LAPORAN AKHIR
PENELITIAN

**The Effect of List Group Label Strategy towards Students'
Vocabulary Mastery at Seventh Grade of SMPN 21 Sijunjung
2021/2022 Academic Year**

Tahun ke 1 dari rencana 1 tahun

TIM PENGUSUL:

**RIYEN PERMATA, S.Pd., M.Pd. / NIDN. 1029038401 / KETUA
RISZA DWIPUTRI, S.S., M.A. / NIDN. 1026028602 / ANGGOTA
RICA FORTUNA / ANGGOTA**

**UNIVERSITAS MAHAPUTRA MUHAMMAD YAMIN SOLOK
NOVEMBER 2021**

HALAMAN PENGESAHAN

Judul	:	The Effect of List Group Label Strategy towards Students' Vocabulary Mastery at Seventh Grade of SMPN 21 Sijunjung 2021/2022 Academic Year

Peneliti/Pelaksana

Nama Lengkap	:	Riyen Permata, S.Pd., M.Pd.
NIDN	:	1029038401
Jabatan Fungsional	:	Asisten Ahli
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Keguruan dan Ilmu Pendidikan
Nomor HP	:	08126143339

Anggota Tim

Nama Lengkap	:	Risza Dwiputri, S.S., M.A.
NIDN	:	1026028602
Perguruan Tinggi	:	Universitas Mahaputra Muhammad Yamin
Tahun Pelaksanaan	:	2021
Sumber Dana	:	LP3M UMMY
Biaya Tahun Berjalan	:	2021
Biaya Keseluruhan	:	Rp. 6.500.000,- (UMMY)

Solok, 15 November 2021

Mengetahui,
Dekan Fakultas Keguruan
dan Ilmu Pendidikan

Ketua Peneliti,

(Hana Adhia, S.Si., M.Pd.)
NIDN. 1002108404

(Riyen Permata, S.Pd., M.Pd.)
NIDN. 1029038401

Menyetujui,
Kepala LP3M UMMY

(Dr. Wahyu Indah Mursalini, S.E., M.M.)
NIDN. 1019017402

DAFTAR ISI

Halaman

RINGKASAN

The background of this research was based on the problem in students' vocabulary mastery. The problems were about students' difficulty to understand the meaning of the words. The other problems related to the strategy that used by the teacher was not effective. Therefore, the purpose of this research was to find out the effect of *List Group Label Strategy* toward students' vocabulary mastery at the seventh grade students of SMPN 21 Sijunjung 2021/2022 academic year. *List Group Label strategy* is the strategy which was helpful to increase students'vocabulary mastery. The method used in this research was quasi experimental research with pre - test and post – test design. The result showed that there was a positive effect of the application *List Group Label strategy*, where the mean score at experimental class was 70, 12 and control class was 66,62, it means that there was a difference in score about 3,5. The researcher also got the data of $t_{calculated} = 1,98$ dan $t_{table} = 1.68$, $T_{cal} > T_{table}$. In conclusion, H_O was rejected and H_a was received. It means that students'vocabulary mastery taught by using *List Group Label strategy* was better than taught by using *Word Sort strategy*. In other words, there was a positive effect on students'vocabulary taught by using *List Group Label strategy*

Kata kunci: vocabulary, stategy, list group label

LATAR BELAKANG

A. Background of the Problem

Vocabulary is an important component in learning English. The person who has limited vocabulary will also have limited understanding in major four language skills, which are listening, speaking, reading, and writing. This gives contribution to the students to practice students' skill better. Moreover, the students should have vocabulary mastery to achieve those skills. Then, by mastering vocabulary, the students will be easy to follow teaching and learning process.

Vocabulary is learned by the students from elementary school until university level. At Junior High School, vocabulary is an important part of the curriculum in teaching English. The teacher can teach vocabulary in several topics such as asking and giving information, asking and giving opinion, permission, prohibition, and greeting cards.

Moreover, based on the researcher's observation and interview some problems found that faced by Junior High School students related to vocabulary mastery. The problems come from students' side and teacher's side. First problem was the students still had difficulty in understanding the meaning of words. Most of students still did not know what the meaning of the word mostly in English. Then, in the classroom, the students were still lazy to look for the meaning of the words itself. The students just depended from teacher's explanation. Because of that, when the teacher explained the material in English, the students did not give feedback. Second, the students had difficulty to differentiate the words that have minimal pairs and homophones. There were many words in English that are pronounced in the same manner as another word but different in meaning. Third problem was the students were difficult in correcting spelling, because they still had a little bit knowledge about the word in English. The

students were the first grade at Junior High School and the first time for them to learn English in depth. Fourth problem comes from teacher's side. The teacher's strategy was not various. The teacher just used a little bit strategy in the classroom and that made students bored in the classroom. One of the strategy was used by teacher is word sort strategy. The teacher asked the students into group. Then, the teacher asked the students to look for the words in the text. Then, the teacher asked the students to search the meaning of words using dictionary or asked to the teacher itself. The weaknesses of implementing this strategy, some of students only did into group. The others students are just waiting until their friend done the task.

