

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer presents discussion about review of the theoretical background and review previous study.

2.1 Review of the theoretical background.

1. Definition of vocabulary

Definition of vocabulary can be said as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word: for example, post office and mother-in-law, which are made up of two or three words but express a single idea (Ur:1991:60)

Vocabulary is a center component of language proficiency and a lot of the basic for how well learners speaking, listening, reading and writing are provided by vocabulary. Learners often achieve less without an extensive vocabulary strategies for acquiring new vocabulary (Richards:2002:255).

Vocabulary is the units of meaning from which larger structures, such as sentences, paragraphs and whole texts are formed. It is the basic building block on language (Read:2000:1).

Based on explanation above, the writer can take conclude that vocabulary is group of word which component of language and it need to be learned in language learn.

2. Types of vocabulary

Hiebert and Kamil's view point (2005:3) states that the types of vocabulary is depends on individual purpose in convey the meaning. This

definition is the fact that words come in at least two forms, oral and print. *Oral vocabulary* is the set of words for which we know the meaning when we speak or read orally. It refers to two language skills: speaking and reading. Meanwhile, *print vocabulary* consists of those words for which the meaning is known when we write or read silently. It refers to words that we use in reading or writing.

These are important distinctions because the set of words that beginning readers know are mainly oral representations. As they learn to read, print vocabulary comes to play an increasingly larger role in literacy than does the oral vocabulary. If it is correlated with translation activity, the learner involves print vocabulary in reading activity first then they find out the meaning.

On the other hand, Hiebert and Kamil also declare that knowledge of words also comes in at least two forms, productive and the vocabulary we use when we write or speak and receptive that which we can understand or recognize. These will explain clearly as follows:

I. Productive or active vocabulary

Productive can be called active. Productive or active vocabulary is the set of words that an individual can use when writing or speaking. According to Jackson and Amvela (2000: 28), "Active vocabulary is the words that you use in your own speech and writing, while passive vocabulary is the words that you recognize and can make sense of in the speech and writing of other people." It means that, active vocabulary is made up of words that come to our mind immediately when we have to use them in a sentence, as we speak and write. They are words that are well-known, familiar, and used frequently. Active vocabulary

appears when produce the words to sentences in speaking or writing. It can be activated by other words, because it has many incoming and outgoing links with other words.

In this case, productive or active vocabulary means the stock of words that a person actually uses in his own speech or writing. It is used in oral or written expression the meaning to others.

II. Receptive or passive vocabulary.

Receptive or recognition vocabulary is set of words for which an individual can assign meanings when listening or reading. It means receptive vocabulary is word that a person understands when they hear or read from other. They don't use own speech. Receptive carries the idea that we receive language input from others through listening or reading and try to comprehend it (Nation, 2000: 37).

On the other hand, receptive vocabulary can be used in passive form. It consists of items which can only be activated by external stimuli. By passive knowledge, we mean that students are able to recognize the word but they are not able to produce it (Sarosdy *et al*, 2006: 71). It means that, receptive or passive vocabulary means the words that the students recognize and understand them when they occur in a context. Besides, it also can occur when the students need someone to say something that helps them recall the words meaning. The students usually find receptive or passive vocabulary in listening or reading materials. They can find the meaning of word when they read the text.

Based on explanation above, it can be conclude that the types of vocabulary can be divided into two knowledge are knowledge to know the meaning and to know the words. Knowledge to know the meaning consists of oral and print vocabulary while knowledge to know the words involves active or productive vocabulary and passive or receptive vocabulary. The words that we produce in speaking or writing are called productive or active vocabulary. The words that we catch from listening and reading are receptive or passive vocabulary.

