:

- a) Infinitive verb is a base of a verb that can function as a noun, an adjective, or an adverb.
- b) Regular verb and irregular verb. Regular verb is a verb that form its past tense and past participle by adding -d or -ed or in some cases -t to the base form. Irregular verb is a verb that does not follow the usual rules for verb forms. Also known as a strong verb.i

- c) Transitive verb and intransitive verb. Transitive verb is a verb that can not stand alone without object to be understood. Intransitive verb is a verb without object because has a complete meaning.
- d) Full verb is a verb that can stand alone because has a complete meaning without using to.
- e) Auxiliary verb is a verb that is used to form or to give additional meaning to the sentence.
- f) Linking verb is a verb that is used to connect between subject and pronoun or adjective who explains the subject.

2. Definition of Noun

According hariyanto and hariyono in Djahuri (2015) noun is the word which is used to show the name of people, place, animal or the name of thing. The part of noun can be divided based on the form, namely:

a) Concrete Noun

Concrete noun is the things that has form, can be seen, can be touched, can be felt by our physical sense. The concrete noun can be divided become 2 forms, namely; Proper Noun and Common Noun. Proper noun is the word that show the name of people, country, city, school, the name of day, month and religion. Common noun is the things that often we see in our daily life or the things that show the general noun.

b) Countable Noun and Uncountable Noun

Countable noun is the things which can be counted. Countable noun can be counted involve common noun and collective noun. Uncountable noun is the things which cannot be counted, namely material noun and abstract noun.

c) Singular Noun and Plural Noun

Singular noun is the things which show that the thing only one. Generally singular noun always be begun with article a or an. Plural noun is the things which is used to show that the thing more than one. Generally plural noun is formed from singular noun with add -s/-es at singular noun.

d. Vocabulary Presentation Technique

Students' success in learning vocabulary depends on a certain extent on the number of senses used in classroom in Allen as cited in Junaid (2012), and in order to remember new vocabulary, there are numerous techniques concerned with vocabulary presentation in Uberman as cited in Junaid (2012) suggest the following type of vocabulary presentation techniques consists of verbal and visual techniques.

1. Visual technique

This pertains to visual memory, which is considered especially helpful with vocabulary retention. Learners remember better the material that has been presented by means of visual aids. Visual technique lends them well to presenting concrete items of vocabulary nouns; many are also helpful in

conveying how to understand the verbs and adjectives. They assist the students to present their material in a useful way and connect it into their language values system.

2. Verbal explanation

This explanation refers to illustrative situation, synonymy, opposite, scales, definition and categories. Teachers can explain a word by giving the context or by mentioning its synonym or antonym.

e. Using of dictionaries

Utilizing dictionary can be another way to find out meaning of unfamiliar word and expression. Students can make the use of a variety of dictionaries: bilingual, monolingual, pictorial, thesauri and the like. As French Allen perceives them, dictionaries are pass ports to independence and using them is one of the students centered learning activities. A number of techniques can be adapted to present new vocabulary items.

2. Concept of List Group Label (LGL)

a. Definition of List Group Label (LGL)

List-Group-Label (LGL) strategy is designed to encourage students to improve their vocabulary and categorization skills, organize their verbal concepts and, aid them in remembering and reinforcing new words. List Group Label (LGL) attempts to improve upon the way in which students learn and remember new words. This strategy seems appropriate for children at all grade levels across the curriculum. List-Group-Label (LGL) is a vocabulary strategy where students are asked to generate a list of words,

group them according to their similarities, and then label the group. List-Group-Label (LGL) is a strategy in teaching vocabulary that require the students to implement some processes to actively organize their comprehension of the aspect area vocabulary and ideas.

List Group Label (LGL) was commonly implemented to help students in recall technical vocabulary especially focus on social studies and science. Many teachers implement this strategy in other curriculums to assist the learners that concern on prior knowledge. The strategy encourages students to improve their vocabulary and categorization skills and manage the ideas. Grouping listed words, through categorizing and labeling, assist students to manage new concepts in relation to previously learned concepts.

b. Description of the Procedure

List Group Label (LGL) is an easy-to implement, 3 part strategy with the following steps: Listing, grouping, and labeling.

1. Listing

The teacher begins the Label Group List (LGL) lesson by choosing a one or two-word topic to be a stimulus to include words. A written stimulus topic at the top of the board. Topics should be taken from the material that students are reading and from which they are learning. For example, if students are about to start a unit on volcanoes, volcanoes might be used as the topic to begin an List Group Label (LGL)

lesson. On the other hand, almost any topic of which the student have some prior knowledge might be suitable.

2. Grouping

After the words submitted from the class, the teacher will provide some headings and students are instructed to classify the listed word to that headings. The following are possible groupings that may be generated from the large list to the specific items.

3. Labelling

Encourage the students' knowledge in identifying part of speech or certain vocabularies given that noun, verbs, adjectives, adverbs etc. This stage stimulates the students to analyze the listed words toward its category. In this research, the students are demanded to classify the word into noun and verb. This step aims to make the students usual and explore their categorization skills and allow the students to organize the verbal concept of the text.

After looking the concept of List Group Label (LGL), Brassel in Yasnita (2014) reveals that there are 3 advantages of List Group Label (LGL):

- a. Encourage students to improve their vocabulary and categorization skills. It means List Group Label (LGL) 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 word.

- c. Allow students to organize their verbal concept. It brief by using List Group Label (LGL) the students not only know the meaning of the word but also they can know the meaning based on concept and context.

3. Concept of Interest

a. Interest

There are many experts delivering the terms of interest. A great variety of definition have been developed, and here only a few of them. Chaplin cited by Mustamir (2010:36) stated “Interest is an enduring attitude which engages the individuals attention to make it selective toward the object of interest in learning, the feeling that a certain activity, avocation, or object is worth or significance to the individual, and a state of emotion, or set which guides behavior in a certain direction toward certain goal.

Then, Djaali (2008) stated that “Interest is feeling like and feeling attract on everything and activities, without someone asks to do thing” he continued says that generally, interest accepting of relationship between internal factor and external factor. The stronger or the nearer relationship is, the bigger the interest is. So. Interest can be expressed that the students like more everything better than other things. It can be seen through the participation of activity. The interest having being realized on the certain lesson, it perhaps will keep students attention, so he or she master her lesson, and she gets success on the lesson.

Seeing the concept above, the researcher that infers interest is a feeling that accompanies or causes special attention objects or readiness to attend and to stir by certain class of objects. In other words, interest is to engage attention of, to awaken interest it, to excite emotion or passion in behalf of a person or thing to interest in charitable word. In addition, developing between material hoped to be learnt and themselves as individual. This process means here is to show to the students how the knowledge or certain capability affect themselves, service their aims, satisfy their needs.

b. The indicators of interest

Mustamir (2010:33) concluded that there are some indicators showing that someone is interested in something, namely:

1. Having concentrate, that is he/she pays attention intensely in something or in doing something
2. Having desire, means he/ she has a strong wish in doing something
3. Having enthusiasm in participation, means he/ she enthusiastic in doing something.
4. Having curiosity, means he/she is eager to know or to learn about something.

c. Interest and Learning

The relationship between interest and learning is further fleshed out by the observation that depends upon interest. Learning cannot occur unless the learner is interested in learning.

Mustamir (2010:35) interest influences the process and the achievement of the students. If somebody doesn't have any interest to learn something. Then it can not be expected that he will be successful in learning it. On the contrary if somebody learns something with full interest, then he can be expected to get a better result.

The study of interest is complex and diverse because when we really think about it, we find that our interest or determinants of our actions are complex and diverse. The term interest is that it encompasses so much. Especially when we speak of interest, we refer to factors we initiate and direct behavior and those that determined the intensity and the persistence. Thus interest gets up and going energizes us.

d. Types of Interest

Hansen et al (cited by Mustamir, 2010) categorized into four types, they are expressed interest, manifest interest, tested interest, and inventory interest and in this case focus on inventory interest which is determined by interest checklist.

1. Inventory Interest

Inventory interest is designed to estimate the individual's interest in a variety of the field of work. Compare inventory interest expressed

from an individual with an interest in people generally in different jobs (Anastasi, 007:47-428).

Interest inventory position is instrumental to uncover someone's interest against the particular offices. Based on the result above of this interest inventory expected students to be able to determine the choice of a job or the right position in accordance with ability and circumstances.

Inventory interest used at least three reasons:

- a. Strengthening or confirming the interest expressed for each student,
- b. Encourage thinking about the position, and
- c. Provide data to assist in decision making.

2. The Steps for preparing the Inventory Interest

The development of this work, the readiness of the inventory will be used to measure and assess the extent to which work readiness, owned by students. The preparation of this work readiness inventory will follow the steps drafting instruments of the likerts scale model form. Answer to each item instruments that use likert scales have levels from very positive to very negative (Sugiyono, 2009:93). On a likert scale is a statement. The statement to be explained by the subject is a axplanation that is favorable (support) or statements not favorable (non support), in the form of variations of the following: strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Agree (SD).

C. Conceptual Framework

The following diagram will give the theoretical framework underlying this research.

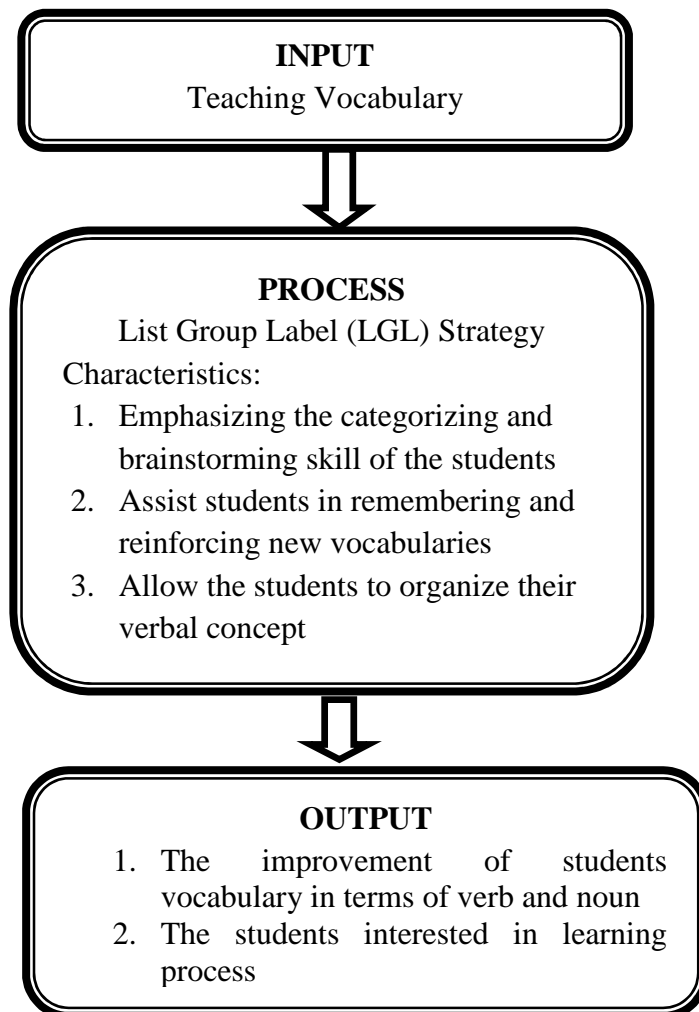


Figure 2.1 Conceptual Framework

The conceptual framework above shows the three variables; input, process, and output which are briefly classified as input, process, and output. Input refers to teaching vocabulary. Process refers to three points, those are pre-test which is aimed at knowing the obtaining of the students' vocabulary, teaching and learning process are focused on the implementation of List Group Label (LGL) Strategy, The Post-test is aimed at measuring the students' vocabulary. The output refers to know the students' achievement in students' vocabulary in terms of noun and verb.