Based on the problems above, the researcher found several strategies that have effect to the students' vocabulary mastery at seventh grade students of SMPN 21 Sijunjung 2021/2022 academic year. The researcher interested to use List Group Label Strategy to look the effect students' vocabulary mastery at seventh grade students of SMPN 21 Sijunjung 2021/2022 academic year. List Group Label strategy is a brainstorming and categorizing activity that provides learners with the opportunity to think about discuss, categorize, and label words related to a central concept. The purpose of List Group Label Strategy is to assist students in learning new vocabulary by emphasizing word relationship. In addition, to help students understand and remember vocabulary words and phrases, it also support the activation of background knowledge. This strategy can make students to have prior knowledge about the vocabulary materials

B. Research Questions

1. How was the students' vocabulary mastery after taught by using List Group Label Strategy at seventh grade students of SMPN 21 Sijunjung 2021/2022 academic year?

2. How was the students' vocabulary mastery after taught by using Word Sort Strategy at seventh grade students of SMPN 21 Sijunjung 2021/2022 academic year?

3. What were the differences between students' vocabulary mastery taught by using List Group Label Strategy and students' vocabulary mastery by using Word Sort Strategy at seventh grade students of SMPN 21 Sijunjung 2021/2022 academic year?

C. Purpose of the Research

1. To know the students' vocabulary mastery after taught by using List Group Label Strategy at seventh grade students of SMPN 21 Sijunjung 2021/2022 academic year.

2. To know the students' vocabulary mastery after taught by using Word Sort Strategy at seventh grade students of SMPN 21 Sijunjung 2021/2022 academic year.

3. To know the differences between students' vocabulary mastery taught by using List Group Label Strategy and students' vocabulary mastery by using Word Sort Strategy at seventh grade of SMPN 21 Sijunjung 2021/2022 academic year.

TINJAUAN PUSTAKA

A. Concept of Vocabulary

Vocabulary is the knowledge about meaning of words. Vocabulary is one of the aspects for every language. Vocabulary is one basic element to improve all of the language skills students. Without vocabulary, people cannot communicate in their language. There are several definition of vocabulary according some experts. Nunan (2000: 129) mentions that vocabulary is more than list of target language words, as part of the language words, as part of the language system vocabulary is intimately interrelated with grammar. In fact, it is possible to divide the lexical system of most language into "grammatical words", such as preposition, articles, adverbs, and content of words. According to Harmer (2001: 16), vocabulary is including about word meaning, how words extend their use, how words combine, and the grammar of words. Furthermore, Nist and Mohr (2002: 1) mention that building vocabulary is important and it should be developed. Vocabulary is development important, because there are some reasons for it. First, vocabulary is the basic in reading comprehension. Lack of vocabulary will have trouble what you read. Second, vocabulary is a key in standardized test. Because of more vocabulary you know, you will do the test well. Third, the students have more vocabulary will success in all of the skills (reading, writing, speaking, and listening). Fourth, more vocabulary will be easy for us in world work. Because, the people who have a good vocabulary counts will be easy to communicate each other and to be easy get information.

Based on the explanation above, it can be concluded vocabulary is the first basic in language. Because of more vocabulary we have, it will guide us to major in all of the skills. Then, it will be easy for us to get information, because we have more vocabulary in our mind. It will be easy for us to communicate each other.

B. Types of Vocabulary

There are some types of vocabulary according to experts. According to Nation (1990: 73), vocabulary can be classified as motivated vocabulary and unmotivated vocabulary. Motivated (active) vocabulary consists of all the words we need to use and feel no reluctance in using in our daily. While, the unmotivated (passive) vocabulary can be divided into two groups there are: the first is words which are only partly understood and are not well known enough to use actively. The second is words which are not needed in daily conversation.

In other source, Cassidy (1994: 145) mentions that the vocabulary of English is composed of three types of words element. The first is native words derived from old English, the second is the borrowed words from any other language, and third is newly formed words those are words up at any time from materials already in language. Furthermore, Brothers (1995: 54) states that everyone has two vocabularies. First, the large of these are called the recognition vocabulary and are made up of all those words one recognizes in written and oral context. Second, the smaller vocabulary consists of the words one actually uses in everyday speaking and writing. This second vocabulary is called the working vocabulary and draws upon the recognition vocabulary for its supply of words.

Based the explanation above, in generally, vocabulary has two types, there are: active vocabulary and passive vocabulary. Active vocabulary is same as production vocabulary that is used for speaking and writing or the words that use in daily conversation. Then, passive vocabulary is same as receptive vocabulary. It is used for listening and reading activities.

C. Components of Vocabulary

Vocabulary is very important for the process acquisition. Without vocabulary the speaker will be difficult to communicate with listener. In the classroom, the students should know about the components of vocabulary itself. According to McCarten (2007: 23), there are some components of vocabulary; phrases, single, collocations, grammar, and idioms. According to Ur in Pavlu (2009: 98), there are five components of vocabulary: they are form, grammar, collocation, meaning, word formation. Form involve of pronunciation and spelling of the word. Grammar is where the students should know the correct grammatical form of word. Collocation is where the students should know in what context they can use the word. Meaning which consist of synonyms, antonyms, and hyponyms. Word formation is the students can create new word by modification. It is into compounding adding a prefix or suffix. It means that giving contribution for students' achievement in mastering vocabulary the students should comprehend and understand about the components above.

Based on the explanation above, the researcher concludes about the components of vocabulary. There are some components of vocabulary, they are; pronunciation and spelling of the word, meaning consist of synonym, antonym, and grammar consists of singular and plural.