3. Aspects of vocabulary

According to Nation (2001:1), there are four aspects of vocabulary such as use, form, meaning, and usage. Further, for detailed explained as follows:

a) Use

According to Nation (2001: 1), there are some ways to draw the attentions to the use of words by quickly showing the grammatical pattern the word fits into (countable/ uncountable, transitive/ intransitive, etc), giving a few similar collocates, mentioning any restrictions on the use of the word (formal, informal, impolite, only used with children, etc), and giving a well know opposite or a well know word describing the group or lexical set it fits into.

b) Form

In this aspect, word formation means to know how words are spoken, written, and how they can change their form. Firstly, the learners have to know what a word sound like its pronunciation (spoken form). Knowing the spoken form of word includes being able to recognize the word when it is heard. On the other

hand, it also involves being able to receptive or produce in order to express a meaning. Secondly, the learners must know how spell of word (written form). As Nation (2001: 44) points out that one aspect of gaining familiarity with the written form of word is spelling. Sometimes, the learner also must be careful in this activity because it (spell of word) is not same with their pronounced. Thirdly, the learners also must know any word parts that make up these particular items (such as prefix, root, and suffix). Suffix is an affix lies at the end of word to make new word, while root is the head of a word. Then, prefix is an affix at the beginning of root or word to make new word. For instance, words “uncommunicative” where the prefix of un means negative or opposite meaning, communicate as the root word, and ive means a suffix denoting that someone or something is able to do something. Here, they all go together refer to someone or something that is not able to communicate, hence uncommunicative.

c) Meaning

Nation says that meaning encompasses the way that form and meaning work together in other words, the concept and what items it refers to, and the association that come to mind when people think about a specific word or expression. These are to realize about vocabulary items that they frequently have more than one meaning. Sometimes, word has meanings in relation to other words. As far as meaning goes, students need to know about meaning in the context and they need to know about sense relation.

The meaning of word can be understood in terms of its relationship with other words in the language. According to Harmer (2002: 18), the sense relation is divided into four as follows:

- 1) Polysemy is word that the same collection of sounds and letter but it can have different meaning. Example: birth wing (sayap) - west wing (tanda).
- 2) Synonym, it means exactly or nearly the same as each other. While, McCarthy et al (2010: 181) defines synonyms are words that sound different but have the same or nearly the same meaning. Example: good-decent, bad-evil, costly-expensive.
- 3) Antonym, a word is often defined by its relationship to other words. It also words with opposite meanings (Thornbury,2002:9). Example: cheap-expensive, full-empty, old-young
- 4) Hyponymy, that relationship between a word which is a member of a category and the name of category. Fromkin et al (2003: 184) argued, "Hyponym is lexical representations that have feature indicating a class to which they all belong. Example: read, white, black and so on, is a hyponym of color.

d) Usage

The meaning of language depends on where it occurs within a large stretch of discourse. Here, Nation involves the grammatical function use of the words or phrase, the collocation that normally occur with a language use, and any constraints used (in term of frequency, level, so forth). In addition, Harmer (2002: 19) says that words do not just have different meanings. However, they also can

be stretched and twisted to fit different contexts and different uses. In this way, word meaning is frequently stretched through of metaphor and idiom. It is also governed by collocation. Students need to recognize metaphorical language use and they need to know how words collocate.

Based on the explanation above, it can be conclude that in general, vocabulary can be classified into some part covering all words in language. After knowing some points of vocabulary, it is clear that the students should have a great skill on vocabulary. Not only mastery in a rich vocabulary but also understand about using of vocabulary adequately.

4. The Importance of Vocabulary

Vocabulary is very important for second language learners; only with sufficient vocabulary learners can effectively express their ideas both in oral and written form. Thus they should have a good idea of how to expand their vocabulary so that they can improve their interest in learning the language. Language teachers, therefore, should possess considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning.

Learning vocabulary is important for students“ vocabulary knowledge development as well as supported their academic achievement. As Townsend and Collins (2008: 993) state that “the development of vocabulary in English makes an essential contribution to the academic achievement of English Learners (ELs).” Learning academic vocabulary is important for students when they learn technical terms in texts such as report text in which the use of technical terms is one of its

the language features. In addition, learning academic vocabulary is important when the students need to access academic textbooks or other references from the internet.

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”. 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. Without an extensive of vocabulary, learners often achieve less than their potential and discourage from making language use in language learning opportunities around them in different context.