D. Hypothesis

There are two kinds of the hypothesis that are used to predict the result of this research, they are:

1. Alternative Hypothesis (H1) that there is a significant difference of the students' vocabulary before and after being taught by using List Group Label (LGL) Strategy.
2. Null Hypothesis (Ho) that there is no significant difference in the students' vocabulary before and after being taught by List Group Label (LGL) Strategy.

CHAPTER III

RESEARCH METHOD

This chapter discusses the design of the research, population and sample, research variables and indicator instrument of the research, procedure of collecting data, and technique of data analysis.

A. Research Design

This was a pre-experimental design. The research is conducted in MTs. Muhammadiyah Lempangang 2017/2018 academic year. The aim of this research was to explain whether the use of the List Group Label (LGL) strategy in teaching vocabulary, The design of this research was pre-test and post-test design. Treatment(X) was given between pre-test (O1) and post-test (O2) the design described as follows:

O₁ X O₂

Notation : O1= Pre-test

X = Treatment

O2 = Post-test

(Latief, 2012:96)

B. Research Subject

1. Population

The population of this research was the second year students of MTs. Muhammadiyah Lempangang. The second-year students consist of 2 classes; every single class was about 25 students. So total students of the second year were 50 students.

2. Sample

The sample of the research was the second year of MTs. Muhammadiyah Lempangang, it consisted of 25 students, so the writer used the purposive sampling technique.

C. Research Variables and Indicators

1. Variables

Remembering that variable was one of the very important elements of research, the research uses two kinds include of variable. Those variables were divided into two variables. Those were dependent variable and independent variable that is the variable that influence the other variable.

- a. Independent variable was the List Group Label (LGL) strategy; the important process to improving the student's vocabulary.
- b. Dependent variable consisted of students' vocabulary achievement that focus on verb and noun.

2. Indicators

Indicator of this research is focused on verb and noun.

D. Research Instrument

In this research, the researcher used an instrument. It was a vocabulary test and questionnaire. The test is aimed to get information about the students' improvement of the students' vocabulary after teaching learning process ends and questionnaire was used to find out the students level of interest.

1. Vocabulary Test

The test consist of pretest and posttest. It was vocabulary test to see the improvement of the students vocabulary. The pre test aimed to know the students' prior ability in English vocabularies, furthermore posttest aimed to know students improvement in English vocabularies after the treatment was given.

2. Questionnaire

The instrument was used to find out the students of interest and perception toward teaching vocabulary using List Group Label (LGL) strategy. The questionnaires used likert scale with option Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Agree (SD).

E. Procedure of Data Collection

1. Pre-test

That was aimed to measure the students' vocabulary before they are given the treatment, the procedure could be seen below:

- a. The teacher explained how to do the test.
- b. The teacher distributed the text.

- c. Students listened and did the test and controlled by the teacher and collected the students' answer.

2. Treatment

The researcher gave treatment four times before giving the post-test, several steps of giving treatment namely:

- a. The students are given on incomplete text
- b. The students are instructed to complete the text with the words provided
- c. List: the students' are demanded to list and underline some words which related to the topic
- d. Group: students' group the words and phrases into categories based on the headings provided
- e. Label: The student' are demanded to find word of verbs and nouns

3. Post-test

The steps of post-test were the same as of pre-test. The aim of Post-test was to know the result after giving treatment.

F. Technique of Data Analysis

The data from pre-test and post-test is analyzed through the following steps:

1. Scoring student vocabulary test.

Scoring the students' answer by using the following formula:

$$\text{Score} = \frac{\text{the correct answer}}{\text{number of item}} \times 10$$

2. To score of the student's answer of the vocabulary test by using the following formula.

Table 3.1. Vocabulary

No	Criteria	Score	Students' Answer
1	Correct	1	The Student's answer is true
2	Incorrect	0	The Student's answer is false

$$\text{Score} = \frac{\text{students correct answer}}{\text{Maximum score}} \times 100$$

(puskur in Salmi,2012:28)

3. To classify the students' score, there were seven classifications which was used as follows:

- a. 9.6 – 10 as excellent
- b. 8.6 – 9.5 as very good
- c. 7.6 – 8.5 as good
- d. 6.6 – 7.5 as fairly good
- e. 5.6 – 6.5 as fair
- f. 4.6 – 5.5 as poor
- g. 0 – 3.5 as very poor

4. Calculating the mean score by using the following formula:

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

Where: \bar{X} = Mean
 $\sum X$ = Total raw score
 N = the total number of the student

(Gay, 2006: 320)

5. The percentage of the students' vocabulary was identified by using the formula as follow :

$$\% = \frac{X2 - X1}{X1} \times 100$$

Where:

% = the percentage of the student's improvement

X1 = the mean score of pre-test

X2 = the mean score of post-test

(Arikunto, 2006:23)

6. Finding out the significant difference between the pre-test and post-test by calculating the value of the t-test. The following formula was employed:

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

Where: t = Test of significance

\bar{D} = The mean score

D = The sum of total score of difference

D^2 = The square of the sum score of difference

N = The total number of students

(Gay, 2006: 356)

7. Classifying of the students interest

Determining the students were interested in learning english by using List Group Label (LGL) Strategy or not, it was needed the way of measurement. One way to measure the students' interest was using likert scale. It was aimed at asking the sample to respond to a series of statements by indicating wheter one strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD) with the given statements.

Table 3.2. Likert Scale

Positive statement Score	Category	Negative statement score
4	<i>Strongly Agree</i>	1
3	<i>Agree</i>	2
2	<i>Disagree</i>	3
1	<i>Strongly Disagree</i>	4

(Sugiyono, 2008:135)

Determining the questionnaires mean score through divide sum the questionnaire scores and the total respondents

$$X = \frac{\sum x}{N} \text{ Where:}$$

X : Mean score

$\sum x$: Total score

N : Total respondent

(Sugiyono,2016:49)

Table 3.3. Scoring Classification of the Students' Interest.

No.	Interval score	Classification
1	<i>85-100</i>	<i>Very high</i>
2	<i>69-84</i>	<i>High</i>
3	<i>52-68</i>	<i>Moderate</i>
4	<i>51-20</i>	<i>Low</i>

(Sugiyono, 2008:13)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the finding and discussion of the research. The findings consist of the data obtained through achievement test to see the students' achievement after being taught the materials of vocabulary mastery through List Group Label (LGL).

A. Findings

In this chapter particularly present the findings and discussion of this research. The findings of the research explain about the effectiveness of List Group Label (LGL) which is used to know whether there was significant effect or not to students' vocabulary skill, especially in verb and noun. The effectiveness of the strategy was known from the result of the pre-test and post-test. The researcher compared the result of pre-test and post-test. If the result of post-test was higher than pre-test, it meant that this strategy was effective.

It is based on the result of data analysis, the researcher found that applying List Group Label (LGL) in the class, students' vocabulary at the second grade students of MTS. Muhammadiyah Lempangang could be improved. The researcher analyzed the data obtained from the students with one class of pre-test and post-test. The data consisted of the result on pre-test and post-test. This result has proved that strategy was effective to improve the students' vocabulary. It meant that the strategy was successful.

1. Improvement of Students' Vocabulary through List Group Label (LGL) Strategy

The improvement of the students vocabulary at the second grade students of MTS. Muhammadiyah Lempangang by using List Group Label (LGL) as result of vocabulary in term of verb and noun will be explained as follows:

Table 4.1. The Improvement of Students' Vocabulary

		Mean	N	Std. Deviation	Std. Error Mean
Pair	Pretest Vocabulary	5.36	25	.7830	.1566
1	Posttest Vocabulary	7.78	25	.9471	.1894

The table 4.1 shows mean score of students vocabulary. The mean score of students vocabulary in pre-test is 5.36 with standar devitation 0.1566 and in post-test is 7.78 with standar devitation 0.1894. It is proved by the students' mean score of pre-test and post-test where the mean score of post-test is higher and has significant improvement than the mean score of pre-test after conducting the treatment. It was happened because List Group Label (LGL) provided fun, interesting, and enjoyable ways in learning English vocabulary so that students were active and had high vocabulary in verb and noun.

To see clearly the improvement of students' vocabulary, the following chart is presented:

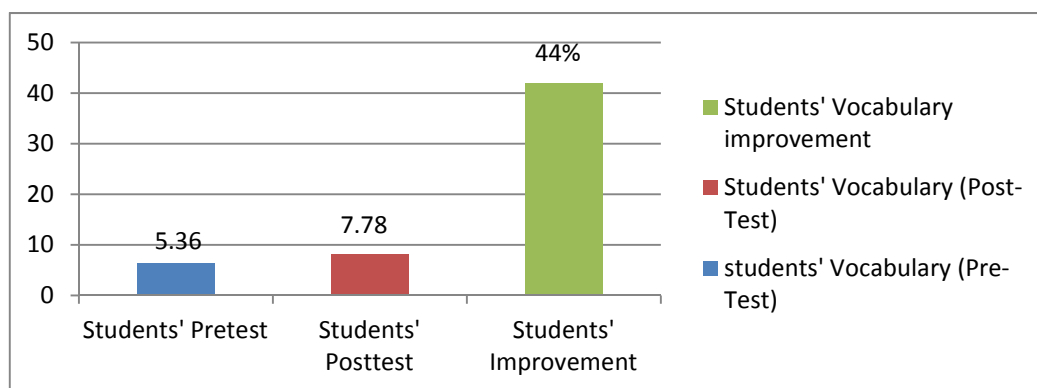


Figure 1: The Improvement of the Students' Vocabulary

The figure above shows the improvement of the students score from pre test to post test. The score were got after assessing the students' vocabulary test after the treatment was given. Mean score were significantly improve from 5.36 in pre test to 7.78 in post test. It was proven that the List Group Label (LGL) strategy was effectively improve students' vocabulary mastery with the improvement 44%.

a. Improvement of Students' Vocabulary in Terms of Verb

The improvement of the students' vocabulary in terms of frequency and rate percentage of the students' vocabulary, which focused on verb as indicators in MTS. Muhammadiyah Lempangang.