D. Teaching Vocabulary

Teaching is a process to transfer idea and knowledge from the teacher to the students. In the classroom, the teacher transfers the ideas to the students by strategy and media of teaching. Many ways for the teacher can do in teaching learning process. Nation (1990: 1) states that teaching vocabulary systematic and principled approach vocabulary between the teacher and the students involving of the three reasons, those are: considerable research on vocabulary where we

have good information about what to do vocabulary and about what vocabulary to focus on. To show that three is a wide variety of ways for dealing with vocabulary in foreign or second language learning, and both learners and the researcher see vocabulary is being very important in language learning. Moreover, according to Richard and Renandya in Ningsih (2002: 258), in teaching vocabulary, teacher can use three steps there are; First, incidental learning vocabulary where the students learn most of the words through intensive reading an listening. Second, explicit instruction where the teacher applied the word frequently where the students hope diagnoses most common words; provide opportunities for elaborating word knowledge and provides opportunities for developing fluency. Third, independent strategy development where the students are hoped guessing the word from the context; examines different types of dictionaries and using them.

In conclusion, most of teaching vocabulary can be taught in teaching reading and listening skills. In teaching vocabulary, the teacher should be creative to choose strategy and media in teaching and learning process, because a appropriate strategy and media will make students in mastering vocabulary.

E. Concept of List Group Label Strategy

Many strategies can improve vocabulary mastery, including List Group Label Strategy. Wood and Harmon (2001: 58) say that List Group Label Strategy is a suggesting strategy in which studentsrecollection as many terms as possible on a given topic and then group these terms according to their similarities. According to Allen (2007: 69), List Group Label Strategy is brainstorming and categorizing activity that provides learners with the opportunity to think about discuss, categorize, and label words related to a central concept. This strategy encourages students to improve their writing ability and categorization skills and organize the concepts. Categorizing listed terms, through grouping, and labeling helps students organize new concepts in relation to previously learned concept. Brunner (2011: 14) describes that the purpose of List Group Label strategy is to assist learners in learning new vocabulary by emphasizing word relationship. In addition to help pupils understand and remember vocabulary words and phrases, it also supports the creation of background knowledge.

Based on explanation, the researcher concludes the List Group Label is the strategy lists the words and to brainstorm the words related the topic. Than, the learners give label to the words. This strategy stresses connection between words and the critical thinking skills. This strategy can help the students to improve their writing ability.

F. Procedure of List Group Label Strategy

According to Allen (2007: 70), there are some procedures in teaching writing by using List Group Label Technique:

1. List: each student brainstorms words related to the word given by the teacher. While some do not manage to list seven words, it motivates all students to list as many as possible.

2. Group: when each student completes the brainstorming part of this activity (List), students then work in small groups to share and combine their words into logical categories. As students attempt to combine three to five individual word lists, they begin to discover patterns of words.

3. Label: once student create their categories, they label each of them.

Moreover, according to Brunner (2011: 14), there are eight (8) steps in List Group Label strategy. The first is to introduce the selected topic to the learners. The second is to ask pupils to brainstorm words related to the topic. The third is to record the words in a manner that can be displayed to everyone. Next step is to ask learners to separately determine ways the words can be grouped together. Than, the step is to place students in groups of two to four, and ask them to review the words. Next, the step is to instruct learners to label each listing of words, and indicate of the words are related. Than, after categories and labels have been assigned, facilitate a class discussion of the terms and words. The last step is to direct students to read assignment.

So, the conclusion is there are three basic steps of List Group Label Strategy. The first, the teacher gives topic to the students. Then, the teacher asks students to make a list of words that related with the topic. Also, the students are grouping the words. Next, each student will give the label each the words. The last is the students will write a paragraph related the words.

G. Advantages of Using List Group Label Strategy

The List Group Label Strategy encouragesto improve their vocabulary and categorization skills and learn to organize concepts. Categorizing listed words, through grouping and labeling, helps students organize new concepts in relation to previously learned concepts. The purpose of List Group Label Strategy is to assist students in learning new vocabulary by emphasizing word relationships. In addition in helping students understand and remember words and phrases. It also supports the activation of background knowledge. There are many advantages of using List Group Label Strategy. According to Brunner (2011: 15), there are ten advantages of using List Group Label Strategy:

1. It activates background knowledge in reading selection.
2. This strategy facilitates a deeper understanding of the vocabulary terms.

3. It engages for all students in the classroom with students having a wide range of academic ability.
4. It provides differentiation through the choice of selected words for each group.
5. It allows for both small and large group discussion.
6. It can encourage collaboration.
7. It provides opportunity for students to consider relationship between words.
8. It is good activity for a substitute teacher.
9. It is easy to implement,
10. It is applicable for a variety of subjects.

Based on the explanation above, there are so many advantages in the process of list group label strategy. This strategy is effective in implementing in the classroom. Then, this strategy can make students to be active.

H. Concept of Word Sort Strategy

According to Allen (2007: 115), word sort strategy is one of strategy can helps students sort the word into categories by sorting words into groups where the words have a common element. There are two categories from word sort. They are closed word sort and open word sort. Moreover, Brunner (2011: 34) says that the purpose of word sort is to help students to organize words based on basic knowledge. There are several steps in the process word sort; (1) Select the words from the text; (2) Write the words on the piece of paper; (3) Place students in groups; (4) The students explain what the words they got in the text based on their appropriate explanation; (5) The students share their ideas with the whole class.

Based on the explanation above, the word sort can help students to organize the vocabulary well. Then, this strategy makes the students to be active in the classroom. This strategy also has two categories.

I. Relevant Studies

There are some researchers conducted the research that considered relevant to this research as follow. The first research was done by Junaid (2012) with title "Students' Vocabulary Achievement by Using List group Label". He found that the use of List Group label Strategy in presenting vocabulary mastery material at the first year students of SMP Nasional Makassar improves the students' vocabulary achievement significantly. The kind of the research id action research. The similarity of this research and Junaid's research was to use the same strategy. Then, the differences both of the researches were the kind of the research.