The important of vocabulary can be evidenced by application in real word. An example, students who have good vocabulary mastery can be enjoying with their translation activity without look up the dictionary. Thus, it’s necessary for students to know many vocabularies in their study. Nation (2001: 9) explored “Studies of native speakers’ vocabulary seem to suggest that second language learners need to know very large numbers of words. While this may be useful in the long term, it is not an essential short-term goal”. The benefit of vocabulary study is not only can be used when they learn at classroom but also when they use language as toll of communication.

On the other hand, the existence of vocabulary also has an important role in any language event especially in written language. This statement is supported by Hayes, Wolfer, Wolfe 1996 in Hiebert and Kamil (2005: 1) that the vocabulary of written language is much more extensive and diverse than the vocabulary of oral language”. In addition, Hiebert and Kamil, (2005: 1) explored “Words represent complex and, often, multiple meaning. Furthermore, this complex, multiple meanings of words need to be understood in the context of other words in the sentences and paragraph of text”.

It can be summarized that any language in this world has vocabulary which is different meaning from one and others. A word has multiple meaning in different context. In learning English, it is important for students to understand the meaning of new language. People talk in order to convey the meaning of their ideas and they translate in order to discover the meaning of what others write. Without meaning, there would be no real point in language.

In learning foreign language, vocabulary is central to English language teaching because without sufficient of vocabulary, the students can't understand others or express their own ideas. Wilkins summed up the importance of vocabulary “without grammar very little can be conveyed, without vocabulary nothing can be conveyed (Thornbury, 2002: 13). It means that a language will not be formed without vocabulary. Vocabulary is the core of knowledge which must be belonged by each of English learners. It is success key and important role in learning language, especially for English Foreign Language (EFL) learners. By having vocabulary mastery, they can express their feeling. Without it,

communication is very impossible can occur either written or orally. Yet, the communication still can be managed without grammar.

Based on the explanation above, it can be conclude that learning vocabulary has many benefits for students. The role of vocabulary can help the students in understanding what they are studying. Lacking of vocabulary mastery will cause difficulties in understanding the meaning. Instead, it will affect in their vocabulary achievement. The more concern of vocabulary will give contribution to the students in learning process. Students who have good power of word, they are usually get more successful in learning language. Thus, vocabulary is very important to be studied by the students, especially for English Foreign Language (EFL).

5. Techniques in teaching vocabulary

In the teaching learning process the teacher has to be able to make the interesting materials for the students, and he has to know all of methods in order to be able to use one of them when situation demands it. The creativity of the teacher will get a good result. According to Scott Thornbury (2003:145-160) there are some techniques in teaching vocabulary. The first is using mnemonics, it's involves devising an image that typically connects the pronunciation of the second language of word with the meaning of a first language. Second by using word cards this technique, there are many activities as the variety such as peer teaching and testing, association games, guess my word, De-vowel words, Gosh writing, categories. Third, guessing from context is one of the most useful skill learners can acquire and apply both inside and outside the classroom. It seems to be one

that can be taught and implemented relatively easily. It's also one that we all already use, perhaps unconsciously when reading and listening in our mother tongue. Fourth, coping strategies for production, these strategies learners can use as gadgets and tools in their learning process. For example is using tape, and then apply it through role plays. Fifth, using Dictionaries, it is useful when learners are generating text and looking for the resources of words for vocabulary acquisition. Sixth is spelling rules, dictionaries are often used to check spelling, and spelling in English is somewhat problematic. This is because there is often more than one way of spelling sound, and more than one way of pronouncing a letter (or combination of letters). Seventh is keeping records, the keeping of vocabulary notebooks is a skill that usually requires some classroom training. It is probably good if probably their own preferred method of recording vocabulary. The last is motivation, besides activities in making interest of words teachers able to share their own learning experiences or other learner experiences, both successful and unsuccessful.

6. Language Testing Items in Vocabulary

In learning foreign language, language testing is very important both teacher and learner. One of them is vocabulary testing. A vocabulary test is to know how far effective a teaching sequence has been conducted. As Thornbury (2002: 129) argued that Testing provides a feedback, both of learners and teachers. Moreover, testing has a useful backwash effect: if learners know they are going to be tested on their vocabulary learning, they may take vocabulary learning more seriously. Testing motivates learners to review vocabulary in preparation for a test.