Table 4.2. Frequency and Rate Percentage of the Students' Vocabulary (Verb)

No	Score	Category	Pre-test		Post-tet	
			Frequency	Percentage	Frequency	Percentage
1.	9.6-10	Excellent	-	0	2	8
2.	8.6-9.5	Very Good	-	0	2	8
3.	7.5-8.5	Good	-	0	17	68
4.	6.6-7.5	Fairly Good	2	8	4	16
5.	5.6-6.5	Fairly	14	56	-	0
6.	3.6-5.5	Poor	7	28	-	0
7.	0.0-3.5	Very poor	2	8	-	0
	TOTAL		25	100%	25	100%

The table above shows that in the pre-test, there are 2 students or 8 % categorized as *very poor*, 7 students or 28% categorized as *poor*, 14 students or 56 % categorized as *fairly* , and 2 students or 8 % categorized as *fairly good*. The result of students' vocabulary in post-test, there are 4 student categorized as *fairly good* or 16 %, 17 students or 68% categorized as *good*, 2 students or 8% categorized as *very good* and 2 students or 8% categorized as *excellent* none of them classified into *fairly*, *poor* and *very poor*.

Table 4.3. The Improvement of Students' Vocabulary (Verb)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest Verb	5.456	25	1.0125	.2025
	Posttest Verb	8.032	25	.8635	.1727

The table 4.3 shows mean score of students vocabulary. The mean score of students vocabulary in pre-test in term of verb is 5.45 with the standar deviation is 1.01 and in post-test is 8.03 with the standar deviation is 0.8635. It is proved by the students' mean score of pre-test and post-test where the mean score of

post-test is higher and has significant improvement than the mean score of pre-test after conducting the treatment.

To see clearly the improvement of students' vocabulary in term of verb, the following chart is presented:

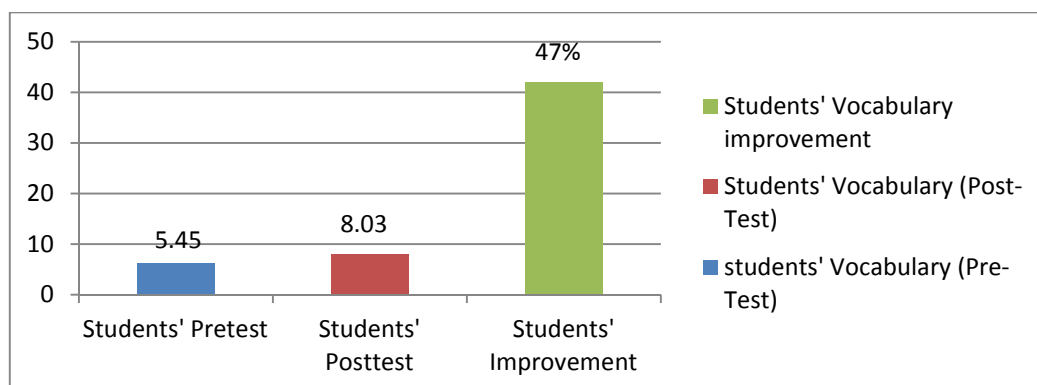


Figure 2: The Improvement of the Students' Vocabulary in Verb

The figure above shows the improvement of the students score from pre test to post test. The score were got after assessing the students' vocabulary test after the treatment was given. Mean score were significantly improve from 5.45 in pre test to 8.03 in post test. It was proven that the List Group Label (LGL) strategy was effectively improve students' vocabulary mastery with the improvement 47%.

b. Improvement of Students' Vocabulary in Terms of Noun

The improvement of the students' vocabulary in terms of frequency and rate percentage of the students' vocabulary, which focused on noun as indicators in MTS. Muhammadiyah Lempangang.

Table 4.4. Frequency and Rate Percentage of the Students' Vocabulary (Noun)

No	Score	Category	Pre-test		Post-tet	
			Frequency	Percentage	Frequency	Percentage
1.	9.6-10	Excellent	-	0	2	8
2.	8.6-9.5	Very Good	-	0	3	12
3.	7.5-8.5	Good	-	0	10	40
4.	6.6-7.5	Fairly Good	1	4	7	28
5.	5.6-6.5	Fairly	9	36	3	12
6.	3.6-5.5	Poor	9	36	-	0
7.	0.0-3.5	Very poor	6	24	-	0
	TOTAL		25	100%	25	100%

The table above shows that in the pre-test, there are 6 students or 24% categorized as *very poor*, 9 students or 36% categorized as *poor*, 9 students or 36% categorized as *fairly*, and 1 students or 4 % categorized as *fairly good*, none of the students students got *good* and excellent. The result of students' vocabulary in post-test, there are 3 student categorized as *fairly* or 12 %, 7 students or 28% categorized as *fairly good*, 10 students or 40% categorized as *good* and 5 (20%) categorized as *very good* and *excellent* category.

Based on the data obtained from the vocabulary test, the students mean score was determined 0 - 10. The students' mean score and the improvement rate of the students' vocabulary mastery could be seen in the following table:

Table 4.5. The Improvement of Students' Vocabulary (Noun)

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest Noun	5.280	25	.9092	.1818
	Posttest Noun	7.547	25	16.9272	3.3854

The table 4.5 shows mean score of students vocabulary in term of noun. The mean score of students vocabulary in pre-test in term of noun is 5.28 with the standard deviation is 18.9 and in post-test is 7.54 with the standard deviation is 16.9272. It is proved by the students' mean score of pre-test and post-test where the mean score of post-test is higher and has significant improvement than the mean score of pre-test after conducting the treatment.

To see clearly the improvement of students' vocabulary in term of noun, the following chart is presented:

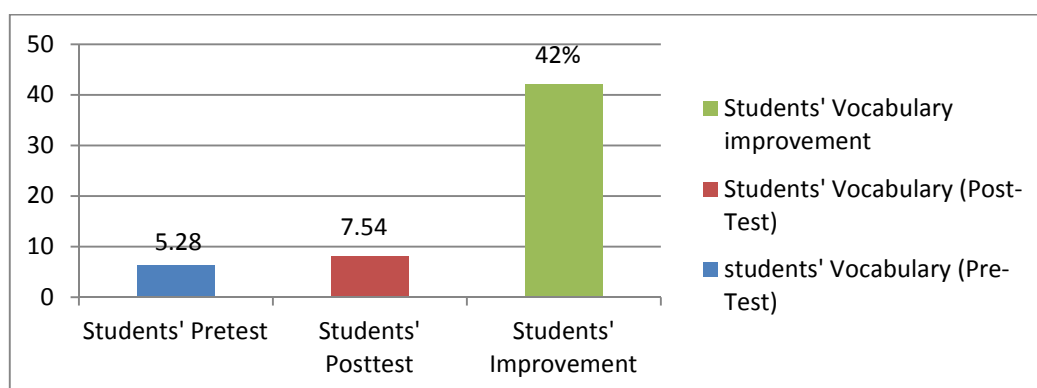


Figure 3: The Improvement of the Students' Vocabulary in Noun

The figure above shows the improvement of the students score from pre test to post test. The score were got after assessing the students' vocabulary test after the treatment was given. Mean score were significantly improve from 5.28 in pre test to 7.54 in post test. It was proven that the List Group Label (LGL) strategy was effectively improve students' vocabulary mastery with the improvement 42%.

c. Hypothesis Testing

To know the level of significance of the pre-test and post-test, the researcher uses t-test analysis on the level of significance (p) = 0.05 with the degree of freedom (df) = $N-1$ ($25-1=$), where N =number of subject (25 students) then the value of t-table is 1.711. The t-test statistical, analysis for independent sample is applied. The following table shows the result of t-test calculation:

Table 4.6. The T-Test of the Students' Improvement

Students Mean Scores	T-Test Value	T-Table value	Category
	20.9	1.711	Significant

The table 4.6 above shows that the t-test value is higher than t-test value is $20.9 > 1.711$ it means that there is a significant difference between the students' vocabulary before and after using List Group Label (LGL) strategy. The researcher may conclude that this improvement is significant. Furthermore it was found that the List Group Label (LGL) strategy is effectively improving students' vocabulary mastery. It is said that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. It means that there is a significant difference between the students' vocabulary mastery before and after using List Group Label (LGL) Strategy in teaching vocabulary.

2. Students' Interest in Learning Vocabularies through List Group Label (LGL) Strategy

This part resulted the answer of second subsidiary research question. The data gained through questionnaires scores. The questionnaire consists of 20 statements that included the students' responses about the List Group Label (LGL) in improving students' vocabulary mastery. The questionnaire also aimed to find the students interest in List Group Label (LGL) strategy. The questionnaire adopted liker scale in which there were 4 alternatives answers from strongly agrees, agree, disagree and strongly disagree. The answer scored from 4 to 1. The questionnaire was distributed to 25 students

Based on the questionnaire, it was found that the students mean score was 72 and it classified that the students interest in the high level. The result can be seen in the table below:

Table 4.7. The Scoring classification of the student's interest

No.	Interval Score	Classification
1	85-100	Very High
2	69-84	High
3	52-68	Moderate
4	51-20	Low

The table above shows that the strategy was interesting for the students to improve their vocabulary mastery. The students though that through some steps in the treatment could be as the stimulus for them to learn many vocabularies in English.

B. Discussion

In this part, the writer presents the discussion about the data analysis on the research that has been presented in the previous chapter, in this case, the researcher discusses about, 1) the improvement of students' vocabulary skills, and 2) the students of interest in learning.

1. The Improvement of Students' Vocabulary Skill

The application of List Group Label (LGL) in improving the students' vocabulary can be seen the difference by considering the result of the students improvement in pre-test and post-test. It is supported by the students' mean score of vocabulary in pretest 5.36 was classified as fair and the mean score of the students' vocabulary in post-test become 7.78 which was classified as good with the improvement 44%. At the beginning, the students' didn't understand about the material that had been given because lack acknowledgement of vocabulary. Moreover, all of them were hard to difference between verb and noun with the result that the researcher gave the treatment using List Group Label (LGL) strategy to the students. As the result students become active and enjoy in learning process.

The improvement of students vocabulary in terms of verb showed that the students vocabulary in terms of verb had developed. It is supported by the students' mean score of verb in pre-test 5.45 was lower. In this case, the researcher found that the studnets difficult to classify the word in terms of verb, after applying List Group Label (LGL) the students could labelling

and classify the word of verb with the mean score of verb in post-test 8.03 and the improvement 47%.

The improvement of students vocabulary in terms of noun showed that the students vocabulary in terms of noun had developed. It is supported by the students' mean score of noun in pre-test 5.28 was lower. In this case, the researcher found that the students difficult to classify the word in terms of noun, after applying List Group Label (LGL) the students could labelling and classify the word of noun with the mean score of noun in post-test 7.54 and the improvement 42%.

