

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Research Background**

Vocabulary is part of language learning, especially in English language learning. By learning vocabulary, one will understand a language. Nathaya in Sitorus (2021:139) states that vocabulary is essential in all language teaching. Someone will struggle to learn a language if they cannot master vocabulary. So, the greater a person's knowledge in mastering vocabulary, the greater the use of language that they know.

In the world of education, both primary, middle, and high schools have vocabulary materials teachers need to teach their students. Because vocabulary is one of the materials in English teaching, vocabulary in English learning cannot be avoided because the aspects contained in vocabulary are fundamental to learning a language. As Wilkins said, as quoted in Salawazo (2020: 470), without grammar, very little can be taught; without vocabulary, nothing can be taught. Students must master language because they will find it difficult to say or know something without mastering grammar. Without it, there will be nothing to say.

Vocabulary learning means students know or remember the words they learn directly or indirectly. Wessels in Natalina (2017:42) believes that vocabulary knowledge is important to a student's academic success. "If students do not understand the meaning of the words in the text, they will have difficulty understanding the text's content". Therefore, understanding the meaning of words can help students understand sentences both orally and in writing. Thus, vocabulary mastery is a priority for foreign language teachers, especially in English. This is an important skill to master. It helps students acquire and express ideas and understand other basic skills.

The teaching of vocabulary is also something that should be paid attention to. Generally, the problem of students in learning is their need for more interest in learning a lesson. Alternatively, they are quickly bored. Other

factors that also cause their lack of interest in education are the students themselves, teaching facilities, the average ability of students being low, students needing to be more responsible for tasks, and English being often considered too challenging to learn. This makes students' vocabulary mastery low when they are not interested in learning it. Therefore, the role of teachers is necessary to guide them. Teachers must master the right strategies and techniques to teach and learn English. Learning English with the right approach and methods helps students to understand the English material, especially vocabulary mastery.

Based on observations made by the researcher at SMP 4 Negeri Sungai Kakap, especially in class Eight Grade (VIII A), through classroom observations and interviews with teachers, the researcher found several problems faced by students in learning English. Based on observations made at that time, it was seen that students were less interested in learning English. This can be seen from the interaction or attitude of students during class. When the teacher explained in front of the class, the average student tended to be silent and pensive, talking with their classmates, and some even fell asleep while the teacher explained the material. The researcher says that students lack interest in learning English; this is also evidenced when the teacher asks if they say they do not know or keep quiet. Due to students' lack of interest in learning English, it can be seen when the teacher often asks questions about the meaning of a word that the teacher has mentioned during the learning process. Still, most students say they do not know, and only 2-3 people manage to answer. Not only that, students still need to learn how to use and understand words in English. Students still need help remembering the meaning of words.

Furthermore, through teacher interviews, the teacher said that most of the test scores were still below standard, especially in the vocabulary test. They could not decipher the meaning of difficult or new words. The students need help understanding the context in which words are used in sentences or texts, and students have difficulty understanding spelling. These problems

make it difficult for students to learn vocabulary. This is also evident from the test results that they have done, which are still below the standard curriculum.

Based on the explanation above, the researcher concluded their need for knowledge about English, especially in vocabulary. This is seen from observations and teacher interviews and proven by the test results they have done. From class VIII A, it can be found that class VIII A with a total of 24 people is still below the competency standard. As a teacher, to improve student learning outcomes by curriculum standards and improve student vocabulary mastery, one must have the right learning strategy for students. Learning strategies will help teachers solve students' problems during the learning process and impact students' mastery of the material. Before determining the right learning strategy for students, we must understand student problems.

Moreover, we must adjust to the right strategy that can be applied to students. With this problem, teachers are expected to use learning strategies or media that can attract students to be more enthusiastic about learning English. One of the learning strategies that can be applied to help students master vocabulary is the List-Group-Label strategy.

List-group-label is a learning strategy in the classroom that uses students and classmates to discuss the current learning material in groups. This strategy can make it easier for the students to learn many words in learning vocabulary in the classroom. According to Gifford (2010, as cited in Firmansyah, 2016: 374), the List-Group-Label (LGL) strategy was used to develop students' thinking in categorizing vocabulary and motivate them to understand vocabulary more quickly. With this strategy during the teaching and learning process, List-Group-Label can be a good strategy for improving students' vocabulary mastery. The researcher chose this strategy because the list-group-label strategy is suitable for vocabulary mastery. Several previous studies have also used the list-group-label strategy to improve students' vocabulary and found it compelling. Among them are The effects of The List-Group-Label Strategy on Students' Vocabulary Mastery (Panjaitan et al.,

2020) and The Effectiveness of Using the List-Group-Label Strategy on Vocabulary Achievement (Rahmi, 2021).