The second research was done by Nella Safitri (2013) with the title "Teaching Reading by Combining List Group Label and Sticky Notes Strategy for Reading Comprehension   at Junior High School Students". She found that List Group Label Strategy with combining Sticky

Notes Strategy can increase students' reading comprehension. The kind of the research is action research. The similarity of those researches was to use the same strategy in Junior High School. Then, the differences of both researches were the kind of the research.

The third research was conducted by Latifatut Taufiqoh (2013) with the title "The Effect of Using List Group Label Strategy Toward Reading Comprehension on Narrative Text of the Second Year Students at State Islamic Senior High School Sungai Pakning Bengkalis Regency". This research was experimental research and the population of this research is eleventh grade of Senior high School Sungai Pakning Bengkalis. She concluded that the students' reading comprehension that is taught by using List Group Label Strategy is good category. The similarity both of the researches is to use the same strategy. Then, the differences both the researches are done in different population, different location, and different skill.

The fourth research was conducted by Agus Muliadi (2016) with title "The Effect List Group Label Strategy in Teaching Vocabulary at SMPN 1 Tetara Lombok Timur". He found this strategy can give better effect on students' vocabulary mastery. The similarity of both researches is to use the same strategy. Then, the differences both of researches were to have different population and different location.

METODE

A. **Design of the Research**

This research was conducted by quasi experimental design. According to Gay (2000), quasi experimental design is design that cannot full control all sources from internal and external invalidity. Quasi experimental design had differences with other design with was without have random assignment. In quasi experimental design,the researcher did not random all the subject or population. This research was chosen because in education world, the sample has been form in intact group naturally, so it was not always possible to choose them randomly.

In this research, the researcher measured the effect of List Group Label strategy to improve students' vocabulary mastery at the seventh grade students of SMPN 21 Sijunjung at 2021/2022 academic year. In experimental research, the researcher needed two clasess to be researched. They were experimental class and control class. Bothof those clasess were taught by different treatment. Experimental was taught by using List Group Label Strategy and control class was taught by using Word Sort Strategy.

B. **Population and Sample**

1. **Population**

Population of this research was the seventh grade students of junior high school. According to Gay (2012), population is the group of interest to the researcher, the group to which she or he would like the results of the study to be generalizable. The population of this

research was the Seventh Grade Students of SMPN 21Sijunjung at 2021/2022 Academic Year. The total of population was 103 students. They were divided into VII.1, VII.2, VII.3 and VII.4.

2. Sample

Gay (2012) explains that sampling is the process of selecting number of individuals for a study in such a way that they represent the larger group from which they selected. This research conducted on control class and experimental class. To get the both of homogeneous class the sample was taken by using purposive sampling technique because the seventh grade students which consist of 4 classes have no superior class. According Sugiyono (2011), purposive sampling technique is the process selecting a sample that allows individual in the population to have an equal and independent chance to be selected for sample. In this research, the researcher collected the score on the teacher's score from the result of final exam. After that, the researcher analyzed the result of the final exam such as mean score, average score, and derivation standard. The class which has almost same or nearby average was chosen as experiment class and control class. The experimental class was class VII.3 and the control class was VII.2.

C. Procedure of the Research

This research was conducted at the seventh grade students of SMPN 21 Sijunjung at 2021/2022 academic year by using the following steps:

1. Preparation

The researcher did some preparations before doing the research. First, the researcher prepared the syllabus, lesson plan, material, instruments and key answers that used in this research. Second, the researcher prepared the materials that taught in the class.

2. Pre-test

Pre-test was a test in form of written test. It was used by the researcher in order to know the basic of students' vocabulary mastery both of experimental class and control class. The instrumentation of the test was based on the syllabus and scored by the researcher.

3. Implementation

The implementation of this research did in two classes. It was taken for four meeting (8 x 40 minutes) in the experimental class and four meeting (8 x 40 minutes) in the control class. The same material was givento both of these classes. But, the different treatment was given to each class. The experimental class taught by using List Group Label Strategy to improve their vocabulary mastery and the control taught by using Word Sort Strategy.

D. Instrument of the Research

The instrument used vocabulary test as the instrument of the research in the form of multiple choices. The test was conducted in order to collect the data about students' vocabulary mastery. Before doing the real test on pre-test and post-test, the test was tried out to measure validity and reliability of the test at class VII.1. The test would be answer the 35 try out items in 70 minutes.

E. Technique of Data Collection

The data of this research was the students' vocabulary mastery. The researcher collected the data by distributing vocabulary test. This test was given in 60 minutes. The researcher collected the result of their answer sheet. Then, the researcher checked all of the students' answer sheet. The researcher analyzed the students' score on vocabulary test.

F. Technique of Data Analysis

After gathering the data, the researcher analyzed the data statistically. The data will be analyzed as follows:

1. Normality Testing

Measuring the normality the vocabulary test score between two groups of sample.The researcher measured the normality by using the formula that proposed by Sudjana (2009).

2. Homogeneity Testing

Measuring of homogeneity was done to determine whether the data of two groups sample have homogeneous variance or not. The researcher used F ratio formula that proposed by Sudjana(2009).