The development of students vocabulary also showed by the comparison between t-test and t-table values of the indicator (Vocabulary Mastery). The students t-test 20.9 was greater than t-table 1.711, ($20.9 > 1.711$). It means that students' vocabulary mastery has significant development after the student treated by using List Group and Label (LGL) Strategy in teaching vocabulary.

By seeing the alteration of students' development classification proved that using List Group Label (LGL) Strategy had developed the students' vocabulary. Then Taba in Murphy (2010:87) states that List Group Label (LGL) is a strategy that builds on students' prior knowledge of a text topic and provides students with opportunity to brainstorm words that they associate with the topic. It means that, this strategy can help the students to make their background knowledge before do the lesson.

Based on the indicators above, it can be said that the implementation of List Group Label (LGL) could help the students to develop their thoughts in getting main idea or finding the word meaning in teaching vocabulary in other word, the teaching process, the researcher focused on teaching the students to develop their vocabulary acquisition into three processes those are list the vocabulary then grouping and labeling the vocabulary.

2. The Students' Interest in Learning.

The analysis shows that the implementation of List Group Label (LGL) Strategy in teaching vocabulary influenced significantly the students' interest in learning English. In this research, the interest of the students was considered as output, if the students have good response in applying List Group Label (LGL) Strategy in learning and teaching vocabulary it can increase their interest in learning activity.

It was found that the students' mean score was 72. It was classified that the students are interested to study by using List Group Label (LGL) Strategy in developing the student's vocabulary and the research found those are some students interest in study List Group Label (LGL) based on the indicator of interest by Mustamir (2010:33), which makes students:

- a. having concentrate, the students look seriously in hearing what the researcher or teacher explains

- b. having desire, the students have strong willingness in learning English. It could be seen by seeing their activities during teaching and learning process.
- c. having enthusiasm, in teaching and learning process, the students always discuss each other when they are finding unfamiliar words
- d. having curiosity, the students often ask the teacher to explain how to memorize the vocabulary fast.

The students' interest in learning vocabularies through List Group Label (LGL) Strategy is improved. This model gives the positive interest to the students. It can be known from the questionnaire which is distributed to the students related to the experimental research. It also supported the findings of Allen and Valette (2012) research which points out that List Group Label (LGL) Strategy is used to enhance student's engagement and interest in learning.

Therefore, the applying List Group Label (LGL) strategy, the researcher had opinion that use of appropriate strategy in teaching learning process made students interest in learning activities and it encourages the students to pay more attention to information that is to be learned. The final result, it improved the students' achievement in their learning activity, especially in teaching vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on discussion proposed in previous chapter, the researcher concludes that:

1. Using List Group Label (LGL) improves the students' vocabulary mastery the second year students of MTS Muhammadiyah Lempangan. It is proven by the mean score of students' vocabulary test on pre-test was 5.36 and after post-test was 7.78 the mean score on pre-test vocabulary in terms of verb was 5.45 and after post-test was 8.03, the mean score on pre-test vocabulary of noun was 5.28 and after post-test was 7.54
2. The interest of the students had good response in applying List Group Label (LGL) Strategy. Based on the indicator of interest, some students had concentrate, desire, enthusiasm, and curiosity. It also found that the students' mean score was 72. The mean score was classified that the students were interested to study by implementing List Group Label(LGL) Strategy in increasing students' vocabulary.

B. Suggestion

As the result of the study reveals that the use of List Group Label(LGL) had been effective way to improve the students' vocabulary mastery, the researcher suggests the following things:

1. It is suggested to the English teacher to use List Group Label(LGL)as one of strategy in the teaching andlearning process especially in teaching vocabulary.
2. It is suggested to the English teacher to use the interesting environmental to teach vocabulary to the students.
3. The teacher should invite and raise the students' interest and motivation in learning by manipulating various ways in presenting productive ability, include teaching vocabulary.

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A P P E N D I C E S

APPENDIX A. Rencana Pelaksanaan Pembelajaran (RPP)

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah	: MTs. Muhammadiyah Lempangang
Mata pelajaran	: Bahasa Inggris
Kelas/ Semester	: VIII
Alokasi Waktu	: 2x 40 menit
Topik Pembelajaran	: Reading
Pertemuan	: 1

A. Standar Kompetensi

Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar

B. Kompetensi Dasar

1. Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan dimengerti yang berkaitan dengan lingkungan sekitar.
2. Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

C. Indikator Pencapaian Kompetensi

1. Mengidentifikasi informasi rinci dalam teks tulis fungsional
2. Menjawab pertanyaan-pertanyaan berdasarkan bacaan.

D. Tujuan Pembelajaran

Pada akhir pembelajaran:

1. Dengan adanya teks monolog, siswa dapat menemukan informasi teks yang diberikan
2. Siswa dapat menambah kosa kata bahasa Inggris

E. Materi Pokok

Materi : I have a cat

Sumber : Buku “English in focus for grade VIII Junior High School”

F. Metode Pembelajaran/ teknik:

List Group Label (LGL) Strategy

G. Langkah-langkah Kegiatan Pembelajaran

Tahap Pembelajaran	Kegiatan pembelajaran
Kegiatan Awal	<ul style="list-style-type: none">- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan santun, peduli)- Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)- Menginstruksikan siswa untuk berdoa sebelum memulai pelajaran- Menyampaikan materi yang akan dipelajari
Kegiatan Inti	<ul style="list-style-type: none">- Siswa diberikan text fill in the blank oleh guru- Guru meminta siswa untuk mengisi teks dengan kata yang telah tersedia- List: guru meminta siswa untuk mendaftar kata yang berhubungan dengan topik “I have a cat”- Setelah siswa selesai membuat daftar katanya

	<ul style="list-style-type: none"> - Group: siswa mengelompokkan kata-kata yang sesuai dengan jenisnya - Label: siswa melabelkan kata-kata dalam “verb dan noun”
Kegiatan Akhir	<ul style="list-style-type: none"> - Siswa menyimpulkan pembelajaran hari ini - Guru memberikan refleksi pembelajaran dan hasil pembelajaran siswa - Memberi motivasi kepada siswa untuk banyak berlatih mengerjakan soal-soal dan rajin belajar. - Menginstruksikan siswa untuk berdoa setelah belajar.

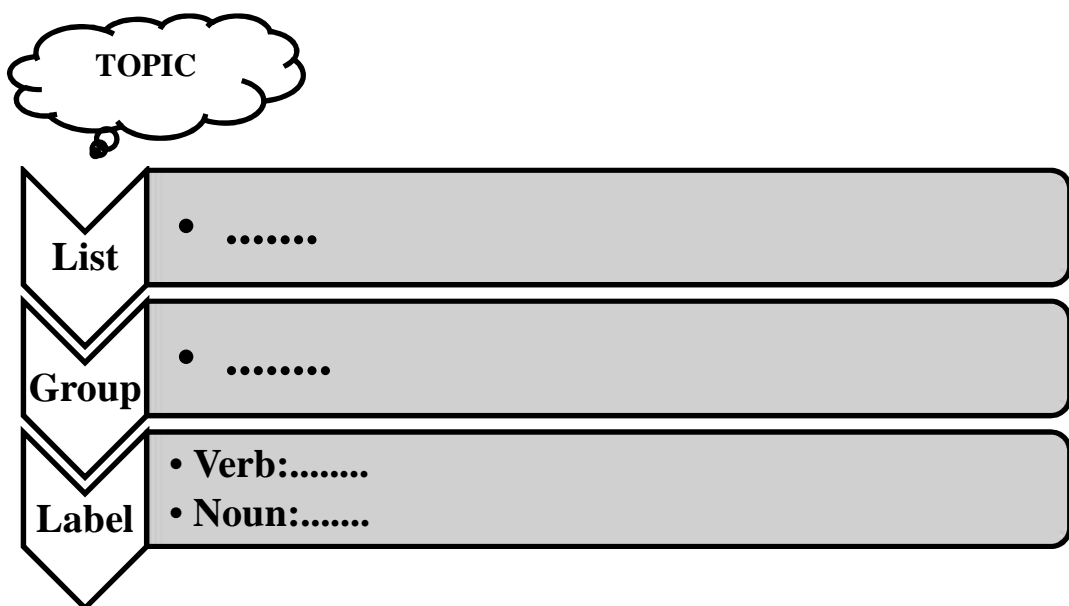
H. Sumber, Bahan/ Alat

Buku “English in Focus for Grade VIII Junior High School”

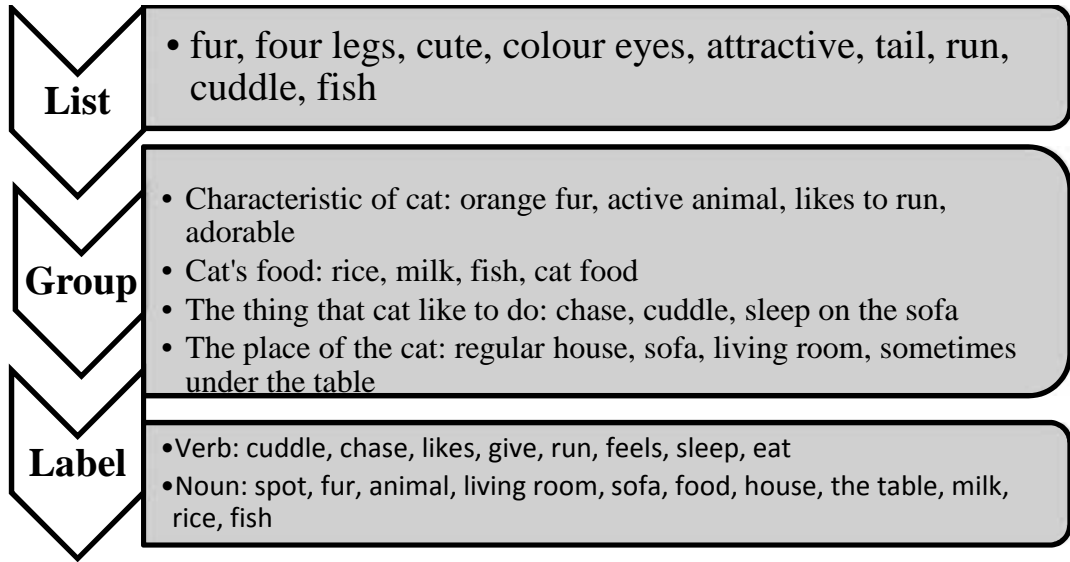
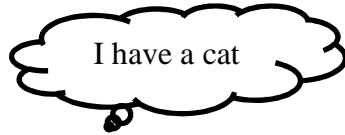
I. Penilaian

1. Teknik : Tes Tulis
2. Bentuk : Tugas Individu
3. Instrument :

Membuat daftar kata-kata yang sesuai topik yang diberikan oleh guru, kemudian mengelompokkannya, dan melabelkannya.



Teaching Material



Listing:

The students listed the words related to the topic provided. After the students listed the words, it will indirectly stimulate them to found the meaning of each words and later made them easier to move to the next step.