It means that vocabulary testing can give positive effect rather than the negative effect both of learner and teacher. It can give wash back need to be considered when designing and evaluating vocabulary especially for the teachers. Meanwhile, the learners also can correct themselves aimed to increase their learning next time. Consciously, the high curiosity about vocabulary can appear in the students' self.

Similarly, Heaton (1988:9) states that vocabulary test measures the students' knowledge of the meaning of certain words as well as the pattern and collocation in which they occur. Test of vocabulary should avoid grammatical structures which the students may find difficult to comprehend it. Types of vocabulary test are follows:

- a.** Multiple choice task (Heaton, 1988: 55) Multiple choice tests are a popular way of testing in that they are easy to score (a computer can do it), and they are easy to design (or seem to be). Moreover, the format of multiple choices can be used with isolated word, words in a sentence context, or words in whole texts.
- b.** Completion test (Heaton, 1988: 62) The completion items can be used for the testing of vocabulary. Test which present such items in a context are generally preferable to those which rely on single words or on definitions.
- c.** Gap-fill task (Thornbury, 2002: 133), Gap-fill tests require learners to recall the word from memory in order to complete a sentence or text. Thus, they test the ability to produce a word rather than simply recognize it. The best-known example of this test type is the cloze test. In a cloze test, the gaps are

regularly spaced. In this way, knowledge of a wide range of a word type is tested. Moreover, the ability to complete the gaps depends on understanding the context. Example: Because of the snow, the football match was ... until the following week.

7. Descriptive text

According to Anderson (1998:27), “Descriptive text is a text which describes a particular person, place or things”. 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.

The generic structures of descriptive text are:

- Identification is introducing where or who is the subject is being describe.
- Description is describes part, qualities, and characteristic of the person, place, or things to be describe.

Grammatical features

- Using simple present tense
- Using noun
- Using verb
- Using adverb

8. Part of speech

Traditionally a noun is defined as a word that names “a person, place, thing, or idea”. This defines the noun category according to what its members are

assumed to typically denote, so it is a meaning-based or semantic definition (Delahunty & Garvey :2010:148).

A compound noun is a single noun made up of two or more words. The compound noun may be written as one word, as a hyphenated word, or as two or more words (Warriner: 2009:7).

Here are some examples for persons are brother, Cindy, doctor. For place are parks, San Diego Zoo, store, Mid-Cities Mall. For thing are mailbox, Baltic Sea, mouse, Main Street. For ideas are truth, humor, freedom, friendship.

An adjective is a word that is used to modify a noun or pronoun. To modify a word means to describe the word or to make its meaning more definite. An adjective modifies a noun or pronoun by telling what kind, which one, how many, or how much. Adjectives usually come before the words that describe or modify. Sometimes, however adjective comes after it describes (Warriner:2009:14).

Here are some examples of adjectives are *what kind? Sunny day, blue eyes, British writer, kind person which one or ones? Those students, second one, that hat, any volunteer how many? or how much? Some pencils, two bears, no e-mails, much happiness*. Take the example in a sentence “these grapes are sour”. The adjective sour describes the noun grapes.

A verb is a word that expresses action or a state of being. Verb can be divided into main and helping verbs. The main verb is a verb that expresses action or state of being. Sometimes, other verb added to main verb to make the main verb more specific. These other verbs are called helping verbs. A helping verb

helps the main verb express action or state of being. Helping verbs are called auxiliary verbs (Warriner:2009:17).

Here are some examples of verb in sentences, “We *played* a game of basketball”. (The verb *played* expresses the action we performed). “Hellen *will* attend the music concert”. (The helping verb *will* helps the main verb *attend* express a future action). The most common helping verbs are *Am, being, do, have, must, were, are, can, does, is, shall, will, be, could, had, may, should, would, been, did, has, might* and *was*.

An adverb is word that modifies a verb, an adjective, or another adverb. To modify a word means to describe it or make its meaning more specific. Adverbs make the meaning of a verb, adjective, or another adverb more definite (Warriner:2009:21).