HASIL

1. Findings

A. Description of the Data

Based on research that has been conducted by the researcher, the score of the students were collected after conducting post-test at the end of the research. The researcher asked score of students from the English Teacher to determine sample of the research. The class consists of two classes, VII.2 and VII.3. The VII.3 was the experimental class about 26 students and VII.2 was the control class about 26 students. In the research, the researcher used purposive sampling to get the homogenous classes.

Table 1: The Data of Students' Vocabulary Mastery on Pre-test

Class	n	$\overline{X}$	Xmax	Xmin
VII.3 Experiment	26	66,96	6,64	44,09
VII.2 Control	26	64,73	6,42	41,22
The Differences		2,23		

Based on the data of result of the students' pre-test at experimental and control class, the students' mean score at experiment class was 66,96 and the students' mean score at control class was 64,73. These scores were the students' basic ability in class sample before doing the treatment.

After giving the pre-test to both of classes, the researcher gave the treatment to the class. The first, for experimental class, the researcher used list group label strategy. Then, second, the researcher used word sort strategy to control class. To know the ability from students after giving treatment, the researcher gave a post-test. The instrument was vocabulary test in the form multiple choices. In the instrument consisted of seven indicators. These were singular, plural, tenses, spelling, antonym, and synonym.

After that, the researcher analyzed the students' score of post-test that included mean score, deviation standard, and variance of the data based on the result of post-test. The data of students' post-test score could be seen on table as follow:

Table 2: The Data of Students' Vocabulary Mastery on Post-test

Class	N	$\overline{X}$	Xmax	Xmin
VII.3 Experiment	26	70,12	5,15	26,52
VII.2 Control	26	66,62	8,18	66,91
The Differences		3,5		

Based on the data above, it can be seen that the students' mean score at experimental class was 70,12. It was higher than students' mean score at control class that was 66,62. It means that the mean score of experimental class that taught by using List Group Label strategy was higher than the means score of the control class that taught by Word Sort strategy.

On the data of students' vocabulary mastery on post-test and pre-test at experimental class and control class, the differences of means score of pre-test at experiment class was 3,16and control class was 1,89. It means that the students' means score of post-test on vocabulary text more increased after being taught by using vocabulary List Group Label Strategy in teaching vocabulary mastery.

B. Data Analysis

In getting the result of this research, the researcher measured the normality and homogeneity of the data and tested the hypothesis.

1. Normality Testing

In analyzing the normality of the data on students' vocabulary mastery on experimental class and control class the researcher got the data from both of the classes. The normality of students' vocabulary mastery post test score at experimental class and control class could be seen on table as follow:

Table 3: The Normality of Students' Vocabulary Masteryon Pre-test

Class	Number of Students (n)	α	Critical Value of Accounting (L_o)	Critical Value of Accounting (L_t)	Distribution
Experiment	26		0,0562		Normal
Control	26	0.05	0.0263	0,161	Normal

Based on the table above, for the experimental class on pre-test, it gotten the coefficient calculated normalitywas Lo= 0,0562and the coefficienttable normality was Lt= 0.161. It means that Lo ≤ Lt. The data from control class was Lo= 0,0263and Lt= 0.161. It means that Lo ≤ Lt. According to data analysis above, it could concluded that the data from both experimental class and control class were distributed normally.

Table 4: The Normality of Students' Vocabulary Mastery on Post-test

Class	Number of Students (n)	α	Critical Value of Accounting (L_o)	Critical Value of Accounting (L_t)	Distribution
Experiment	26		0.0010		Normal
Control	26	0.05	0.0372	0,161	Normal

Then, the data from post testat experimental class, the $L_{calculated}$ normally coefficient was Lo= 0,0010and the L_{table} normality coefficient was Lt= 0,161. It means that Lo ≤ Lt. The data from control class was Lo= 0,0372 Lt= 0,161. It means that Lo ≤ Lt. Based on the result of the data analysis above, it can concluded that the data from both of classeswere distributed normally.

2. Measuring of Homogeneity

In order to analyze the variance of the data of students' vocabulary mastery in experimental class and control class, the researcher analyzed it by using test of homogeneity. It can be seen on following table below:

Table 5: The Homogeneity Testing of Students' Vocabulary Mastery on Pre Test

Class	n	S	S^2	Fc	Ft	Variances
Experiment	26	6,64	44,09	1,07	1,95	Homogeneous
Control	26	6,42	41,22			

The data got from the homogeneity testing on pre-test, $F_{calculated}$= 1,07 at the significances level α= 0,05. F_{table}(25) (25) = 1,95. So, $F_{calculated} \leq F_{table}$, it could be concluded both of classes were homogenous.

In order, the researcher analyzed the variance of the data students' vocabulary mastery both of pre-test and post-test in experimental class. The data got from the homogeneity testing on pre-test and post-test in experimental class, $F_{calculated}$= 1,66 at the significances level α= 0,05. F_{table}(25) (25) = 1,95. So, $F_{calculated} \leq F_{table}$, it could be concluded both of classes had same variance.

Then, the researcher analyzed the variance of the data students' vocabulary mastery both of pre-test and post-test in control class. The data got from the homogeneity testing on pre-test and post-test in control class, $F_{calculated}$= 0,62 at the significances level α= 0,05. F_{table}(25) (25) = 1,95. So, $F_{calculated} \leq F_{table}$, it could be concluded both of classes had same variance.

Table 6: The Homogeneity Testing of Students' Vocabulary Mastery on Post Test

Class	n	S	S^2	Fc	Ft	Variances
Experiment	26	5,15	26,53	0,40	1,95	Homogeneous
Control	26	8,18	66,91			

The data got from the homogeneity testing on post-test, $F_{calculated}$= 0,40 at the significances level α= 0,05. F_{table}(25) (25) = 1,95. So, $F_{calculated} \leq F_{table}$, it could be concluded both of classes were homogenous.