Group:

The students grouping the listed words which related to the heading provided. According to this teaching material, the researcher raised a topic about “I have a cat” means that the all vocabularies listed related with a cat. The students will group the listed words based on that heading.

Label:

The students classified the words into verb and noun. This step is the important in order to measure the students understanding about the class of each words. They were demanded to label all of the words. The researcher only aks the students to label verb and noun.

Instrument

- The table	- Adorable	- Chase
- Milk	- Rice	- Cuddle

1. Fill in the blank on the text suitable with the words in the box above!

I Have a Cat

Spot is a regular house cat. He is an(a) cat. He has orange fur with white and black spots. I like to(b) him because his fur feels soft. Every morning I give spot(c). Spot does not like(d), so I give him cat food. Spot is an active animal. He likes to run around the house. He likes to(e) everyone in my house. When he feels tired or sleepy, spot usually sleeps on the sofa in the living room or sometimes under(f)

2. List some words which related to the topic above!
3. Grouping the listed word based on the following heading.
 - a. Characteristic of cat :
 - b. Cat food :
 - c. The things that cat like to do :
 - d. The place of the cat :
4. Labeling and classify words to noun and words to verb!

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah	: MTs. Muhammadiyah Lempangang
Mata pelajaran	: Bahasa Inggris
Kelas/ Semester	: VIII
Alokasi Waktu	: 2x 40 menit
Topik Pembelajaran	: Reading
Pertemuan	: 2

A. Standar Kompetensi

Memahami makna teks tulis dan fungsional dan esai pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar

B. Kompetensi Dasar

1. Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar
2. Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

C. Indikator Pencapaian Kompetensi

1. Mengidentifikasi informasi rinci dalam teks tulis fungsional
2. Menjawab pertanyaan-pertanyaan berdasarkan bacaan

D. Tujuan Pembelajaran

Pada akhir pembelajaran:

1. Dengan adanya teks monolog, siswa dapat menemukan informasi teks yang diberikan
2. Siswa dapat menambah kosa kata bahasa Inggris

E. Materi Pokok

Materi : Bongo the Orangutan

Sumber : Buku “English in focus for grade VIII Junior High School” halaman 20

F. Metode Pembelajaran/ teknik:

List Group Label (LGL) Strategy

G. Langkah-langkah Kegiatan Pembelajaran

Tahap Pembelajaran	Kegiatan pembelajaran
Kegiatan Awal	<ul style="list-style-type: none">- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan santun, peduli)- Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)- Menginstruksikan siswa untuk berdoa sebelum memulai pelajaran- Menyampaikan materi yang akan dipelajari
Kegiatan Inti	<ul style="list-style-type: none">- Siswa diberikan text fill in the blank oleh guru- Guru meminta siswa untuk mengisi teks dengan kata yang telah tersedia- List: Guru meminta siswa untuk mendaftar kata yang berhubungan dengan topik “Bongo the Orang utan”- Setelah siswa selesai membuat daftar katanya- Group: Siswa mengelompokkan kata-kata yang sesuai dengan jenisnya- Label: Siswa melabelkan kata-kata dalam “verb dan noun”

Kegiatan Akhir	<ul style="list-style-type: none"> - Siswa menyimpulkan pembelajaran hari ini - Guru memberikan refleksi pembelajaran dan hasil pembelajaran siswa - Memberi motivasi kepada siswa untuk banyak berlatih mengerjakan soal-soal dan rajin belajar. - Menginstruksikan siswa untuk berdoa setelah belajar.
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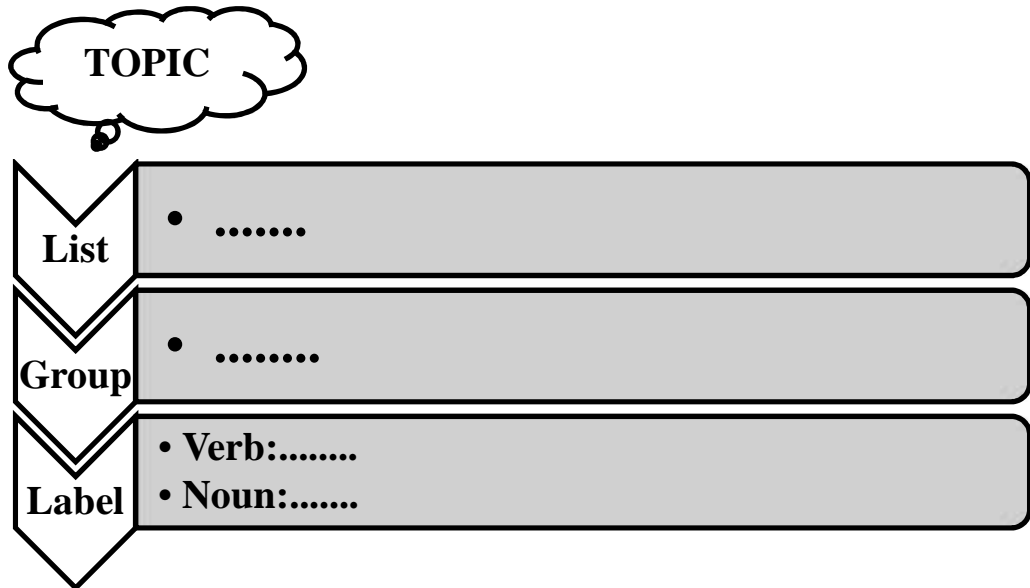
H. Sumber, Bahan/ Alat

Buku “English in Focus for Grade VIII Junior High School” halaman 20

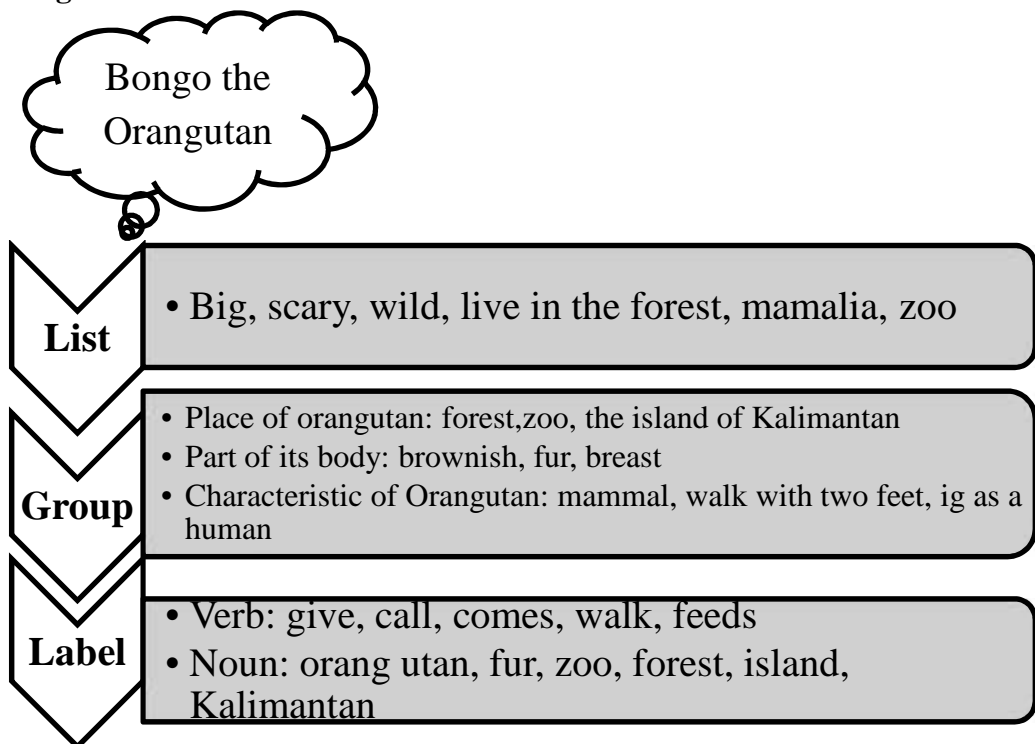
I. Penilaian

1. Teknik : Tes Tulis
2. Bentuk : Tugas Individu
3. Instrument :

Membuat daftar kata-kata yang sesuai bacaan yang diberikan oleh guru, kemudian mengelompokkannya, dan melabelkannya.



Teaching Material



Listing:

The students listed the words related to the topic provided. After the students listed the words, it will indirectly stimulate them to found the meaning of each words and later made them easier to move to the next step.

Group:

The students grouping the listed words which related to the heading provided. According to this teaching material, the researcher raised a topic about “Bongo the Orangutan” means that the all vocabularies listed related with an orangutan. The researcher also provide heading in order to make sudents easier to identify the listed words. The students will group the listed words based on that heading.

Label:

The students classified the words into verb and noun. This step is the important in order to measure the students understanding about the class of each words. They were demanded to label all of the words. The researcher only aks the students to label verb and noun.

Instrument

- Walk with two feet	- Birth	- Forest
- Similar to human	- Zoo	- Mammal

1. Fill in the blank on the text suitable with the words in the box above!

Bongo the Orangutan

There is an orangutan in the Bandung(a) People call her Bongo. She comes from a dense(b) on the island of Kalimantan.

She has physical features(c) Bongo has brownish fur, and(d) Bongo is almost as big as a human. She is a(e), that means she gives(f) to her children and breast feeds them.

2. List some words which related to the topic above!
3. Grouping the listed word based on the following heading.
 - a. Place of orangutan :
 - b. Part of its body :
 - c. Characteristic of Orangutan :
4. Labeling and classify 10 words to noun and 10 words to verb

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah	: MTs. Muhammadiyah Lempangan
Mata pelajaran	: Bahasa Inggris
Kelas/ Semester	: VIII
Alokasi Waktu	: 2x 40 menit
Topik Pembelajaran	: Reading
Pertemuan	: 3

A. Standar Kompetensi

Memahami makna teks tulis dan fungsional dan esai pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar

B. Kompetensi Dasar

1. Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar
2. Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

C. Indikator Pencapaian Kompetensi

1. Mengidentifikasi informasi rinci dalam teks tulis fungsional
2. Menjawab pertanyaan-pertanyaan berdasarkan bacaan

D. Tujuan Pembelajaran

Pada akhir pembelajaran:

1. Dengan adanya teks monolog, siswa dapat menemukan informasi teks yang diberikan
2. Siswa dapat menambah kosa kata bahasa Inggris

E. Materi Pokok

Materi : Planting in the Garden

Sumber : Buku “English in focus for grade VIII Junior High School”