Here are some examples of adverb in sentences, “Cindy strolled the shore, and she *frequently* stopped to collect shells”. The adverb *frequently* modifies the verb stopped. The positions of adverbs, it may come before, after, or between the words they modify for example “*Quietly*, the cat was stalking a bird”. *Quietly* comes before was stalking, the verb phrase it modifies. “The cat was stalking a bird *quietly*”. *Quietly* comes after was stalking, the verb phrase it modifies. “The cat was *quietly* stalking a bird”. *Quietly* comes between was and stalking, the verb phrase it modifies.

A pronoun is a word that is used in place of noun or more nouns or another pronoun. The example of pronoun in a sentence is “Chase said that he must study in this weekend”. The pronoun *he* is used in place of the noun *Chase*. Kinds of

pronoun, the first is personal pronoun refers to the one speaking (first person), the one spoken to (second person), or the one spoken about (third person). The examples are “We were sure that the birds would eat the bread. The personal pronoun “*We*” refers to people speaking. “*Your* dad is on the phone. The personal pronoun “*your*” refers to person to whom someone is speaking. “Holly and Jon got to school early and talked with *their* friends. The personal pronoun “*their*” refers to the people, *Holly and Jon*, about whom someone is speaking. The second is reflexive pronoun. It refers to the subject of a sentence. A reflexive pronoun is necessary to the basic meaning of the sentence. The example is “They recognized *themselves* in the photo”. The reflexive pronoun *themselves* refers to subject *they*. The third is intensive pronoun, it’s emphasizes the word to which it refers. An intensive pronoun is unnecessary to basic meaning of sentence. The example is “she *herself* built the bookcase”. The intensive pronoun herself emphasizes *she* (Warriner:2009:9-10).

An interjection is a word that expresses emotion. An interjection can be left out of a sentence without changing the meaning of the sentence. The most common interjections are *aha*, *ouch*, *wow*, *oh*, *yikes*, *hurray*, *oops*, *well*, and *yippee*. Interjections that express strong emotions are followed by an exclamation point. For example: “*Wow!* What an exciting game that was!”. “*Hey*, what are you doing”. Interjections that express mild emotion are set off from the rest of a sentence by commas. The example is “*Well*, I will try my best” (Warriner:2009:26).

A preposition is a word that shows the relationship between a noun or a pronoun and another word in the sentence. The most common prepositions are *above, before, down, of, under, across, behind, for, on, underneath, after, below, from, since, until, against, beside, in, up, around, between, into, throughout, with, at, by, like, to, and without* (Warriner:2009:23).

Prepositions are often small words such as *to, by, of, in, on, up, off and from*. They make up for their size by performing important task. Prepositions show how one thing relates to something else. The example is supposed that we have a pencil, and we want to show its relationship to a desk. We might say it is on the desk or in the desk or by the desk or under the desk. *On, in, by and under* are prepositions showing how the pencil “relates” to the desk (Larson:2007:47)

Some prepositions are made up of more one word. They are called compound prepositions. The example in a sentence is “The story *according to* Janice is different”, the preposition *according to* shows relationship of story to Janice. Some compound prepositions are *according to, aside from, because of, in addition to, in place of, next to, on account of out of* (Warriner:2009:24).

A conjunction is a word that joins words or groups of words. There are two kinds of conjunctions. The first is coordinating conjunctions. It's joins words or word groups that are used in the same way. Coordinating conjunctions join words, phrases to phrases, and clauses to clauses. Some common coordinating conjunctions are *and, but, for, nor, or, so, and yet*. The second is correlative conjunctions, it is pairs of conjunctions. The pairs work together to join words or word groups that are used in the same way. They join words, phrases, and clauses

to clauses. Some correlative conjunctions are *both... and*, *not only... but also*, *either... or*, *whether... or*, *neither... nor* (Warriner:2009:25).

Here are some examples of coordinating conjunction, “shy but friendly”. The conjunction *but* joins two words. “Doing homework and listening to music”. The conjunction *and* joins two phrase. “I arrived early, so I waited patiently. The conjunction *so* joins two clauses. The example of correlative conjunction is “he is saving money not only for a pet but also for pet supplies”. (the correlative conjunctions *not only... but also* join two phrases).

