Philosophica Vol II No. 1, Juni 2019

THE USE OF LIST-GROUP-LABEL (LGL) STRATEGY IN TEACHING VOCABULARY

(A Pre-Experimental Research to the second semester Students of Islamic Education Department of Teacher Training and Education Faculty of IAIN Pontianak in the Academic Year of 2017/2018)

SULAIMAN
Institut Agama Islam Negeri (IAIN) Pontianak
sulaiman@iainptk.ac.id
First received: 12 Agustus 2018
Final proof received: 5 Januari 2019

Abstract

The aim of this research was to find out the effectiveness of List-Group-Label (LGL) strategy in teaching vocabulary and how significant the effect of List-Group-Label (LGL) strategy was in teaching vocabulary to the second semester Students of Islamic Education Department of Teacher Training and Education Faculty of IAIN Pontianak in the Academic Year of 2017/2018. The research design employs a pre-experimental research in form of one group Pretest- Posttest design and had no control group. The population of this research was all of the second semester Students of Islamic Education Department of Teacher Training and Education Faculty of IAIN Pontianak in the Academic Year of 2017/2018 consisted of 317 students and the chosen sample was class B. The sample was taken by applying Cluster random sampling technique. The research was conducted at IAIN Pontianak. The technique of data collection in this research was measurement. The data were collected with essay test. The pre-test and post-test were distributed in order to get the data from the students. The data were analyzed by using t test. The result revealed that List-Group-Label (LGL) strategy was effective on students' vocabulary mastery because the mean score in pretest and posttest were different and the difference was considered significant. The effect size calculation revealed that List-Group-Label (LGL) strategy gave strong effect to the students' vocabulary mastery. It could be inferred that List-Group-Label (LGL) strategy was significantly effective in teaching vocabulary to the second semester Students of Islamic Education Department of Teacher Training and Education Faculty of IAIN Pontianak in the Academic Year of 2017/2018 and the treatments gave strong effect to the students in learning vocabulary. List-Group-Label (LGL) strategy can be implemented in teaching vocabulary in order to improve students' vocabulary mastery.

Keywords: List-Group-Label (LGL) strategy, Teaching Vocabulary, Pre-Experimental Research

INTRODUCTION

Vocabulary has a great role in a language. It is one of the most important components in learning a language including English. In line with Masheffel (1989: 32) learning a language is a mastery vocabulary in the language. It can be said that vocabulary is the core component which must be mastered by the students in learning a language. Having adequate vocabulary helps

students to be easy to convey their idea in speaking freely, be able to listen what the speaker's point in accurately be able to comprehend the reading material precisely, and be able to write with various words meaningfully. This statement is in line with Azar (2012:2) stated that to make all four skills connected, vocabulary is one of the sub skills that students must master because vocabulary is the element that links to the four skills of speaking, listening, reading and writing In other words, vocabulary is the first sub skill that students must be mastered in order to be easy in learning those four skill (speaking, listening, reading and writing) in English.

According to Wilkins (1972: 110) said that without grammar it is very little can be conveyed, without vocabulary nothing can be conveyed. It means that mastering vocabulary is needed by the students because they hard to say something. Through vocabulary, students can communicate and express their ideas, emotions and feelings in their daily life even if they have difficulty in grammar. Without mastering grammar and without mastering vocabulary there is nothing to say. But in fact there are a lot of problem in learning vocabulary in the class. Some of them are because of lack of motivation, boring method of learning vocabulary, and lack of interesting material.

Thus, the researcher implemented List-Group-Label strategy to improve students' vocabulary mastery. List-Group-Label is a brainstorming and categorizing activity that provides students with the opportunity to think about, discuss, categorize, and label words related to a central concept (Allen, 2007: 69). List-Group-Label made words come alive for students through their conversations and reflections on the meaning connection between words. It actively engaged students in learning new vocabulary and content by activating critical thinking skills.