Based on the explanation above, the researcher chose classroom action research and used the list-group-label strategy to improve students' vocabulary mastery in Eighth-grade students of SMP Negeri 4 Sungai Kakap in the academic year 2022/2023. The researcher hopes this strategy effectively improves students' vocabulary mastery. In this study, a researcher focused on improving students' vocabulary mastery.

### **B. Research Question**

1. How is the process of list-group-label strategy in teaching vocabulary mastery to Eight Grade students' of SMP Negeri 4 Sungai Kakap in the academic year 2022/2023?
2. How is the use of list-group-label strategy improving students' vocabulary mastery to Eight Grade students of SMP Negeri 4 Sungai Kakap in the academic year 2022/2023?

### **C. Research Purpose**

1. To describe the process of list-group-label strategy in learning vocabulary mastery to Eight Grade students' of SMP Negeri 4 Sungai Kakap in the academic year 2022/2023.
2. To identify the use of list-group-label strategy to improve students' vocabulary mastery of Eight Grade students of SMP Negeri 4 Sungai Kakap in the academic year 2022/2023.

### **D. Research Significance**

1. Theoretical Significance

This research aims to enable teachers to use the list-group-label strategy as an innovative strategy in English learning, especially in English vocabulary mastery.

## 2. Practical Significance

### a. For the Future Researcher.

The researcher gained new knowledge in teaching vocabulary mastery through the List-Group-Label Strategy, especially at SMP Negeri 4 Sungai Kakap.

### b. For the English Teachers.

This strategy will help the teachers overcome the students' difficulties in learning English, especially in mastering the students' vocabulary, because most of these activities will actively involve the students.

### c. For the Students:

By using list-group-label, students are indirectly encouraged to master the English lesson. Especially they can improve their vocabulary. Students can use the vocabulary they have learned in their communication.

## E. Scope of the Research

There are two things described in this scope, namely variables and terminology:

### 1. Research Variable

Variables are very important in this study. Variables in a study can tell us what we need to measure. According to Ary et al. (2010: 37), variables are constructed as characteristics obtained with different values. From this, it can be concluded that variables are what researchers study. Based on the above explanation, the researcher uses two variables: the independent variable (the use of the list-group-label strategy) and the dependent variable (the improvement in students' vocabulary mastery).

### 2. Research Terminology

#### a. List-Group-Label

List-group-label is a vocabulary strategy in which students are asked to list words, group them according to their similarities, and label the groups. List-Group-Label is a strategy that builds on student's prior

knowledge of the topic of the text and allows students to brainstorm the words they associate with the theme. The list-group-label strategy activates students' minds to know the relationship between words and other words and gives students interest in mastering their.

b. Vocabulary

Vocabulary is the main basis for students to understand what they hear and read. Vocabulary is important because it is the main capital for learning sentence construction and other language skills. By mastering Vocabulary, students can understand English, and make it easier for them to read, write, listen, and speak English.

In this study, the researcher chose Recount text as the learning material to be used during the study because this material is found in the syllabus. Not only that, the researcher chose the meaning and synonyms contained in the recount text. Students will look for meaning and synonyms with context (noun: singular noun, verb: regular and irregular verb, adjective).

c. SMA Negeri 04 Sungai kakap

This research will be conducted at SMP Negeri 4 Sungai Kakap, Pontianak, West Kalimantan. The researcher chose class VIII A, which consisted of 24 students. The problem of SMP Negeri 4 Sungai Kakap students, especially class VIII students, is the need to master their' Vocabulary. Many supporters of this problem are students less interested in learning English, students who have difficulty remembering the meaning of words, do not understand the context of using words in sentences or texts, and students who still do not know how to use and understand words in English. With this, the researcher will conduct teaching practice, especially in class VIII, using List-Group-Label to improve students' vocabulary mastery. The title of this research is "THE USE OF LIST GROUP LABEL STRATEGY TO IMPROVE STUDENTS' VOCABULARY MASTERY" (Classroom

Action Research with the Eight Grade Students of SMP Negeri 4 Sungai Kakap in the 2022/2023 academic year).

Based on this explanation, the researcher will implement the hypothesis of the List-Group-Label strategy to improve students' vocabulary mastery in Eighth-grade students of SMP Negeri 4 Sungai Kakap in the 2022/2023 academic year.