CHAPTER I

INTRODUCTION

In this chapter, the writer presents discussion about background of the study, problems of the study, objectives of the study, significance of the study, scope and limitation of the study. Each item is discussed clearly as follows.

A. Background of the research

Language is one of the important tools to communicate with others. People can communicate each other and express their ideas and thought. Language is verbal behavior that usually people use to communicate with other people around them. In addition, it is one of the tools to do some interactions and give response to someone (Harmer, 2007:21). In other words, language as social institution, as verbal practice, as reflexive practice, as medium of classroom, communication, and also as school subject. Languages which are often used as a means of communication are English. It becomes the dominant language around the world, and now more and more people use English as an interactional language.

Vocabulary study is one element of the language that should be learnt and taught. It will be hard to master the language without mastering or understanding a certain number of vocabularies. Vocabulary is the first step to be taught before teaching other aspect of language. As explained by Richards and Renandya (2002: 255), "Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write". It means that by having a high vocabulary, it can help the students learn four basic skills of English are speaking, listening, reading, writing in certain purposes.

Learning vocabulary is very important because vocabulary is the first aspect in learning language before able to use the language. How important to learn vocabulary written from Holy Qur'an surah Al-Baqarah verse 31. Allah said that prophet Adam was learning the name of thing.

وَعَلَّمَ ءَادَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلٰئِكَةِ فَقَالَ اَنْبِئُونِى بِأَسْمَآءِ هٰؤُلَآءِ إِنْ كُنْتُمْ صٰدِقِيْنَ ﴿٣١﴾

"And He taught Adam all the names, than He put the object of these names before the angels and said: "Tell Me the names of these, if you are right,"

The students at junior high school are beginner, thus they have to learn vocabulary first before they can use the language to communicate. The students of the junior high school have begun to study English as a foreign language. MTs N 1 Blitar is one of the junior high school which has started to introduce English to the students from the seventh until nine grades.

MTs N 1 Blitar is one of MTs N from Kabupaten Blitar which located precisely in Kunir. The location is strategic, comfortable, located in Al-Kamal boarding school, supported by adequate teaching and learning facilities, as well as professional faculty with the formula Curriculum 2013 so don't doubt that MTs N 1 Blitar is the best alternative as a forum to develop a knowledgeable generation, religious and piety. The location of the school is very easy to reach by vehicle, both private vehicle and public transportation because of the location of the school which is close to the transportation line. The condition of Madrasah Tsanawiyah 1 Blitar can be said to be adequate with the available facilities and infrastructure, such as the number of classes, laboratory, library, field, and other supporting

learning infrastructure facilities. Aside from being the only one, Madrasah Tsanawiyah 1 Blitar has also established the 2013 curriculum as a means of learning English. This is evident in the curriculum program, the determination of the lesson plan, and the appraisal system agreed upon and applicable in the English school subjects refers to Permendikbud number 24 of 2016 on the core competencies and basic competencies of the 2013 curriculum on primary and secondary education.

Based on the description above, the writer is interested in making MTs N 1 Blitar as research object with the title "The Effectiveness of Using List-Group-Label Strategy of Teaching Vocabulary for Seventh Graders at MTs N 1 Blitar ". Researchers examine how different in English language skills before taught by using list group label strategy and after taught using list group label strategy. Given that the ability to increase vocabulary in a country using English as foreign language is very important, researchers also want to know the significant differences between class groups using list group label strategy (experiment group) and class groups without using list group label (control group). The results of this research are expected to be used as feedback in the process of learning English in school.

Based on observation in the school, generally students got difficulties in learning vocabulary. They get difficulties in vocabulary mastery and pronouncing words correctly. Pronouncing the words correctly is an important part in teaching vocabulary because incorrect pronunciation will influence the meaning of the words. Moreover, by pronouncing the words correctly, it can help the students

remember the word longer and easy to identify the words when they hear or see it. In introducing new words, the teacher should pronounce every new word, carefully and correctly, and then repeat it. In fact, the students still gets difficulties in pronouncing the words correctly and difficulties to remembering.

According to Carten (2007:21) Learning vocabulary is all about remembering, and necessary for students to see, say, and write newly learned words many times before they can be said to have learned them. Various way in learning vocabulary have been suggested by some researchers. Some of them suggest that when students learn English word and translation, it means they are learning vocabulary. Although most agree that repetition is an important aid to learning vocabulary, it is more effective than just seeing a word over and over.