In this strategy, the teacher chosen a central concept. The teacher prepared the students some words, let the students to read the book and took some words from their reading were two decisions that the teacher made before running this strategy. After making the decision about how the students got some words, the students made a list based on vocabulary they have. In grouping activity, the students were divided into some groups. In this activity the students shared their idea one another and team building resulted. The last activity was Labelling and in this activity, it allowed the students to put the words in what concept or category they were related too.

Meanwhile, List-Group-Label strategy was not only to make students easier in obtaining new vocabulary but also to train their critical thinking in learning. In this occasion, the researcher integrated vocabulary to writing skills because there was no single vocabulary subject but integrated to English subject. There was a similiar previous study that relates to the List-Group-Label strategy. Ardiyanti (2015) in her thesis states that the use of List-Group-Label (LGL) is effective to teach vocabulary mastery. Based on thesis finding above, the researcher wanted to compare whether the findings has the same impact in the research that conducted by researcher. According to Taba cited in Bruner (2011: 14) the purpose of the List-Group-Label (LGL) strategy is to assist students in learning new vocabulary by emphasizing word relationships. In addition to help students understand and remember vocabulary words and phrases, it also supports the activation of background knowledge. It can be concluded that by implementing this strategy, it allow the students to learned new vocabulary and they related it to the concept or category that gave by the teacher.

RESEARCH METHODS

This research used an experimental design. Cohen et al (2007:272) defined that an experiment involves making a change in the value of one variable called the independent variable and observing the effect of that change in another variable. It is in line with Hasan (2013:22) defined that an experimental design is a type of research which be done with manipulating object of research and also presence of control group in certain variable. The aim of this research is to investigate there is or there is not relationship between cause and effect with giving a certain treatment in an experimental group and do a control stage for measurement.

Meanwhile, the major focus of this research was on pre-experimental design and one-group pre-test and post-test design. Singh (2006:141) argued that pre-experimental design consists of comparing the growth of single group under two different sets of condition. It means that pre-experimental does not need control group to compare with the experimental group. McMillan (1996:85) asserted that a population is a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which we intend generalize the results of the research. In relation with this research, it means that population is the whole group that is intended to be used for the researcher purpose in collecting data and observing it for the sake of research. The population of this research was all second semester Students of Islamic Education Department of Teacher Training and Education Faculty of IAIN Pontianak in the Academic Year of 2017/2018 consisted of 317 students

The researcher took one class to be observed by using cluster random sampling. According to McMillan (1996:90), Cluster sampling involves the random selection of naturally occurring groups or areas and then the selection of individual elements from the chosen groups or areas. Thus, the researcher chose a classroom randomly and that classroom was served as the sample of this research. By that way, the researcher wrote the name of classes, rolled them down and put them into a box then randomly picked one of the papers blindfolded and class B consisted 36 students was chosen class.

In this research, the researcher used measurement technique because it is intended to measure students' achievement in vocabulary before and after treatment. Furthermore, Creswell (2012:623) explained that measurement means that the researchers observe and records the scores on an instrument. The researcher also measured the performance of the sample by utilizing a pre-test and a post-test in form of achievement test. The researcher used essay form to collect the data. The aim of giving test is to measure students' achievement on vocabulary.

The researcher used statistical analysis. Statistic can be used to analyze the data to describe the tendency which calculates the values based on number. In analyzing the data, the researcher firstly analyzed students' individual score, then students' mean score, students' standard deviation, normality test, and testing the hypotheses to answer the first question. And the last, the researcher analyzed the effect size to answer the second question. In order to test the hypotheses of this research, the researcher used T- Test. This statistical analysis was used to know the significant difference between two means of the sample. In this research, the mean score of pre-test and post-test were compared and Paired sample T-Test also was employed by the researcher to know the significant difference between mean score of Paired sample

before and after giving treatment. If H0 is rejected, Ha is accepted, it means the use of List-Group-Label (LGL) Strategy in teaching vocabulary is effective. On the contrary, if H0 is accepted, it means that the use of List-Group-Label (LGL) Strategy in teaching vocabulary is not effective.