3. Hypothesis Testing

In hypothesis testing, the researcher analyzed differentiation both of the classes before gave treatment and after gave treatment. In analyzing hypothesis testing, the researcher did T-test statistical analysis. First, the researcher analyzed the result on pre-test. It could be seen on following table below:

Table 7: The Result of t-test Students' Vocabulary Mastery on Pre-test

Class	n	S	S^2	A	T$_c$	T$_t$	Reference
Experiment	26	6,64	44,09				
				0,05	1,24	1,68	Ho was received and Ha was rejected
Control	26	6,42	41,22				

The data got from $T_{calculated}$ = 1,24 and $T_{table\ (0,\ 95;50)}$= 1,68. In conclusion, H$_0$was received and H$_a$ was rejected. It meant that the students' vocabulary mastery before giving treatment was no significant.

Table 8: The Result of t-test Students' Vocabulary Mastery atExperimental Class

Test	n	S	S^2	A	T$_c$	T$_t$	Reference
Pre-test	26	6,64	44,09				
				0,05	1,93	1,68	Ho was rejected and Ha was received
Post-test	26	5,15	26,52				

The data got from $T_{calculated}$ = 1,93 and $T_{table\ (0,\ 95;50)}$= 1,68. In conclusion, H$_0$ was rejected and Ha=$_a$ was received. It meant that the students' vocabulary mastery that taught by List Group Label strategy improved significantly.

Table 9: The Result of t-test Students' Vocabulary Mastery at Control Class

Test	n	S	S^2	A	T$_c$	T$_t$	Reference
Pre-test	26	6,42	41,22				
				0,05	0,92	1,68	Ho was received and Ha was rejected
Post-test	26	8,18	66,91				

The data got from $T_{calculated} = 0,92$ and $T_{table\ (0,\ 95;50)} = 1,68$. In conclusion, H_0 was received and H_a was rejected. It meant that the students' vocabulary mastery that taught by Word Sort strategydid notimprove significantly

Table 10: The Result of t-test Students' Vocabulary Mastery on Post-test

Class	n	S	S^2	A	T_c	T_t	Reference
Experiment	26	5,15	26,52	0,05	1,98	1,68	Ho was rejected and Ha was received
Control	26	8,18	66,91				

The data got from $T_{calculated} = 1,98 \geq T_{table\ (0,\ 95;50)} = 1,68$. In conclusion, H_0 was rejected and H_a was received.It meant that the students' vocabulary mastery that taught by using List Group Label strategy was better than students' vocabulary mastery that taught by using Word Sort strategy. Based on to the data of table 9 above, the researcher concluded using List Group Label strategy in teaching vocabulary couldgiven improvement toward students' vocabulary mastery.

B. Discussion

The finding of this research showed that by using List Group Label Strategy could give the significant effect on students' vocabulary mastery. This is proven by three main findings that were discussed in this research. First finding is based on the mean score of students' vocabulary mastery taught by using List Group Label Strategy at experimental class. The second finding is based on the mean score of students' vocabulary mastery taught by using Word Sort Strategy. The third finding is based on whether List Group Label Strategy gave the better effect on students' vocabulary mastery than Word Sort Strategy. It showed that the students' vocabulary mastery by using List Group Label Strategy gave the better effect than Word Sort Strategy.

Furthermore, when implementing the List Group Label strategy in experimental class, the students were so excited to do step by step from List Group Label that was instructed by researcher and using of media made students interested. Then, the students were easy to organize a new concept and they also improved their basic knowledge. In other words, every student was very active in the learning process. Then, enjoyed doing the work and they had good teamwork in the learning process. Moreover, it was easy for the students to remember many words from this strategy, because all of students should participate in the group. This finding was supported the theory that proposed by Allen (2007), List Group Label strategy encourages students to

improve categorization skills and organize the concepts. Categorizing listed terms, through grouping, and labeling help students to organize new concepts in relation to previously learned concept.

Moreover, the List Group Label strategy can improve students' vocabulary mastery. Brunner (2011) describes that the purpose of List Group Label strategy is to assist learners in learning new vocabulary by emphasizing word relationship. In addition, to help pupils understand and remember vocabulary words and phrases, it also supports the creation of background knowledge of students. Furthermore, based on the finding above, the researcher believed that applying List Group Label strategy in teaching vocabulary gave positive effect toward students' vocabulary mastery. There was significant improvement of List Group Label toward students' vocabulary mastery. During the learning process in the experimental class, the students had gotten excited and confident. Then, they had also motivation in learning activity.

In conclusion, there were three main conclusions concluded by the researcher. First, students' vocabulary mastery at experimental class was better than students' vocabulary mastery at control class. Second, the List Group Label strategy gave the positive effect than Word Sort strategy. Third, the List Group Label strategy gave the significant effect at experimental class than Word Sort strategy at control class.