F. Metode Pembelajaran/ teknik:

List Group Label (LGL) Strategy

G. Langkah-langkah Kegiatan Pembelajaran

Tahap Pembelajaran	Kegiatan pembelajaran
Kegiatan Awal	<ul style="list-style-type: none">- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan santun, peduli)- Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)- Menginstruksikan siswa untuk berdoa sebelum memulai pelajaran- Menyampaikan materi yang akan dipelajari
Kegiatan Inti	<ul style="list-style-type: none">- Siswa diberikan text fill in the blank oleh guru- Guru meminta siswa untuk mengisi teks dengan kata yang telah tersedia- List: guru meminta siswa untuk mendaftar kata yang berhubungan dengan topik “Planting in the garden”- Setelah siswa selesai membuat daftar katanya- Group: siswa mengelompokkan kata-kata yang sesuai dengan jenisnya- Label: siswa melabelkan kata-kata dalam “verb dan noun

Kegiatan Akhir	<ul style="list-style-type: none"> - Siswa menyimpulkan pembelajaran hari ini - Guru memberikan refleksi pembelajaran dan hasil pembelajaran siswa - Memberi motivasi kepada siswa untuk banyak berlatih mengerjakan soal-soal dan rajin belajar. - Menginstruksikan siswa untuk berdoa setelah belajar.
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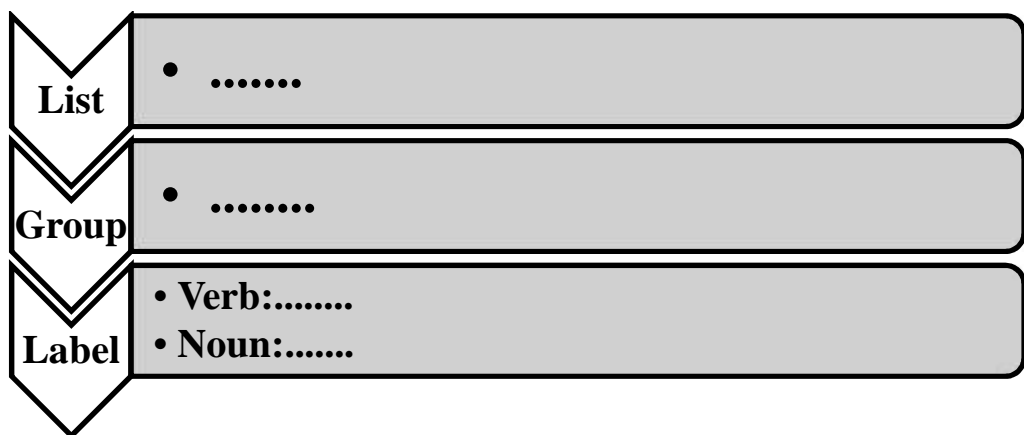
H. Sumber, Bahan/ Alat

Buku “English in Focus for Grade VIII Junior High School”

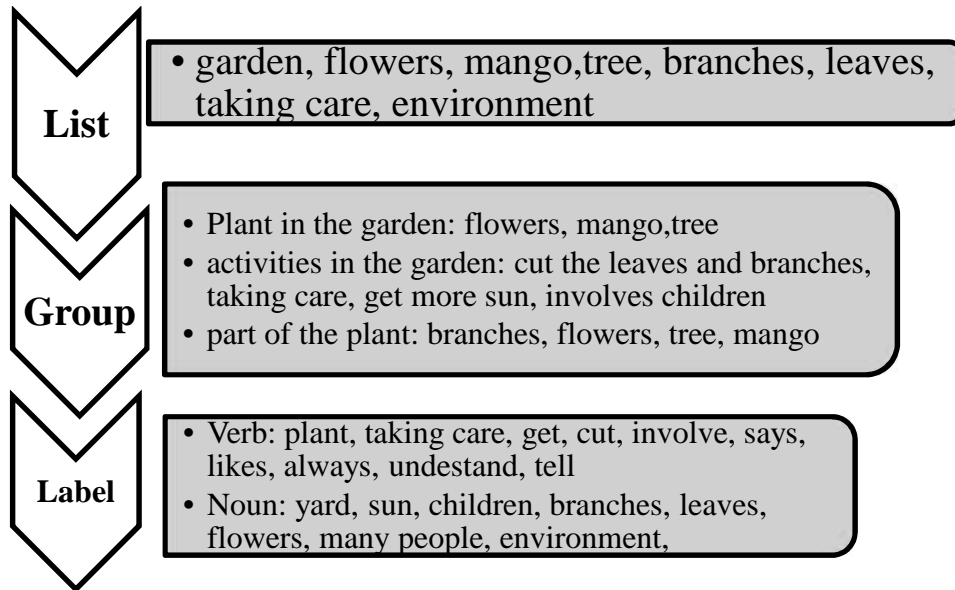
I. Penilaian

1. Teknik : Tes Tulis
2. Bentuk : Tugas Individu
3. Instrument :

Membuat daftar kata-kata yang sesuai bacaan yang diberikan oleh guru, kemudian mengelompokkannya, dan melabelkannya



Teaching Material



Listing:

The students listed the words related to the topic provided. After the students listed the words, it will indirectly stimulate them to find the meaning of each word and later made them easier to move to the next step.

Group:

The students grouped the listed words which related to the heading provided. According to this teaching material, the researcher raised a topic about “planting in the garden” means that all vocabularies listed related with a garden. The students will group the listed words based on that heading.

Label:

The students classified the words into verb and noun. This step is the important in order to measure the students understanding about the class of each word. They were demanded to label all of the words. The researcher only asks the students to label verb and noun.

Instrument

- Cut	- Environment	- Planting flower
- Beautiful	- Taking care	- Garden

1. Fill in the blank on the text suitable with the words in the box

Planting in the Garden

Mr Warsidi has a (a) in his yard, and he likes to(b) there. He says it is fun. Today he is(c) in the garden. There is also and old mango tree in the yard. He always(d) the leaves and the branches in taking care of it. He said that the flowers must get more sun.

Mr Warsidi often involves his children to take care together of the garden. So they will understand how to take care their(e) Many people tell Mr Warsidi how (f) his garden is.

2. List some words which related to the topic above!
3. Grouping the listed word based on the following heading.
- a. Plant in the garden :
 - b. Activities in the garden :
 - c. Part of plant :
4. Labeling and classify the words to noun and to verb!

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah	: MTs. Muhammadiyah Lempangang
Mata pelajaran	: Bahasa Inggris
Kelas/ Semester	: VIII
Alokasi Waktu	: 2x 40 menit
Topik Pembelajaran	: Reading
Pertemuan	: 4

A. Standar Kompetensi

Memahami makna teks tulis dan fungsional dan esai pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar

B. Kompetensi Dasar

1. Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar
2. Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*.

C. Indikator Pencapaian Kompetensi

1. Mengidentifikasi informasi rinci dalam teks tulis fungsional
2. Menjawab pertanyaan-pertanyaan berdasarkan bacaan

D. Tujuan Pembelajaran

Pada akhir pembelajaran:

1. Dengan adanya teks monolog, siswa dapat menemukan informasi teks yang diberikan.
2. Siswa dapat menambah kosa kata bahasa Inggris.

E. Materi Pokok

Materi : Panda

Sumber : Buku “English in focus for grade VIII Junior High School” halaman 44.

F. Metode Pembelajaran/ teknik:

List Group Label (LGL) Strategy

G. Langkah-langkah Kegiatan Pembelajaran

Tahap Pembelajaran	Kegiatan pembelajaran
Kegiatan Awal	<ul style="list-style-type: none">- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan santun, peduli)- Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)- Menginstruksikan siswa untuk berdoa sebelum memulai pelajaran- Menyampaikan materi yang akan dipelajari
Kegiatan Inti	<ul style="list-style-type: none">- Siswa diberikan text fill in the blank oleh guru- Guru meminta siswa untuk mengisi teks dengan kata yang telah tersedia- List: guru meminta siswa untuk mendaftar kata yang berhubungan dengan topik “Panda”- Setelah siswa selesai membuat daftar katanya- Group: siswa mengelompokkan kata-kata yang sesuai dengan jenisnya- Label: siswa melabelkan kata-kata dalam “verb dan noun”

Kegiatan Akhir	<ul style="list-style-type: none"> - Siswa menyimpulkan pembelajaran hari ini - Guru memberikan reflexi pembelajaran dan hasil pembelajaran siswa - Memberi motivasi kepada siswa untuk banyak berlatih mengerjakan soal-soal dan rajin belajar. - Menginstruksikan siswa untuk berdoa setelah belajar.
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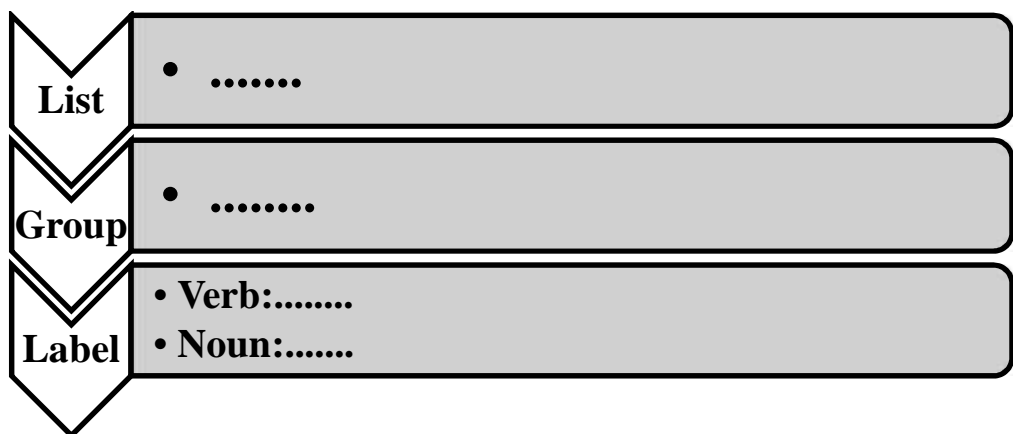
H. Sumber, Bahan/ Alat

Buku “English in Focus for Grade VIII Junior High School” halaman 44

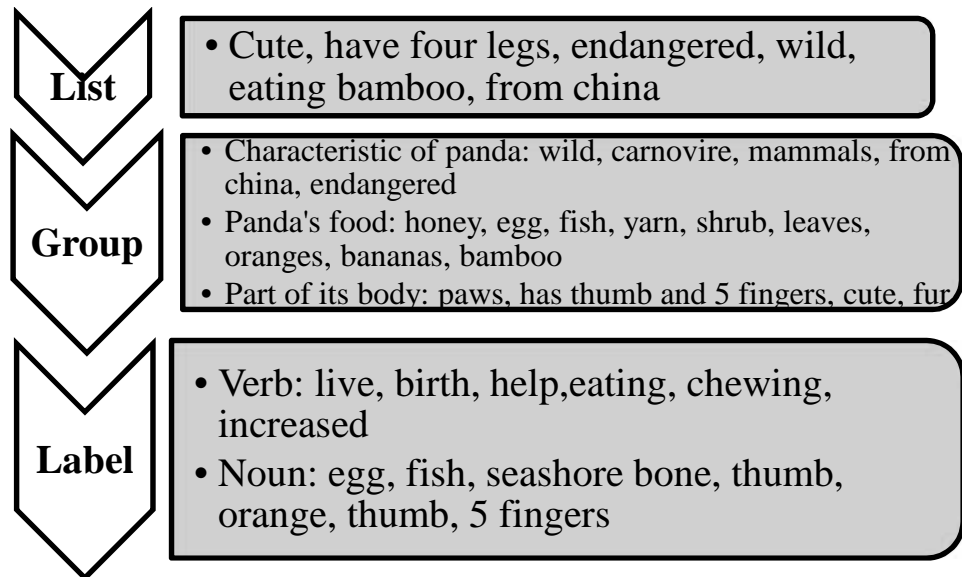
I. Penilaian

1. Teknik : Tes Tulis
2. Bentuk : Tugas Individu
3. Instrument :

Membuat daftar kata-kata yang sesuai bacaan yang diberikan oleh guru, kemudian mengelompokkannya, dan melabelkannya



Teaching Material



Listing:

The students listed the words related to the topic provided. After the students listed the words, it will indirectly stimulate them to find the meaning of each word and later made them easier to move to the next step.