In order to know How significant the treatment was, researcher used effect size. When effect size 0-0,20 it was mean weak effect by using List-Group-Label strategy was not influented during treatment, 0,21-0.50 the treatment by using List-Group-Label Strategy had Modest efeect, also when effect size got 0.51-1,00 almost perfect in treatment with List-Group-Label and the qualification was mod erate effect and the last was >1,00 is strong effect.

FINDINGS AND DISCUSSION

1. The Analysis of Students' Score in Pretest and Posttest

In order to know the highest, lowest and the mean score in pre-test and post-test, the researcher was employed SPSS 23 to find them. The result of getting the highest, lowest and mean score can be seen below.

The table 1 showed that the highest score in pre-test which students obtained was 67.50 and the lowest score which students obtained was 40.00. The total score that the students obtained in pre-test was 1,825.5 with the standard deviation was 8.25. It indicated that the students' ability in vocabulary achievement was still in wide range of distribution.

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	36	40.00	67.50	50.694	8.2508
Posttest	36	55.00	82.50	68.264	7.2904
Valid N (listwise)	36				

It also showed that the highest score in post-test which students obtained was 82.50 and the lowest score which students obtained was 55.00. The total score that students obtained in post-test was 2,460. With the standard deviation was 7.29. It indicated that the students' ability in vocabulary achievement was shrinking compared it with the standard deviation in the pre-test or it can be worded that there was a change between pre-test and post-test in terms of range of distribution.

The result of the pre-test and post-test in the table 1 also showed that the result of the mean score between pre-test and post-test was significantly different. Based on the table 1, it showed that the mean score of pre-test was 50.69 and the mean score in the post-test was 68.29. It displayed that the students' mean score on the pre-test was lower than the students' mean score in the post-test. The comparison of the mean score in pre-test and post-test can be seen in figure below:

Figure 1 Students' Mean Score in Pre-Test and Post-Test Graphic

Based on the figure 1, the calculation of the students' mean score in pre-test and post-test indicated that the difference was significant. The difference score between pre-test and post-test was 17.57. It could be deduced from the result that the treatments given to the students were effective in teaching vocabulary to the second

semester Students of Islamic Education Department of Teacher Training and Education Faculty of IAIN Pontianak in the academic year of 2017/2018.

2. Normality Test

Since the data showed the normal distribution, the researcher continued to the parametric statistic t test formula. The data were in normal distribution because the significance score of the data was more than 0.05. The researcher used One-Sample Kolmogorov- Smirnov test to know the whether the data was in normal distribution. The calculation were performed by employing SPSS 23. The result of the normality test can be seen in the following table:

Based on the table 2, it can be seen

Table 2.Test of Normality (Hypothesis Test Summary)

	Null Hyphothesis	Test	Sig.	Decision
11	The distribution of Pre-test is normal with mean 50.69 and the standard deviation 8.251.	One-Sample Kolmogorov-Smirnov test.	.053	Retain the null hypothesis.
22	The distribution of Post-test is normal with mean 68.26 and the standard deviation 7.290.	One-Sample Kolmogorov-Smirnov test.	.054	Retain the null hypothesis.

that the significant score (sig.) of pre-test was 0.053 and the significant score of post-test was 0.054. The pre-test score was in normal distribution because the value of sig. was higher than 0.05 (0.053>0.05). The post-test score was in normal distribution because the value of sig. was higher than 0.05 (0.054>0.05). Since pre-test and post-test scores were in normal distribution, the researcher used t-test to test the hypotheses.

3. T Test

Based on the calculation of the normality test before, the data was in normal distribution. Therefore, the researcher used t test to test the hypotheses by employing SPSS 23. The decision making for t test was effective or Ha accepted if the sig. value lower than 0.05. Whereas, if the sig. value in the t-test was higher than 0.05 then Ha was rejected. The result of the t-test can be seen in the following table:

From the table 3, it can be seen that

Table 3. T Test Result

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1	Pretest – Posttest	-17.56944	4.64781	.77464	-19.14204	-15.99685	-22.681	35	.000

the sig. value was lower than 0.05 because the sig. value showed that 0.000 < 0.05. In this research, the null hypothesis (Ho) was Rejected. The alternative hypothesis (Ha) was Accepted. Since the sig. value of t test was 0.000, it meant that in this research, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted.

