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USING LIST GROUP LABEL (LGL) STRATEGY TO IMPROVE VOCABULARY ACHIEVEMENT OF THE SEVENTH GRADE STUDENTS OF SMP NEGERI 20 PALU

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ABSTRACT

The objective of this research is to figure out whether or not the using of List Group Label (LGL) strategy can improve vocabulary achievement of the seventh grade students of SMP Negeri 20 Palu. The population of this research are the seventh grade students of SMP Negeri 20 Palu, the sample was VII D as experimental class and VII A as control class. The research applied quantitative method. The instrument of the data collection were pre-test and post-test. Those data were analyzed statistically. The pre-test was in low level and the post-test was in high level. The pre-test was in low level because the students have difficulties in vocabulary related to hobbies. However, the post-test that in high level because of the List Group Label (LGL) strategy can improve vocabulary achievement. The result of the data analysis shows that the t-counted was greater than the t-table. In conclusion, the use of List Group Label (LGL) strategy can improve vocabulary achievement of the seventh-grade students of SMP Negeri 20 Palu.

Keywords: *Vocabulary; Achievement; List Group Label (LGL); Strategy.*

INTRODUCTION

One of the components of language is vocabulary. According to Webb and Nation (2017) language is made up of words. The presence of vocabulary in a language is essential for communicating in everyday life. In order to communicate effectively, students must be able to recognize and understand vocabulary.

The term "achievement" in the context of teaching English as a foreign language (TEFL) refers to the end result of the teaching and learning process. According to Heaton, as cited in Suci, Pratiwi, and Novrieta (2023: 2), "Achievement in vocabulary is the consequence of what has been taught and learned in the classroom in relation to vocabulary or by people." Based on the previous ideas, vocabulary achievement can be defined as the set of words recognized and understood by students after the effort that has been made. As a result, the achievement criteria refer to the outcome of students' efforts to improve their vocabulary. Vocabulary tests are used to assess their vocabulary achievement, as indicated by their test scores.

Based on the Kurikulum Merdeka, the seventh grade students of SMP Negeri 20 Palu are expected to know various vocabularies related to hobbies. These words can be found in descriptive and transactional texts. By understanding these words, students can improve their language skills.

According to preliminary observations on the seventh grade students of SMP Negeri 20 Palu, the researchers discovered that students are still unable to recognize various words related to hobbies. They have difficulty recalling a number of words. Therefore, their vocabulary is very limited. In addition, they have difficulty spelling words correctly.

From the existing problems, the researchers overcame the problems identified by using the List Group Label (LGL) strategy for students. List Group Label (LGL) strategy is the activity of categorizing ideas related to each other in the same concept. With this strategy, students were able to recall their memories of previous knowledge, search for new words, discuss, organize and label words related to the main topic. Therefore, researcher is interested in conducting a study entitled "Using List Group Label (LGL) Strategy to Improve Vocabulary Achievement of The Seventh Grade Students of SMP Negeri 20 Palu".

The researchers hope that this study will be contributed to English teaching and learning, particularly vocabulary learning. To the students, the result of this research is expected to give them new experience in English learning, especially in vocabulary learning. So, they can be more motivated to improve their abilities through List Group Label (LGL) strategy. To the teachers, the result of this research is expected to guide the selection of language learning strategies. The researchers hope that by applying it deeply to students, this will enrich teachers' knowledge. And to other researchers, the result of this research is expected to serve as a reference and provide indirect experience in using the List Group Label (LGL) strategy to increase vocabulary achievement.

As previously stated, seventh grade students of SMP Negeri 20 Palu have various vocabulary problems when learning English. They have difficulty recalling words, particularly vocabulary related to hobbies. They also have misspelled words. As a result, researchers hope that the List Group Label (LGL) strategy will provide a solution to existing problems. Based on this, the researchers formulated a problem question as follows: Can using List Group Label (LGL) strategy improve vocabulary achievement of the seventh grade students at SMP Negeri 20 Palu?

Some writers have conducted the research on improving vocabulary by using List Group Label (LGL) strategy. The first research was conducted by Rahmi (2021). She investigated The Effectiveness of Using List Group Label Strategy Students on Vocabulary Achievement. She found that the use of List Group Label (LGL) strategy was effective on students' vocabulary achievement.

The second research by Firmansyah (2020) examined Increasing Students' Vocabulary by Using List Group Label (LGL) Strategy at The Seventh Grade of Mts DDI Darul Ulum Kalangkangan. The application of List-Group-Label strategy is effective to increasing students' vocabulary.

The third research by Sulaiman (2019) examined 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. List Group Label (LGL) strategy was significantly effective in teaching vocabulary and the treatments gave strong effect to the students in learning vocabulary.