Group:

The students grouped the listed words which related to the heading provided. According to this teaching material, the researcher raised a topic about "panda" means that the all vocabularies listed related with a panda. The students easier in grouping process after they found the meaning of the listed words.

Label:

The students classified the words into verb and noun. This step is the important in order to measure the students understanding about the class of each words. They were demanded to label all of the words. The researcher only asks the students to label verb and noun.

Instrument

- Chewing	- Hold	- Mammal
- Endangered	- Carnivore	- Thumb

1. Fill in the blank on the text suitable with the words in the box above!

PANDA

Panda is(a) that usually live in mountains. They are an animal genuine from China. Panda is a(b), but their food is same as herbivore, that is bamboo. In captivity, they may receive honey, eggs, fish, yarns, Shrub leaves, oranges, or bananas, along with specially prepared food. Then ears will move when they(c) their foods. Panda including(d) species because they lost their habitats and the birth rate is very low.

There are about 1.600 pandas living in the wild. Panda's paw has the(e) and five fingers. The thumb is actually a modified seashore-bone, which helps it to(f) bamboo while eating. Panda had been favorite people animal because this species are cute like a baby. The panda also usually illustrated reclining peacefully eating bamboo, so that increased their image as a sweet and peaceful animal.

2. List some words which related to the topic above!
3. Grouping the listed word based on the following heading.
 - a. Characteristic of panda :
 - b. Panda's food :
 - c. Part of panda's body :
4. Labeling and classify 10 words to noun and 10 words to verb!

APPENDIX B. PRE-TEST

INSTRUMENT

Reg. No :

Name :

Class :

- Bathroom	- Help	- Rooms
- Spring bed	- Says	- City

1. Fill in the blank on the text suitable with the words in the box above

Come to Our Hotel

There is a new hotel in my.....(a) It is a four-star hotel. It is a four-star hotel downtown. The hotel is not very big but the architecture is very beautiful. It looks like a classic castle in Europe. According to the brochure, it has 100(b) a fancy restaurant, complete sports facilities including a swimming pool, tennis court, gym and sauna, there are also a coffee shop and a karaoke room.

The pictures of the rooms in the brochure are very nice The rooms look very nice comfortable. It they contain a big(c) with big pillows, a nice sofa, a wardrobe and a television system with programmers from all over the world. The(d) is very beautiful although it is not very big. It has a bath-ub with hot and cold water so guests can bath in it comfortably.

The brochure (e) "Hospitality is our trademark". The staff of that from the receptionists, house keepers, and bellboys are trained to be polite and to (f) guests in any way they can.

2. List some words which related to the topic above. 5 words minimally.
3. Grouping the listed word based on the following heading.
 - a. Tools in the room :
 - b. People in the hotel :
 - c. Facility of the hotel :
 - d. Service of the hotel :
4. Labeling and classify 10 words of noun and 10 words of verb!

APPENDIX C: POST-TEST

INSTRUMENT

Reg. Number :

Name :

Class :

- Ride	- Building	- City
- Weather	- winds up and down	- Restaurant

1. Fill in the blank on the text suitable with the words in the box above!

SAN FRANCISCO

San Fransisco is my favorite city in the United States. It is so beautiful clean, not too big and it has something for everybody. I love the streets and(a) in San Fransisco. The streets (b) the hills, with beautiful old brick and wooden houses on either side.

One of my favorite things to do in San Fransisco is to (c) the cable car. It takes you to most parts of the (d). It's not very comfortable ride, but it's exciting and the views you get from the air are wonderful. And I like (e) in San Fransisco. It never gets too cold or too hot. The summers are pleasant. The fresh breezes blow off the ocean and the sky is always blue. It rains quite a lot in the writer, but it never gets very cold.

Another thing I enjoy about the city is the..... (f). The seafood restaurants, with crabs and lobster are my favorites. You can also get great Chinese, Japanese, American and European food in San Francisco.

2. List some words which related to the topic above. 5 words minimally

3. Grouping the listed word based on the following heading.

a. The situation in San Francisco :

b. The favorite thing in San Francisco :

c. The weather in San Francisco :

d. San Francisco's food :

4. Labeling and classify 10 words of noun and 10 words of verb!

APPENDIX D. QUESTIONNAIRE

Questionnaire for students' interest in List Group Label (LGL) Strategy

Petunjuk

1. Questionnaire ini tidak bermaksud untuk menguji atau menilai, tetapi untuk mengetahui ketertarikan siswa belajar bahasa Inggris serta penerapan List Group Label (LGL) strategy
2. Berilah tanda check list pada kolom menurut pendapat dengan 4 pilihan jawaban

SS = Sangat Setuju

S = Setuju

TS = Tidak Setuju

STS = Sangat Tidak Setuju

No	Respon siswa terhadap List Group Label (LGL) strategy	SS	S	TS	STS
1.	Belajar bahasa Inggris melalui strategy List Group Label (LGL) menambah semangat untuk meningkatkan kosa kata baru				
2.	Belajar bahasa Inggris melalui strategy List Group Label (LGL) sangat menarik untuk meningkatkan kosa kata baru				
3.	Lebih mudah mengungkapkan kosa kata baru dengan spontan jika guru mengajarkan melalui List Group Label (LGL) strategy				
4.	Belajar bahasa Inggris terutama vocabulary melalui List Group Label (LGL) strategy dapat mengarahkan berfikir secara effective untuk meningkatkan kosa kata				

5.	Pembelajaran bahasa Inggris melalui List Group Label (LGL) strategy sangat perlu diterapkan karena strategy ini akan meningkatkan kemampuan dalam mengungkapkan kosa kata bahasa Inggris				
6.	Belajar bahasa Inggris dengan menggunakan List Group Label (LGL) strategy sangat mengasyikan untuk menghafal kosa kata baru				
7.	Sangat termotivasi untuk belajar bahasa Inggris melalui List Group Label (LGL) strategy karena meningkatkan kelancaran saya dalam mengucapkan kosa kata				
8.	Belajar vocabulary melalui List Group Label (LGL) strategy memberikan peluang untuk mengembangkan kosa kata				
9.	Belajar bahasa Inggris melalui List Group Label (LGL) strategy meningkatkan rasa percaya diri dalam mengungkapkan kosa kata				
10.	Belajar bahasa Inggris melalui List Group Label (LGL) strategy tidak membatasi untuk mengembangkan kosa kata				
11.	Belajar bahasa Inggris dengan menggunakan strategy List Group Label (LGL) membuat saya bosan				
12.	Penggunaan List Group Label (LGL) strategy sulit meningkatkan kemampuan dalam meningkatkan kosa kata				
13.	Pembelajaran bahasa inggris (vocabulary) dengan menggunakan List Group Label (LGL) strategy tidak perlu diterapkan				

14.	Sulit mengembangkan kosa kata secara effective melalui List Group Label (LGL) strategy				
15.	Belajar bahasa Inggris (vocabulary) dengan menggunakan List Group Label (LGL) terasa sulit mengungkapkan kosa kata baru				
16.	Sulit untuk aktif dalam belajar kosa kata bahasa Inggris melalui List Group Label (LGL) strategy				
17.	Suasana menjadi tegang belajar bahasa Inggris menggunakan List Group Label (LGL) strategy				
18.	Sulit berdiskusi dengan teman-teman bila belajar kosa kata bahasa Inggris melalui List Group Label (LGL) strategy				
19.	Belajar bahasa Inggris melalui List Group Label (LGL) sulit menghubungkan kosa kata yang satu dengan yang lain				
20.	Waktu belajar terasa lama bila belajar bahasa Inggris melalui List Group Label (LGL) strategy				

(adopted from: Djahuri, 2015)

APPENDIX E. The Students' Row Scores of Pre-Test on Verb and Noun**The students' Row Scores of Pre-tests on Verb and Noun**

Respondents	PRE-TEST			
	Verb		Noun	
	Correct answer	Final score	Correct answer	Final score
S-1	12	4,8	11	4,4
S-2	12	4,8	11	4,4
S-3	14	5,6	13	5,2
S-4	16	6,4	15	6
S-5	16	6,4	13	5,2
S-6	14	5,6	11	4,4
S-7	15	6	13	5,2
S-8	14	6,4	14	5,6
S-9	9	3,6	12	4,8
S-10	14	5,6	12	4,8
S-11	7	2,8	8	3,2
S-12	14	5,6	11	4,4
S-13	14	5,6	12	4,8
S-14	14	5,6	12	4,8
S-15	16	6,4	13	5,2
S-16	12	4,8	15	6
S-17	14	5,6	16	6,4
S-18	17	6,8	16	6,4
S-19	18	7,2	18	7,2
S-20	13	5,2	15	6
S-21	16	6,4	16	6,4
S-22	14	5,6	14	6,4
S-23	12	4,8	11	5,6
S-24	10	4	12	4,4
S-25	12	4,8	13	4,8
Total	339	136,4	327	132

APPENDIX F. The Students' Row Scores of Post-Test on Verb and Noun

The Students' Row Scores of Post-Test on Verb and Noun

Respondents	POST-TEST			
	Verb		Noun	
	Correct answer	Final score	Correct answer	Final score
S-1	19	7,6	17	6,8
S-2	19	7,6	15	6
S-3	19	7,6	17	6,8
S-4	20	8	20	8
S-5	23	9,2	20	8
S-6	18	7,2	16	6,4
S-7	21	8,4	19	7,6
S-8	21	8,4	20	8
S-9	17	6,8	19	7,6
S-10	18	7,2	17	6,8
S-11	17	6,8	17	6,8
S-12	20	8	16	6,4
S-13	21	8,4	18	7,2
S-14	20	8	18	7,2
S-15	21	8,4	19	7,6
S-16	21	8,4	22	8,8
S-17	22	8,8	22	8,5
S-18	25	10	24	9,6
S-19	22	10	23	9,2
S-20	17	6,8	19	7,6
S-21	21	8,4	21	8,4
S-22	20	8	21	8,4
S-23	19	7,6	17	6,8
S-24	18	7,2	17	6,8
S-25	20	8	18	7,2
Total	499	200,8	472	188,5