9. Definition of LGL (List-Group-Label)

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 (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. 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 (Allen:2007:72).

List-Group-Label is strategy that helps students to improve their vocabulary and categorization skills and learn to organize concepts. This strategy helps students organize new concepts in relation to previously learned concepts through grouping and labeling words.

10. The Implementation of List-Group-Label

As the name indicates, List-Group-Label asks students to follow the steps in completing the activity. Prior to beginning a book or unit of the study, the teacher chooses a central concept or reading text. In this study, students are given descriptive text and asked to participate in the following activities (Allen:2007:70).

First activity is listing. Each student brainstorms words by reading a descriptive text given by teacher. Ask students to list as many words as they found that they do not know the meaning.

The second is Group. When each student completes the brainstorming part of this activity (List), divide the class into small group. Students then work in small group to share and combine their words into logical categories. Each group will work to cluster the class list of words into subcategories. As students attempt to combine three to five individual words lists, they begin to discover patterns of words. In this process, they are refining their knowledge of the concept. Students have to work together to combine their individual list into a common group list that cover all of their words. Once students create their categories, they give label each of them by giving part of speech. After that ask students to look for the meaning of each word.

After students know the meaning, they should find the synonym each of them. Synonyms are group of words that have the same or almost the same meaning (Smith:2013:1)

Implementation of list group label strategy

My Rabbit

I have a rabbit. His fur is white and has black spots. He has long ears and a short tail. He also has cute red big eyes! My rabbit likes to eat carrot and other vegetables. When I release my rabbit out of his cage, he used to jump everywhere and hard to catch. So, I could just put him on his cage because I'm afraid that he might run away. I don't want lost my rabbit because I love him very much.

List-group-label

List	Group-Label	Meaning	Synonym
Fur	Noun: Fur	- Bulu	
Spot	- Spot	- Bitnik	- Patch, dot, mark
Long	- Ears	- Telinga	- .
Ears	- Tail	- Ekor	- .
Tail	- Eyes	- Mata	-
Cute	Adj:- Long	- Panjang	- Prolonged, lengthy
Red	- Cute	- Lucu	- Sweet, cuddly
Big	- Red	- Merah	- .
Eyes	- Big	- Besar	- .
Eat	Adverb:	- .	- .
Release	- Hard	- Sukar	- .
Jump	Verb: - Eat	- Makan	- Consume
Hard	- Release	- Melepaskan	- Relax, loosen
Catch	- Jump	- Melompat	- .
Running	- Catch	- Menangkap	- Trap, capture
Lost	- Run	- Lari	- .
	- Lost	- Kehilangan	- Leave.

11. The Advantages of using List-Group-Label

The advantages of list group label strategy can help the students in increasing their vocabulary. Because in list group label strategy the students will make a list of vocabulary, that means easy to remember the unfamiliar vocabulary. And the students also use the verbal concept in familiar the vocabulary. So that helps the students in understanding the information in a text.

Brunner (2011:15) also gives the advantages of list group label strategy as follow:

- 1) Activates background knowledge prior to reading a selection. It can help the student to understand the lesson in brainstorming process.
- 2) Facilitates a deeper understanding of the vocabulary terms.
- 3) Engaging for all students in a classroom with students having a wide range of academic ability.
- 4) Provides differentiation through the choice of selected words for each group.
- 5) Allows for both small and large group discussion. It can apply in all kind of class, small group or large group discussion.
- 6) Encourages collaboration.
- 7) Provides opportunity for students to consider relationship between words. Help the students in group the word that have related.
- 8) Good activity for a substitute teacher. It easy using by the teacher and it's very helped the teacher in teaching process.
- 9) Easy to implement.
- 10) Applicable for a variety of subjects. List group label can be applied in a variety of subject.

2.2 Review of previous studies

There are many previous studies conducted related to the topic of the use of specific strategy to develop students' vocabulary mastery. Here are some

previous studies which are relevant to the strategy of teaching and learning vocabulary in each level.