The researchers found similarities and differences among some related studies mentioned above. All of them used the List Group Label (LGL) strategy in vocabulary learning. Meanwhile, the differences can be seen in the research design and the research subject. Considering this, the difference between the current study and the previous studies is that the researchers used quasi experimental as research design and the seventh grade students of SMP Negeri 20 Palu as the research subject. Furthermore, this study concentrated completely on noun, specifically common noun.

This research aims at investigating whether or not using of List Group Label (LGL) strategy improves vocabulary achievement of the seventh grade students of SMP Negeri 20 Palu. to meet the objective, this research will follow a step-by-step method that has been determined.

METHOD

This research refers to a quantitative research approach. Research design used in this study is a quasi-experimental design. It consists of two classes namely experimental and control class. The kind of instrument used by researchers to get the data is test. The tests used are pre-test and post-test. Before giving treatment, both the experimental group and the control group was given a test, namely pre-test. The purpose of this pre-test is to assess students' vocabulary

achievement. The treatment by using List Group Label (LGL) strategy was given to the experimental class while control class did not receive it. Then after being given treatment, the experimental group and the group control was given a test, namely post-test. The purpose of this test is to find out whether the strategy that have been carried out is effective or not on the achievement of students' vocabulary. The type of test used in the pretest and posttest is matching words consisting of 20 items.

Purposive sampling was used in the research to select the sample. This is in accordance with the research design. Purposive sampling assists the researcher by providing information about each class's background such as the student's English score. Based on the assessment of the English teacher at SMP Negeri 20 Palu, Class VII A and VII D have the similar vocabulary problems, and their scores are not significantly different. The researcher wants to determine which class has improved vocabulary achievement. Therefore, the researcherS selects the class VII D as the experimental group and the class VII A as the control group.

Researchers applied List Group Label (LGL) strategies as a treatment to improve students' vocabulary achievement. After the pre-test, the experimental group was treated through the use of a List Group Label (LGL) strategy. Students can activate prior knowledge and connect words to a concept. This treatment was carried out during 4 meetings. The treatment procedure can be seen in the following table:

Table 3.4 Teaching Outline

Meeting	Topics	Teacher's Activity	Students' Activity
1st	Reading	-Giving students stimulation by asking some questions related to the topic -Asking students to mention words related to the topic as a word list -Dividing the class into small groups -Guiding students in creating a group of words and assigning a label as a title to each group -Asking students to present the result of group discussion -Distributing an exercise task and asking them to complete the sentences using the appropriate words individually -Giving feedback to the students	-Responding the teacher's questions -Identifying the words related to the topic -Working in groups and brainstorming words related to the topic -Asking the questions related to the topic -Listing, categorizing words into group and justifying the label for each group -Presenting group's discussion in front of class and stating the

			reason of the label they given for each group -Students go back to their seats -Students get the exercise task and starting to complete the sentences using the appropriate words individually -Students submit the results of their assignments to the teacher -Getting feedback from the teacher
2nd	Drawing	-Giving students stimulation by asking some questions related to the topic -Asking students to mention words related to the topic as a word list -Dividing the class into small groups -Guiding students in creating a group of words and assigning a label as a title to each group -Asking students to present the result of group discussion -Distributing an exercise task and asking them to complete the sentences using the appropriate words individually -Giving feedback to the students	-Responding the teacher's questions -Identifying the words related to the topic -Working in groups and brainstorming words related to the topic -Asking the questions related to the topic -Listing, categorizing words into group and justifying the label for each group -Presenting group's discussion in front of class and stating the reason of the label they given for each group -Students go back to their seats -Students get the exercise task and starting to complete the sentences using the appropriate words individually -Students submit the results of their assignments to the teacher -Getting feedback from the teacher

3rd	Singing	-Giving students stimulation by asking some questions related to the topic -Asking students to mention words related to the topic as a word list -Dividing the class into small groups -Guiding students in creating a group of words and assigning a label as a title to each group -Asking students to present the result of group discussion -Distributing an exercise task and asking them to complete the sentences using the appropriate words individually -Giving feedback to the students	-Responding the teacher's questions -Identifying the words related to the topic -Working in groups and brainstorming words related to the topic -Asking the questions related to the topic -Listing, categorizing words into group and justifying the label for each group -Presenting group's discussion in front of class and stating the reason of the label they given for each group -Students go back to their seats -Students get the exercise task and starting to complete the sentences using the appropriate words individually -Students submit the results of their assignments to the teacher -Getting feedback from the teacher
4th	Cooking	-Giving students stimulation by asking some questions related to the topic -Asking students to mention words related to the topic as a word list -Dividing the class into small groups -Guiding students in creating a group of words and assigning a label as a title to each group -Asking students to present the result of group discussion -Distributing an exercise task and	-Responding the teacher's questions -Identifying the words related to the topic -Working in groups and brainstorming words related to the topic -Asking the questions related to the topic -Listing, categorizing words into group and justifying the label for

	asking them to complete the sentences using the appropriate words individually -Giving feedback to the students	each group -Presenting group's discussion in front of class and stating the reason of the label they given for each group -Students go back to their seats -Students get the exercise task and starting to complete the sentences using the appropriate words individually -Students submit the results of their assignments to the teacher -Getting feedback from the teacher