APPENDIX G. Table of Student's Vocabulary Achievement in Terms of Verb

Pre-test Verb

	Frequency	Percent	Valid Percent	Cumulative Percent
2.8	1	4.0	4.0	4.0
3.6	1	4.0	4.0	8.0
4.0	1	4.0	4.0	12.0
4.8	5	20.0	20.0	32.0
5.2	1	4.0	4.0	36.0
Valid 5.6	8	32.0	32.0	68.0
6.0	1	4.0	4.0	72.0
6.4	5	20.0	20.0	92.0
6.8	1	4.0	4.0	96.0
7.2	1	4.0	4.0	100.0
Total	25	100.0	100.0	

Posstest Verb

	Frequency	Percent	Valid Percent	Cumulative Percent
6.8	3	12.0	12.0	12.0
7.2	3	12.0	12.0	24.0
7.6	4	16.0	16.0	40.0
8.0	5	20.0	20.0	60.0
Valid 8.4	6	24.0	24.0	84.0
8.8	1	4.0	4.0	88.0
9.2	1	4.0	4.0	92.0
10.0	2	8.0	8.0	100.0
Total	25	100.0	100.0	

APPENDIX H. Table of Student's Vocabulary Achievement in Terms of Noun

Pre-test Noun

	Frequency	Percent	Valid Percent	Cumulative Percent
3.2	1	4.0	4.0	4.0
4.4	5	20.0	20.0	24.0
4.8	5	20.0	20.0	44.0
5.2	4	16.0	16.0	60.0
Valid 5.6	2	8.0	8.0	68.0
6.0	3	12.0	12.0	80.0
6.4	4	16.0	16.0	96.0
7.2	1	4.0	4.0	100.0
Total	25	100.0	100.0	

Posstest Noun

	Frequency	Percent	Valid Percent	Cumulative Percent
6.0	1	4.0	4.0	4.0
6.4	2	8.0	8.0	12.0
6.8	6	24.0	24.0	36.0
7.2	3	12.0	12.0	48.0
7.6	4	16.0	16.0	64.0
Valid 8.0	3	12.0	12.0	76.0
8.4	2	8.0	8.0	84.0
8.5	1	4.0	4.0	88.0
8.8	1	4.0	4.0	92.0
9.6	1	4.0	4.0	96.0
92.0	1	4.0	4.0	100.0
Total	25	100.0	100.0	

APPENDIX I. Mean Score of pre-test and pos-test of verb and noun

Statistics

		Pretest Noun	Pretest Verb	Posttest Noun	Posttest Verb
N	Valid	25	25	25	25
	Missing	0	0	0	0

Mean Score of Verb

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretestverb	5.456	25	1.0125	.2025
	Posttestverb	8.032	25	.8635	.1727

Mean Score of Noun

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest Noun	5.280	25	.9092	.1818
	Posttest Noun	7.547	25	16.9272	3.3854

Mean Score of Vocabulary

		N	Minimum	Maximum	Mean
prevoca	25	3.0	7.2	5.368	.1566
b					
postvoc	25	6.8	9.8	7.786	.1894
ab					

APPENDIX J. The Percentage of Students in Verb and Noun

The percentage of the students' development in terms of the Students' Vocabulary (Verb).

$$P = \frac{X_2 - X_1}{X_1} \times 100 \%$$

$$P = \frac{8,03 - 5,45}{5,45} \times 100\%$$

$$P = \frac{2,58}{5,45} \times 100\%$$

$$P = 47\%$$

The percentage of the students' development in terms of the Students' Vocabulary (Noun).

$$P = \frac{X_2 - X_1}{X_1} \times 100 \%$$

$$P = \frac{7,54 - 5,28}{5,28} \times 100\%$$

$$P = \frac{2,26}{5,28} \times 100\%$$

$$P = 42\%$$

APPENDIX K. Calculating the T-test of Analysis

The T-test of the Students' Vocabulary in Terms of Verb and Noun

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
pretestnoun - posttestnoun	-5.5720	16.5141	3.3028	-12.3887	1.2447	-22.57	24	.105
pretestverb - posttestverb	-2.5760	.6641	.1328	-2.8501	-2.3019	-19.394	24	.000

The T-Test of the Students' Improvement Vocabulary

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pai Pretes vocab – posttest r 1 vocab	-2.4180	.5329	.1066	-2.6380	-2.1980	-20.89	24	.000

Reliability Statistics

Cronbach's Alpha	N of Items
.183	4

APPENDIX L. Classification of Students' Score of Verb and Noun

- a. Classification of students' scores in terms of the students' vocabulary in terms of verb.

Verb

Respondents	Pre-test	Classification	Post test	classification
S-1	4,8	Poor	7,6	Good
S-2	4,8	Poor	7,6	Good
S-3	5,6	Fair	7,6	Good
S-4	6,4	Fair	8	Good
S-5	6,4	Fair	9,2	Very Good
S-6	5,6	Fair	7,2	Good
S-7	6	Fair	8,4	Good
S-8	6,4	Fair	8,4	Good
S-9	3,6	Very Poor	6,8	fairly Good
S-10	5,6	Fair	7,2	Good
S-11	2,8	Very Poor	6,8	fairly Good
S-12	5,6	Fair	8	Good
S-13	5,6	Fair	8,4	Good
S-14	5,6	Fair	8	Good
S-15	6,4	Fair	8,4	Good
S-16	4,8	Poor	8,4	Good
S-17	5,6	Fair	8,8	Very Good

S-18	6,8	Fairly Good	10	excellent
S-19	7,2	Fairly Good	10	Excellent
S-20	5,2	Poor	6,8	Fairly Good
S-21	6,4	Fair	8,4	Good
S-22	5,6	Fair	8	Good
S-23	4,8	Poor	7,6	Good
S-24	4	Poor	7,2	Fairly Good
S-25	4,8	poor	8	Good

- b. Classification of students' scores in terms of the students' vocabulary in terms of noun.

Noun

Respondents	Pre-test	classification	Post test	classification
S-1	4,4	Very Poor	6,8	Fairly Good
S-2	4,4	Very Poor	6	Fair
S-3	5,2	Poor	6,8	Fairly Good
S-4	6	Fair	8	Good
S-5	5,2	Poor	8	Good
S-6	4,4	Very Poor	6,4	Fair
S-7	5,2	Poor	7,6	Good
S-8	5,6	Fair	8	Good
S-9	4,8	Poor	7,6	Good
S-10	4,8	Poor	6,8	fairly Good
S-11	3,2	Very Poor	6,8	fairly Good
S-12	4,4	Very Poor	6,4	Fair
S-13	4,8	Poor	7,2	Good
S-14	4,8	Poor	7,2	Good
S-15	5,2	Poor	7,6	Good
S-16	6	Fair	8,8	Very Good
S-17	6,4	Fair	8,5	Good
S-18	6,4	Fair	9,6	Excellent
S-19	7,2	Fairly Good	9,2	Excellent
S-20	6	Fair	7,6	Good

S-21	6,4	Fair	8,4	Very Good
S-22	6,4	Fair	8,4	Very Good
S-23	5,6	Fair	6,8	Fairly Good
S-24	4,4	Very Poor	6,8	Fairly Good
S-25	4,8	Poor	7,2	Fairly Good

APPENDIX M. TABLE DISTRIBUTION OF T-VALUE

TABLE DISTRIBUTION OF T-VALUE

<i>(For two groups sample)</i>						
<i>Df</i>	<i>0, 50</i>	<i>0, 20</i>	<i>0, 10</i>	<i>0, 05</i>	<i>0, 02</i>	<i>0, 1</i>
	(For one group sample)					
	<i>0, 25</i>	<i>0, 10</i>	0, 05	<i>0, 02</i>	<i>0, 01</i>	<i>0, 005</i>
1.	1,000	3,078	6,314	12,706	31,821	63,657
2.	0,816	1,886	2,920	4,303	6,965	9,925
3.	0,765	1,638	2,353	3,182	4,541	5,841
4.	0,741	1,533	2,132	2,766	3,747	4,604
5.	0,727	1,476	2,015	2,571	3,365	4,032
6.	0,718	1,440	1,943	2,447	3,143	3,707
7.	0,711	1,415	1,895	2,365	2,998	3,499
8.	0,706	1,397	1,860	2,306	2,896	3,355
9.	0,703	1,383	1,833	2,262	2,821	3,250
10.	0,700	1,372	1,812	2,228	2,764	3,169
11..	0,697	1,363	1,796	2,201	2,718	3,106
12.	0,695	1,356	1,782	2,178	2,681	3,055
13.	0,694	1,350	1,771	2,160	2,650	3,012
14.	0,692	1,345	1,761	2,145	2,624	2,977
15.	0,691	1,341	1,753	2,132	2,623	2,947
16.	0,690	1,337	1,746	2,120	2,583	2,921
17.	0,689	1,333	1,740	2,110	2,567	2,898
18.	0,688	1,330	1,734	2,101	2,552	2,878
19.	0,688	1,328	1,729	2,093	2,539	2,861
20.	0,687	1,325	1,725	2,086	2,528	2,845

21.	0,66	1,323	1,721	2,080	2,518	2,831
22.	0,686	1,321	1,717	2,074	2,508	2,819
23.	0,685	1,319	1,714	2,069	2,500	2,807
24.	0,685	1,318	1,711	2,064	2,492	2,797
25.	0,684	1,316	1,708	2,060	2,485	2,787
26.	0,684	1,315	1,706	2,056	2,479	2,779
27.	0,684	1,314	1,703	2,052	2,473	2,771
28.	0,683	1,313	1,701	2,048	2,467	2,763
29.	0,683	1,311	1,699	2,045	2,462	2,756
30.	0,683	1,310	1,697	2,042	2,457	2,750
40.	0,681	1,303	1,684	2,021	2,423	2,704
60.	0,679	1,296	1,671	2,000	2,390	2,660
120.	0,677	1,289	1,658	1,980	2,358	2,617
	0,674	1,282	1,645	1,960	2,326	2,676

DOCUMENTATION





CURRICULUM VITAE



ASTRI SAFITRI SAID was born on Februari 22th, 1995 in Kolaka, Sulawesi Tenggara. She is the third child from one brother and one sisters from the marriage of her parents Drs. Muh. Said Amin and Hariati. In 2000 the writer registered as student elementary school SD Negeri Mangkura I in Makassar regency and she graduated in 2007. The next in the same year the writer registered as a student in SMP Negeri 12 Makassar and graduated in 2010. Then the writer registered in senior high school, SMA Negeri 11 Makassar and graduated in 2013. In 2013, the writer registered to study of English department in Makassar Muhammadiyah University, and finished with her thesis and title “The Effectiveness of Using List Group Label (LGL) Strategy in Teaching Vocabulary”