There are many strategies and techniques that can be applied in teaching vocabulary. One of them is List-Group-Label. There 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 it is called LGL. Students generate in the process of this activity, it can give as an excellent assessment tool for teachers in determining the degree of background knowledge students bring to the study (Allen:2007:69). LGL is designed to help students make connections to prior knowledge. LGL was designed to help teachers activate students' schema in regards to a particular concept, to improve existing vocabulary, to organize verbal concepts, and to remember new vocabulary. The writer want to explore how the use of LGL strategy to improve students vocabulary in learning English especially in reading comprehension.

Keeping students actively engaged in various vocabulary instructions can provide students with a sense of comfort and begin to manipulate, research, and use words more in their speaking and writing vocabulary. Above are only a few strategies that can be used to motivate students to explore and increase vocabulary knowledge. Instruction should give various strategies to engage students and make vocabulary fun.

In this study, the writer used list group label strategy to facilitate easy to learn vocabulary. Some previous study showed that this strategy is good in improving students' learning vocabulary. One of them is from Rina Ardiyanti (2015) conducted a research entitled *The Use Of List-Group-Label (LGL) Strategy in Developing Students' academic Vocabulary Mastery (Quasi Experimental Research at Eleventh Grade of SMA Negeri 1 Pati in the Academic Year of 2015/2016).* Rina Ardiyanti that conducted the research at the eleventh graders of SMA Negeri 1 Pati in the academic year 2016/2017 which stated that there was a positive effect toward students' learning vocabulary shown by a significant difference of students' learning vocabulary before and after the implementation of List Group Label Strategy. The research design conducted by Rina Ardiyanti was using quasi experimental design that focused on Report text.

In this study, the writer can take the title is *"The Effectiveness of Using List-Group Label Strategy of Teaching Vocabulary for Seventh Graders at MTs N 1 Blitar".* The writer can conclude that the similarities between this previous research and this research are the same material that is focus on vocabulary. The strategy are same with this research especially list-group-label strategy. The

different is about the grade to research, topic of the research and the research method. The grade of this previous research used eleventh grade at senior high school and this research used seventh grade at junior high school. The topic of the previous study is Report text and this research is Descriptive text. The research method this previous research are same with this research, it is used a Quasi Experimental research.

B. Research Problems

Based on the background of the study the research problems are formulated as following: Is there any significant difference in student achievement between those taught by using List-Group-Label strategy and those not taught without using List-Group-Label in developing their vocabulary mastery?

C. Objectives of the Research

Based on the statement of the problem above the objective of the research are: To find out whether there is or not any significant difference in students' achievement between students taught by using List-Group-Label (LGL) strategy and those taught without using List-Group-Label in developing their vocabulary mastery.

D. Research hypothesis

Hypothesis is not the final answer the researcher must do the research first empirically. Hypothesis in this research are:

- Null hypothesis (Ho): there is not effective in teaching vocabulary score between the student before taught using and without using list group label strategy.

- Alternative hypothesis (Ha): there is effective in the teaching vocabulary score between the students before taught using and without using list group label strategy and after using list group label strategy.

E. Significant of the research

The significant of the study can be stated as follows:

a. To the student

From result of this research is expected student to more active and more motivated in learning English, especially in learning vocabulary.

b. To the teacher

The result of this research is expected can use List-Group-Label strategy in teaching vocabulary.

c. To other researcher

The result of these researches is expected can find the effect of List-Group-Label in teaching vocabulary.

F. Scope and Limitation of the Research

The writer is only limited on the effect of using List Group Label (LGL) Strategy. This study will be conducted at seventh graders of MTs N 1 Blitar. Thus, the result of this study is specified into target population that is seventh graders of MTs N 1 Blitar.

The writer also gives a limit to the text that will be used in application that is Descriptive Text especially in Reading skill. It is based on the time and schedule the researcher used while conduct the research.

G. Definition of Key Terms

To avoid must understanding and interpreting about the topic, here research word of:

1. **Descriptive text** is a text which describes a particular person, place or things (Anderson:1998:27). Its purpose is to tell about the subject by describing its features without including personal opinions. A factual description differs from an information report because it describes a specific subject rather than a general group.

2. **Vocabulary** is one element of the language that should be learnt and taught. It will be hard to master the language without mastering or understanding a certain number of vocabularies. Vocabulary is the first step to be taught before teaching other aspect of language. As explained by Richards and Renandya (2002: 255), "Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write". So that, by having a high vocabulary, it can help the students learn four basic skills of English are speaking, listening, reading, writing in certain purposes.

3. **List-Group-Label (LGL)** is designed to encourage students to improve their vocabulary and categorization skills, organize their verbal concepts,

aid them in remembering and reinforcing new words, and activate their prior knowledge about the subject (Allen:2007:72). The brainstorming and categorizing strategy can be used prior to beginning a unit. Teachers in any content area can use the same instructional strategy by generating a term or concept that will be the focus of study in the classroom.