Maulida Rani Safitri (2016) *The Use of List-Group-Label Strategy to Improve Students' Vocabulary of Recount Text* (A Classroom Action Research at the Eighth Grade of MTs NU 01 Banyuputih Batang in the Academic Year of 2015/2016). The result was obtained by analyzing the data from observation and achievement of the test each cycle. In the pre cycle the average of the students was 38.1. Many students got low score under the achievement indicator of 68. In the first cycle based on the observation, there were 56% of students joining the class. Then, the average of the students' achievement was 63.1. In the second cycle there was 80% of students enjoying the lesson. The average of the students' achievement in the second cycle was 74.1. Based on the analysis, it can be concluded that the use of list-group-label strategy is recommended for English teacher in teaching vocabulary. It can create fun condition for learning and encourage students to be active in the class. The important thing is that it can improve students' vocabulary skills.

Based explanation above, the writer can take conclusion that the similarities between this previous research and this research are the same material that is focus on vocabulary. The strategy is same with this research especially list-group-label strategy and the method are different, this research using experimental group especially quasi design and the previous research using classroom action research. Different is about the grade this previous research used eight grade and this research used seventh graders at junior high school. The

topic are different, the writer use descriptive text and the previous study use recount text.

In addition, 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)*. The results showed that there was a significant difference in the student's achievement between the experimental and the control groups. The significant (2-tailed) coefficient was 4% and it was lower than the significant coefficient 5%, so the working hypothesis was accepted. Besides, the percentage of students' learning improvement after they got the treatment was 42%. These results indicates that the use of List-Group-Label (LGL) strategy in developing students' academic vocabulary mastery is effective and it can be used as an alternative strategy which facilitates students' academic vocabulary development. It is suggested that List-Group-Label (LGL) strategy can be used in teaching and learning academic vocabulary by integrating it into reading activities. The pedagogical implication was proposed to the teachers and the students. The teachers should be good facilitator in the learning activities and the students need to be active learners in the effort of developing their academic vocabulary mastery.

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 graders to research and the research method. The graders of

this previous research used eleventh grade at senior high school and this research used seventh grade at junior high school. The research method this previous research are same with this research, it is used a Quasi Experimental research.

The third study was carried out by Angga Triana (2012) *The Effectiveness of Using Grouping and Organizing Strategy to Teach Vocabulary to the Students of Fifth Grade Students of SDN I Wonorejo Sumbergempol Tulungagung*. The research design of this study is experimental design with quantitative approach with one-group pretest-posttest design. The population of this study was the fifth grade students of SDN I Wonorejo Sumbergempol Tulungagung. The sample is used population sampling, the fifth grade students of SDN I Wonorejo Sumbergempol that consist 44 as population sampling. The data analysis is done by using T-test. The result shows that the mean of student's score in teaching vocabulary before taught using grouping and organizing vocabulary is 75,89. While the mean of student's score in teaching vocabulary after using grouping and organizing vocabulary is 86,39. The T-count was 4,16, whereas T-table with significant level 5% was 2,02 so, Tcount was bigger than Ttable. This means that H_a which states that there is significant different score of the students who are taught before and after using grouping and organizing vocabulary. Whereas, H_o states that there is no significant different score of the students who are taught before and after using grouping and organizing vocabulary. In other words, grouping and organizing vocabulary can be used as an effective strategy to teach vocabulary to the students at elementary level.

The writer can take 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. Different is about the graders this previous research used fifth graders at elementary school and this research used seventh graders at junior high school. The research method this previous research used pre experimental research and this research used Quasi experimental research. The research method both are difference.

From the previous studies above, the writer concludes that it is important to apply a strategy to develop students' academic vocabulary. In addition, the strategy that is used has to be appropriate with the students' ability and difficulty's level of the passage. As a result, the students can develop their academic vocabulary mastery. The research about the use of List-Group-Label (LGL) strategy to improve students' academic vocabulary is still rarely conducted, so the writer is interested in using this strategy in her study. The result of this study may help the teacher as the consideration to use this strategy by integrating it into reading activities and the students can improve their academic vocabulary mastery by using List-Group-Label (LGL) strategy.