SIMPULAN DAN SARAN

Based on the findings and discussion on the previous chapter, it could be concluded that list group label strategy gave the positive effect on the students' vocabulary mastery. Moreover, it could be conclude that list group label strategy could also improve students' vocabulary mastery. In using list group label strategy also improve the prior knowledge from the students' vocabulary mastery. Then, it could improve students' motivation and students' participation in the learning process. The finally, the main findings of this research could be concluded as follows:

1. The students' vocabulary mastery after taught by using List Group Label Strategy at seventh grade students of SMPN 21 Sijunjung 2017/2018 academic year increased significantly.
2. The students' vocabulary mastery after taught by using Word Sort Strategy at seventh grade students of SMPN 21 Sijunjung 2017/2018 academic year did not increase significantly.
3. There were differences between students' vocabulary mastery taught by using List Group Label Strategy and students' vocabulary mastery by using Word Sort Strategy

at seventh grade students of SMPN 21 Sijunjung 2017/2018 academic year. The students' vocabulary mastery at experimental class was better than students' vocabulary mastery at control class. Then, the List Group Label strategy gave the positive effect than Word Sort strategy.

Based on the result of this research the researcher suggested to:

1. The English teacher can use this strategy in teaching vocabulary, because this strategy can improve the students' vocabulary mastery.
2. The students can use list group label strategy as guidance to increase their vocabulary mastery and motivated them in learning English.
3. The next researcher can continue this research in the future. It suggested to other researcher to study morea bout the using of list group label strategy in increasing students' vocabulary mastery.

JADWAL

No	Nama Kegiatan	Bulan											
		1	2	3	4	5	6	7	8	9	10	11	12
1	Pengusulan proposal penelitian	√											
2	Revisi proposal penelitian		√										
3	Observasi awal ke lokasi penelitian			√									
4	Merancang instrument penelitian				√								
5	Pelaksanaan treatment penelitian					√	√						
6	Pelaksaan post-test (pengumpulan data)							√					
7	Analisis Data									√	√		
8	Publikasi hasil penelitian											√	
9	Pelaporan hasil penelitian												√

DAFTAR PUSTAKA

Allen, Janet. 2007. *Inside Words: Tools for Teaching Academic Vocabulary*. Portland: Stenhouse.

Arikunto, Suharsimi. 2009. *Dasar-Dasar Evaluasi Pendidikan.* Jakarta: Bumi Aksara.

Brothers. 1995. *The Teaching of English as an International.* London: Cambridge University Press.

Brunner, Judy Tilton. 2011. *I Don't Get It! Helping Students understand what they read.* Toronto: Rowman and Littlefield Education.

Cassidy, Daniel. 1994. *The Effect of Vocabulary Instruction: a model-based meta-analysis.* San Fransisco: AK Press.

Gay, Lorraine R, et al. 2012. *Educational Research: Competencies for Analysis and Application.* Boston: Pearson.

Harmer, Jeremy. 2001. *The Practice of English Language* Teaching. London: Longman.

Hiebert, Elfrieda H and Kamil, Michael L. 2005. *Teaching and Learning Vocabulary.* London: Lawrence Erlbaum Associates.

Jackson, Howard. 2003. *Grammar and Vocabulary: a resource book for students.* London and New York: Routledge.

Jeanne, Mc. Carten. 2007. *Teaching Vocabulary: lesson for the classroom.* London: Cambridge University Press.

Junaid. 2012. "Students' Vocabulary Achievement by Using List group Label at the first year students of SMP Nasional Makassar". Tahun ke-25. Nomor 2.1. Retrieved on January 23rd 2017 from www.journallistgrouplabel.com

Muliadi, Agus. 2016. "The Effect List Group Label Strategy in Teaching Vocabulary at SMPN 1 Tetara Lombok Timur". Retrieved on March 5th 2017 from http://agusmuliadi.wordpress.com

Nist, Sherrie L and Mohr, Carole. 2002. *Advancing Vocabulary Skills.* New York: Townsend Press.

Nunan, David. 2000. *Language Teaching Methodology.* Sidney: Longman.

Pavlu, Ivana. 2009. *Testing Vocabulary.* New York: Masaryk University Brno.

Safitri, Nella. 2013. "Teaching Reading by Combining List Group Label and Sticky Notes Strategy for Reading Comprehension at Junior High School Students". Tahun ke-27. Nomor 3.2. Retrieved on January 23rd 2017 from www.jurnalstkippgrisumbar.com

Sudjana. 2009. *Metode* Statistika. Bandung: Tarsito.

Sugiyono. 2011. *Metode Penelitian Administrasi.* Bandung: Alfabeta.

Taufiqoh, Latifatut. 2013. "The Effect of Using List Group Label Strategy Toward Reading Comprehension on Narrative Text of the Second Year Students at State Islamic Senior High School Sungai PakningBengkalis Regency". Pekanbaru: UIN SUSKA RIAU. Tahun ke-30. Nomor 4.1. Retrieved on January 23rd2017 from www.jurnaluinriau.com

LAMPIRAN

Lampiran 1. Justifikasi Anggaran Penelitian

1. Honor

Honor	Honor/Jam (Rp)	Waktu (jam/minggu)	Minggu	Honor per Tahun/ 12 bulan (Rp.)
Validator Instrument	150.000	2	2	600.000
Pengumpul Data	100.000	4	1	400.000
Analisis Data	200.000	2	1	400.000
Sub Total (Rp.)				**1.400.000**

2. Peralatan Penunjang

Material	Justifikasi Pemakaian	Kuantitas	Harga Satuan (Rp)	Biaya per Tahun
Buku referensi	Referensi/ rujukan bahan penelitian	10	128.000	1.280.000
Fotocopy	Perbanyak instrument penelitian	5	96.000	480.000
Dokumentasi selama Penelitian	Penelitian	4	150.000	600.000
Jumlah				**2.360.000**

