

**SKRIPSI**



**USING LIST GROUP LABEL (LGL) STRATEGY TO IMPROVE THE  
STUDENTS' VOCABULARY MASTERY  
(A Classroom Action Research of the seventh grade students at MTS Nurul  
Hikmah Banyuurip Pati in Academic Year 2018/2019)**

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TEACHER TRAINING AND EDUCATION FACULTY  
MURIA KUDUS UNIVERSITY**

**2019**



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**Presented to the Muria Kudus University  
In Partial Fulfill of the Requirements for Completing the  
Sarjana Program in English Education Department**

**By:**

**HESTI SUSANTI**

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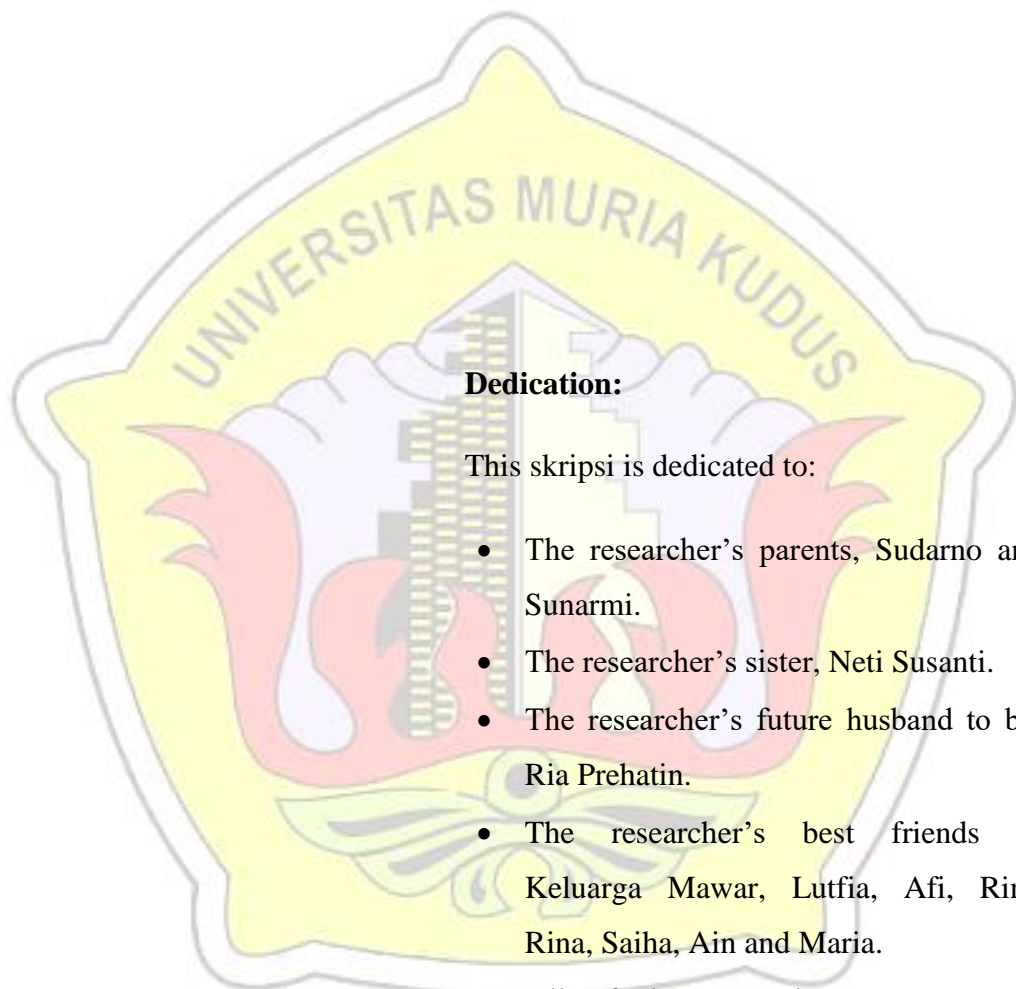
**ENGLISH EDUCATION DEPARTMENT  
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**2019**

## MOTTO AND DEDICATION

### **Motto:**

- Allah is always there for us.
- Remember Me and I will remember you. (Q.S. Al-Baqarah 2: 152)



### **Dedication:**

This skripsi is dedicated to:

- The researcher's parents, Sudarno and Sunarmi.
- The researcher's sister, Neti Susanti.
- The researcher's future husband to be, Ria Prehatin.
- The researcher's best friends of Keluarga Mawar, Lutfia, Afi, Rini, Rina, Saiha, Ain and Maria.
- All of the researcher's friends that cannot be mentioned one by one.

## ADVISORS' APPROVAL

This is to certify that the Skripsi of Hesti Susanti (2015-32-007) has been approved by the skripsi advisors for further approval by Examining Committee.

Kudus, 16<sup>th</sup> August 2019

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The researcher also gives the deepest appreciation and gratitude to:

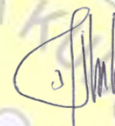
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Nothing is perfect in this word. The researcher realized that this skripsi is still far from being perfect. Any suggestions are received for better result. Therefore, the researcher hopes this skripsi can be useful for readers and the other researchers.

