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CHAPTER I

INTRODUCTION

A. Background of Problem

Vocabulary is one of the language components that has an important role for language learner in learning foreign language. Nunan (1991:118) stated that vocabulary is an important element in the acquisition of a second language. River (1983) in Nunan (1991:117) has also argued that the acquisition of an adequate vocabulary is essential for successful second language use. Because without an extensive vocabulary we will be unable to use the structure and function we may have learnt for comprehensible communication.

According to Cameron (2001: 84), vocabulary is a core component of language proficiency and it provides much of the basic for how well learners speak, listen, read, and write. So, vocabulary is a main component which should be mastered by students to get and understand whole English skills; receptive skills (listening and reading) and productive skills (speaking and writing).

State Junior High School 23 Pekanbaru is one of the schools in Pekanbaru city. As a formal education, this School is also conducting English language teaching for its students, especially for reading skill. The curriculum 2013 is used in the learning process. Based on the syllabus of Junior High School the students must achieve two competences; those are core competence



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and basic competence. For core competence, the students require 4 competences, KI 1, respect and appreciate the teaching of their religion. KI 2 includes the honest behavior, discipline, responsibility, and confidence. KI 3 is to understand and apply knowledge. And KI 4 is rework and reasoning in the real concrete. In State Junior High School 23 Pekanbaru, English is taught twice a week with duration 80 minutes for one meeting. It means that they have time to learn for 160 minutes in a week. In this school, teaching vocabulary is taught for all skills (Reading, speaking, listening and writing).

Based on the researcher's preliminary research at State Junior High School 23, it is clear that some of the students were still facing problems and difficulties in learning vocabulary. In this school, researcher found that many of the students still had lack of vocabulary. It can be seen from teaching learning condition, the teacher gave a word to the students and asked them to think the word related to the topic that had been given. In this condition, the students looked up their dictionary to find the word. In the last learning process, the teacher asked the students to mention the word that they wrote before without reading the book. But, the students could not mention the words, because they forgot them. In this case, the students still depended on dictionary. The other problem was that the students were difficult to identify part of speech like noun, verb, adjective, and adverb. Generally, the teacher gave the instruction to memorize 5 until 10 new words or unfamiliar words found in a week, and if the



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time was over the teacher tested their memory by asking them the new words.

Based on the explanation above, the researcher found phenomena as follows:

1. Some of the students got difficulties to know the meaning of word.
2. Some of the students got difficulties to spell words correctly in English.
3. Some of the students got difficulties to determine the synonym or antonym of the words.
4. Some of the students got difficulties to use good words in grammar.
5. Some of the students got difficulties to know about word formation.

Based on the phenomena above, the researcher wanted to implement a strategy to improve students' vocabulary mastery called List-Group-Label Strategy. List, Group, Label is one of the strategies that is suitable for vocabulary. List-Group-Label is a strategy that allows for both small and large group discussion. According to Allen (2007: 69), 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. In conclusion, List-Group-Label is one of the strategies in learning that is suitable to memorize a new word.

Based on the background of the problems described above, the researcher conducted a research entitled **“The Effect of Using List-Group-Label Strategy on Students' Vocabulary at State Junior High School 23 Pekanbaru”**.



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B. Problem

1. Identification of the Problem

Based on the problems the researcher found from the preliminary study, the researcher identifies some problems of this research as follows:

- a. What made some of the students get difficulties to know the meaning of words?
- b. What made some of the students get difficulties to spell the spelling of words correctly in English?
- c. What made some of the students get difficulties to determine the synonym or antonym of the words?
- d. What made some of the students get difficulties to use good words in grammar?
- e. What made some of the students get difficulties to know about the words formation of word (noun, verb, adverb, adjective)?

2. Limitation of the Problem

Dealing with the problems stated above, the researcher needs to limit and focus on using the strategy of this research. The researcher attempts to use an appropriate teaching strategy called List-Group-Labelstrategy in teaching students' vocabulary at State Junior High School 23 that refers to word formation, spelling, grammar, meaning of word, and opposite and similar meaning.

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3. Formulation of the Problem

Based on background of the study, the researcher formulates the problems in the following questions:

- a. Is there any significant difference on students' vocabulary mastery before giving the treatment (List, Group, Label strategy) between experimental group and control group of the eighth grade at state junior high school 23 Pekanbaru?
- b. Is there any significant difference on students' vocabulary mastery after giving the treatment (List, Group, Label strategy) between experimental group and control group of the eighth grade at state junior high school 23 Pekanbaru?
- c. Is there any significant effect of using List-Group-Labelstrategy on students' vocabulary mastery of the eighth grade at State Junior High School 23 Pekanbaru?

C. Objective and Significance of the Research

1. Objectives of the Research

- a. To find out significant difference on students' vocabulary mastery before giving the treatment(List, Group, Label strategy) between experimental group and control group of the eighth grade at state junior high school 23 Pekanbaru.



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- b. To find out the significant difference on students' vocabulary mastery after giving the treatment (List, Group, Label strategy) between experimental group and control group of the eighth grade at state junior high school 23 Pekanbaru.
- c. To find out if there is or not a significant effect of using List-Group-Label strategy on students' vocabulary mastery of eighth grade at State Junior High School 23Pekanbaru.

2. Significance of the Research

The research activity is significantly carried out based on the following needs, they are:

- a. Hopefully, thisresearch is useful and valuable, especially for students and teachers of English at State Junior High School 23 Pekanbaru to be consideration for their future teaching learning English process.
- b. These research findings are also expected to be positive and valuable information for those who are concerned in the field of teaching and learning English as a foreign or second language.
- c. Finally, this research is able to fulfill one of the requirements for award of undergraduate degree at English Education Department of Faculty of Tarbiyah and Teacher Training of State Islamic of Sultan Syarif Kasim Riau.



D. The Reason of Choosing the Title

There are some reasons why the researcher chooses the title as follows:

- a. This research is very important to be discussed and it will be valuable contributions for the researcher particularly and for the English teachers generally to be recognized and applied to the students in teaching vocabulary.
- b. The problem of the research is very interesting to be investigated in term of teaching and learning process. The teacher of English is required to build the students' vocabulary mastery.
- c. As far as researcher is concerned, this research title has never been investigated by any researchers.

E. Definition of the term

To avoid misunderstanding and misinterpretation, it is necessary to define some terms used in this research, they are:

1. Effect

Richards and Schmidt (2002:190), effect is a measure of the strength of one variable's effect on another or the relationship between two or more variables. In this research, effect is defined as the result of teaching vocabulary treated by using List-Group-Label Strategy and the term of effect is referring to the implication of two different variables. Independent variable is the use of vocabulary List-Group-Label strategy and dependent



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variable is students' vocabulary mastery at State Junior High School 23 Pekanbaru.

2. List-Group-Label Strategy

List-Group-Label is one of the strategies that is suitable for vocabulary. According to Allen (2007: 69), List-Group-Label is a brainstorming and categorizing activity that provide students with the opportunity to think about, discuss, categorize, and label words related to a central concept. In this research, List-Group-Label strategy means that a strategy used by the researcher to know the effect on students' vocabulary mastery of the eighth grade at State Junior High School 23 Pekanbaru.

3. Vocabulary

According to Syafi'i (2013: 137), vocabulary refers to effective word/idiom choice and usage, word from mastery, appropriate register. However, in this research, vocabulary refers to the students' list of words that should be acquired by students at State Junior High School 23 Pekanbaru.

4. Mastery

According to Merriam-Webster (1997: 820), Mastery is possession or display of great skill or knowledge. However, in this research mastery refers to the number of vocabulary which was recognized by the students based on their level of school.