Testing hypothesis also had been calculated by the researcher in order to know

whether this strategy was effective to teach vocabulary. As the result of t-test calculation which was resulted t value (22.681) the researcher compared the t value to the t distribution table on page 77 with df 35. It showed that t table (22.681) was greater than t distribution table (2.0301) and it indicated that H0 was rejected. Therefore, the use List-Group-Label strategy was effective in teaching vocabulary to the second semester Students of Islamic Education Department of Teacher Training and Education Faculty of IAIN Pontianak in the academic year of 2017/2018.

4. Effect size

In analyzing how significant the effectiveness of the treatments were, the researcher used the formula of Cohen's *d* effect sizes. From the calculation about the Effect Size, it was showed that the score of *d* was 1.13. Based on the qualification of Effect Size that the Effect Size which was more than 1 was strong effect, Since the Effect Size value in this research was more than 1.00 (1.13 > 1.00), it meant the treatments in this research gave strong effect to the sample of the research.

Ardiyanti (2015) in her research found that the implementation of List-Group-Label (LGL) strategy showed that the students involved in the discussion well. It appeared that List-Group-Label (LGL) strategy stimulates the students active participation. It makes the students learn academic vocabulary independently and improve their academic vocabulary knowledge with the assist of their friends and the guides from the writer.

In addition, the major finding in this research was the effectiveness of List-Group-Label (LGL) strategy in teaching vocabulary to the second semester Students of Islamic Education Department of Teacher Training and Education Faculty of IAIN Pontianak in the academic year of 2017/2018. The researcher found that this strategy was effective in teaching vocabulary to the students and it can be seen in the result of effect size calculation. Another finding which researcher got was the students could help each other in learning vocabulary and it built social skills among them. This strategy also built their knowledge about vocabulary and trained their thinking skill in teaching learning process.

Based on the research findings and theory above, the researcher deduced teaching learning process by implementing List-Group-Label strategy trained students critical thinking about new words. This strategy also made students easier to learn vocabulary because all students got involved in this learning process. Thus, the research findings were in line with Ardiyanti (2015) and some theories from Allen (2007:69) and Brunner (2011:14).

REFERENCE

Allen, J. (2007). *Inside words: Tools for Teaching Vocabulary*, Grades 4-12. USA. Stents House Publisher

Ardiyanti, R. (2015). The Use of List-Group-Label (LGL) Strategy in developing Students' Academic Vocabulary Mastery A Quasi Experimental Research at Eleventh Grade of SMA Negeri 1 Pati Semarang. Thesis. English Study Program. https://www.google.com/search?q=Ardianti%2C+Rina.+2015.+The+Use+of+List-GroupLabel+(LGL)+Str ategy+in+developing+Students%E2%80%99+Academic+Vocabulary+Mastery+A+Quasi+Experimental+Research+at+Eleventh+Grade+of+SMA+N

Azar, A.S. (2012). *The Effect of Games on EFL Learners' Vocabulary Learning*

Strategies. Maragheh Branch-Isamic Azad University, Maragheh, Iran.

Bruner, Judy T. (2011*). I Don't Get It: Helping Students Understand What They Read*. United Kingdom. Roman & littleField Publishers.

Cohen, L, Manion, L & Morrison, K. (2007). *Reserach methods in education, 6th edition*.NewYork:Routledge.Creswell, John W. (2012). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*. Boston. Pearson Education

Hasan, I & Misbahuddin (2013). *Analisis Data Penelitian Dengan Statistik, edisi ke-2*. Jakarta: PT.Bumi Aksara.

Mashefel, Ned D. (1989). *Better Reading in Secondary School*. New York: Oxford University Press.

McMillan. H. James. (1996). *Educational Research Fundamental for the Costumer*. New York. Harper Collins.

Singh, Yogesh Kumar. (2006). *Fundamnetal of research Methodology and statistics*. New Delhi: Age International Publisher.

Wilkins, D. (1972). *Linguistic in Language Teaching*. London:Arnold.