3. Bahan Habis Pakai

Material	Justifikasi Pemakaian	Kuantitas	Harga Satuan (Rp)	Biaya per Tahun
Kertas HVS	Print laporan penelitian, instrument penelitian	3	60.000	180.000
Tinta Printer EPSON	Print laporan penelitian, instrument penelitian	7	175.000	1.225.000
Buku folio	Catatan lapangan penelitian	1	23.000	23.000
Pen Correction (Tipe X)	Catatan lapangan penelitian	2	8.500	17.000
Bulpoint	Catatan lapangan penelitian	6	4.000	24.000
Spidol Snowman	Pelaksanaan Penelitian	2	9.000	18.000
Map File Bening	Penyimpanan SK Pelaksanaan Kegiatan	8	7.500	60.000
Map Dokumen	Penyimpanan bahan-bahan hasil penelitian	2	24.000	48.000
Materai 10000	Kontrak Penelitian	12	10.000	120.000
Jumlah				**1.715.000**

4. Perjalanan

Material	Justifikasi Perjalanan	Kuantitas	Harga	Biaya/tahun/12

			Satuan (Rp)	bulan (Rp)
Biaya Transportasi Observasi	Perjalanan Observasi	2	50.000	100.000
Biaya Transportasi Penelitian	Perjalanan Penelitian	8	75.000	600.000
Jumlah				**700.000**
5. Lain-lain				
Kegiatan	**Justifikasi**	**Kuantitas**	**Harga Satuan (Rp)**	**Biaya per Tahun (Rp)**
Publikasi di Jurnal	Luaran	1	300.000	300.000
Sub Total (Rp)				**300.000**
TOTAL ANGGARAN YANG DIPERLUKAN SETIAP TAHUN (RP)				**6.500.000**

UNIVERSITAS MAHAPUTRA MUHAMMAD YAMIN
Lembaga Penelitian Dan Pengabdian Pada Masyarakat (LP3M)
Kampus I Jln. Jendral Sudirman No. 6 Telp. 0755-20565
Kampus II Jln. Raya Koto Baru No. 7 Kec. Kubung Kab. Solok Telp. 0755-20127

SURAT PERNYATAAN KETUA PENELITI/PELAKSANA

Yang bertanda tangan di bawah ini:
Nama   : Riyen Permata, S.Pd., M.Pd.
NIDN   : 1029038401
Pangkat/Golongan : Penata Muda Tk.1/IIIc
Jabatan Fungsional : Asisten Ahli

Dengan ini menyatakan bahwa proposal penelitian saya dengan judul: **The Effect of List Group Label Strategy towards Students' Vocabulary Mastery at Seventh Grade of SMPN 21 Sijunjung 2021/2022 Academic Year**, yang diusulkan dalam skema Hibah Penelitian LP3M UMMY untuk tahun anggaran 2021/2022 **bersifat original dan belum pernah dibiayai oleh lembaga / sumber dana lain.**

Bilamana di kemudian hari ditemukan ketidaksesuaian dengan pernyataaan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku dan mengembalikan seluruh biaya penelitian yang sudah diterima ke kas UMMY.

Demikian pernyataan ini dibuat dengan sesungguhnya, agar dapat digunakan sebagaimana mestinya.

Solok, 15 November 2021

Mengetahui,
Dekan Fakultas Keguruan
dan Ilmu Pendidikan

Ketua Peneliti,

(Hana Adhia, S.Si., M.Pd.)
NIDN. 1002108404

(Riyen Permata, S.Pd., M.Pd.)
NIDN. 1029038401

Menyetujui,
Kepala LP3M UMMY

(Dr. Wahyu Indah Mursalini, S.E., M.M.)
NIDN. 1019017402

UNIVERSITAS MAHAPUTRA MUHAMMAD YAMIN
Lembaga Penelitian Dan Pengabdian Pada Masyarakat (LP3M)
Kampus I Jln. Jendral Sudirman No. 6 Telp. 0755-20565
Kampus II Jln. Raya Koto Baru No. 7 Kec. Kubung Kab. Solok Telp. 0755-20127
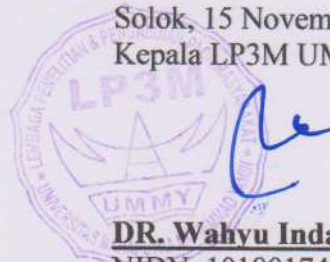
Surat Tugas
No.   /ST-P/LP3M-UMMY/III-2021

Kepala Lembaga Penelitian dan Pengabdian Pada Masyarakat (LP3M) Universitas Mahaputra Muhammad Yamin Solok, dengan ini menugaskan kepada:

Nama	: Riyen Permata, S.Pd., M.Pd.
NIDN	: 1029038401
Tempat/Tanggal Lahir	: Jambi/29 Maret 1984
Pangkat/Golongan Ruang	: Penata Muda Tk.1/IIIc
Prodi	: Pendidikan Bahasa Inggris
Fakultas	: Keguruan dan Ilmu Pendidikan

Untuk melaksanakan kegiatan Penelitian dengan judul **The Effect of List Group Label Strategy towards Students' Vocabulary Mastery at Seventh Grade of SMPN 21 Sijunjung 2021/2022 Academic Year** pada Tahun Akademik 2021/2022.

Demikian Surat Tugas ini dibuat untuk dapat dilaksanakan dengan baik dan penuh tanggung jawab.

Solok, 15 November 2021
Kepala LP3M UMMY

DR. Wahyu Indah Mursalini, SE. MM.
NIDN. 1019017402