Kudus, 6<sup>th</sup> August 2019

The researcher



Hesti Susanti





## ABSTRACT

Susanti, Hesti. 2019. *“Using List Group Label (LGL) Strategy to Improve the Students’ Vocabulary Mastery (A Classroom Action Research of the seventh grade students at MTS Nurul Hikmah Banyuurip Pati in Academic Year 2018/2019)”*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (1) Nuraeningsih, S.Pd., M.Pd. (2) Mutohhar, S.Pd., M.Pd.

Key Words: *Vocabulary mastery, List Group Label (LGL) Strategy.*

Vocabulary becomes the important things before learn English, because that is a key of the English students to communicate successfully with others. Many students got difficulties to memorizing and mastering vocabulary. Therefore, to make the students could memorize and mastering the vocabulary, the researcher implements List-Group-Label (LGL) Strategy to improve the students’ vocabulary mastery. List Group Label (LGL) Strategy is the strategy that can make the students create their words related on the topic. This strategy is almost the same with main mapping.

This research aims to know the improvement of the students’ vocabulary mastery of the seventh grade students at MTS Nurul Hikmah Banyuurip Pati in academic year 2018/2019 after taught by using List Group Label (LGL) Strategy.

The researcher used classroom action research design with cycle 1 and cycle 2. The researcher determined the seventh grade students at MTS Nurul Hikmah Banyuurip Pati in ac ademic year 2018/2019. In addition, the researcher used two kinds of instruments, those are observation sheet and achievement test.

The result of the research shows that there was improvement of the students’ vocabulary mastery of MTS Nurul Hikmah Banyuurip Pati in academic year 2018/2019 after taught by using List Group Label (LGL) Strategy. The students were active in the class and they increased their score of vocabulary mastery. It can be seen from the result of the students’ achievement test. In pretest, the average score of students was 60. Then the researcher did the cycle 1,, the average’ score was 71. In other side, In cycle 2, the average’ score of the students was 77,3. It means, the students increased their average’ score of vocabulary mastery, because the average more than standard passing grade.

From this research, could be concluded that List Group Label (LGL) Strategy was good to teach the descriptive text, because, there was improvement of students’ vocabulary mastery. The suggestion from this research, the teacher can use this strategy to improve the students’ vocabulary mastery.

## ABSTRAK

Susanti, Hesti. 2019. *“Using List Group Label (LGL) Strategy to Improve the Students’ Vocabulary Mastery (A Classroom Action Research of the seventh grade students at MTS Nurul Hikmah Banyuurip Pati in Academic Year 2018/2019)”*. Skripsi. English Education Department, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (1) Nuraeningsih, S.Pd., M.Pd. (2) Mutohhar, S.Pd., M.Pd.

Kata Kunci: *Vocabulary mastery, List Group Label (LGL) Strategy.*

Kosa kata sangatlah penting sebelum belajar tentang bahasa Inggris, karena kosa kata adalah kunci dari siswa yang belajar bahasa Inggris untuk berkomunikasi. Banyak siswa yang kesulitan untuk menghafal dan memahami kosa kata dalam bahasa Inggris. Oleh karena itu, untuk membuat siswa dapat mengingat dan memahami kosa kata dalam bahasa Inggris, peneliti mengimplementasikan List-Group-Label (LGL) Strategy agar siswa dapat meningkatkan pemahaman kosa kata bahasa Inggris mereka. List Group Label (LGL) Strategy adalah sebuah strategi yang dapat membuat siswa mengkreasikan kata-katanya sendiri, mereka mencari kata-kata dari kamus terkait topik yang diberikan. Strategi ini hampir sama dengan mind mapping.

Penelitian ini bertujuan untuk mengetahui peningkatan penguasaan kosa kata bahasa Inggris dari siswa kelas tujuh MTS Nurul Hikmah Banyuurip Pati pada tahun ajaran 2018/2019 setelah diajarkan menggunakan List Group Label (LGL) Strategy.

Peneliti menggunakan model penelitian tindakan kelas yang terdiri dari siklus 1 dan siklus 2. Peneliti menentukan siswa kelas tujuh dari MTS Nurul Hikmah Banyuurip Pati pada tahun ajaran 2018/2019. Pada penelitian ini, peneliti menggunakan dua instrument, yaitu observasi dan tes.

Hasil dari penelitian menunjukkan bahwa ada peningkatan penguasaan kosa kata dari siswa MTS Nurul Hikmah Banyuurip Pati pada tahun ajaran 2018/2019 setelah diajarkan menggunakan strategi List Group Label (LGL). Siswa menjadi aktif dikelas dan penguasaan kosa kata mereka meningkat. Peningkatan tersebut dapat dilihat dari nilai rata-rata tes siswa. Sebelumnya, nilai rata-rata siswa adalah 60. Kemudian, peneliti melakukan siklus 1 yang mana meningkat menjadi 71. Pada siklus kedua, nilai rata-rata siswa menjadi 77.3. Artinya, ada peningkatan penguasaan kosa kata pada siswa, karena, nilai rata-ratanya diatas KKM.

Dari penelitian ini, dapat disimpulkan bahwa List Group Label (LGL) Strategy adalah strategi yang baik untuk mengajar deskriptif teks, karena, ada peningkatan pemahaman kosa kata dari siswa. Saran dari penelitian ini, guru dapat menggunakan strategi ini untuk meningkatkan pemahaman kosa kata dari siswa.

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