The data statistically analyzed by the researchers. The researchers computed each student's individual score using the formula recommended by Arikunto (2006), which is as follows:

$$\Sigma = x/(N) \times 100 \quad (1)$$

Where:

∑ = Individual Score

X = Obtained Score

N = Maximum Score

100 = Constant Number

Next, the formula that researchers used for count mean score of pre-test and post-test of experimental group and control group stated by Hatch and Farhady (1982):

$$\bar{X} = (\sum x)/N \quad (2)$$

Where:

$\bar{X}$ = Mean Score

∑x = Sum of an Individual Score

N = Number of Students

After getting the mean score of both tests, the researchers counted the mean score of deviation of students' score in experimental group and control group. The formula proposed by Arikunto (2006):

$$Mx = (\sum x)/N \quad (3)$$

$$My = (\sum y)/N \quad (4)$$

Where:

Mx = Mean Score of deviation of experimental group

∑x = Sum score of experimental group

My = Mean Score of deviation of control group

∑y = Sum score of control group

N = Number of Students

Next, the researchers applied the standard deviation formula to determine the variance between the scores of the students in the experimental class and the students in the control class:

$$\sum x^2 d = \sum x^{(2)} - \llbracket (\sum x) \rrbracket ^2/N \quad (5)$$

$$\sum y^2 d = \sum y^{(2)} - \llbracket (\sum y) \rrbracket ^2/N \quad (6)$$

Where:

∑x^2 d = Standard deviation of experimental group

∑x^(2) = Sum of square deviation of experimental group

∑x = Deviation of experimental group

∑y^2 d = Standard deviation of control group

∑y^(2) = Sum of square deviation of control group

∑ y = Deviation of control group

N = Number of students

To obtain the value of t-counted, the researchers utilized the formula written by Arikunto (2006):

$$t = (Mx - My)/\sqrt{(((\sum x^2 d - \sum y^2 d)/(Nx+Ny-2))(1/Nx+1/Ny))} \quad (7)$$

Where:

t = Searched t-counted value

Mx = Mean score of deviation of experimental group

My = Mean score of deviation of control group

∑x^2 d = Standard deviation of experimental group

∑y^2 d = Standard deviation of control group

Nx = Number of experimental group students

Ny = Number of control group students

The criteria for testing a hypothesis were as follows: if the t-counted value is higher than the t-table value (t-counted > t-table), the hypothesis is accepted; if it is lower (t-counted < t-table), the hypothesis is rejected. The researchers chose to test for a significant difference between the two groups at the 0.05 level of significance with 53 degrees of freedom. This level of significance is produced by deducting the total of the research sampling from two (Nx + Ny - 2), as shown below.

Experimental group (Nx) = 26

Control group (Ny) = 29

Degree of freedom (df) = Nx + Ny - 2

RESULT AND DISCUSSION

The researchers present data obtained through pretest and posttest. The researchers gave a pre-test to the experimental group and control group. The pretest was given to measure students' prior knowledge of vocabulary. The researchers conducted the pre-test for experimental and control class on November 14, 2023. The result of the pre-test both experimental and control class are presented in the following table:

Table 4.1 The Result of Pre-test of Experimental Class

No	Initial	Matching Words	Maximum Score	Individual Score
1	A	9	20	45
2	A	12	20	60
3	AK	14	20	70
4	AP	8	20	40
5	APR	10	20	50
6	AR	12	20	60
7	CN	16	20	80
8	IK	14	20	70
9	J	9	20	45
10	K	13	20	65
11	MA	10	20	50
12	MN	12	20	60
13	MR	11	20	55
14	MRR	14	20	70
15	MSR	7	20	35
16	N	12	20	60
17	NNR	12	20	60
18	OS	13	20	65
19	R	11	20	55
20	RA	9	20	45
21	RP	8	20	40
22	RR	13	20	65
23	S	15	20	75
24	SP	17	20	85
25	SPP	16	20	80
26	SR	12	20	60
	Total	309	520	1545

The mean score of the students' pre-test in experimental class:

$$\bar{X} = (\sum x)/N$$

$$= 1545/26$$

$$= 59.42$$

Table 4.2 The Result of Pre-test of Control Class

No	Initial	Matching Words	Maximum Score	Individual Score
1	A	12	20	60
2	AA	13	20	65
3	AM	16	20	80
4	ARA	17	20	85
5	AZ	16	20	80
6	CR	11	20	55
7	DI	16	20	80

8	EMR	14	20	70
9	FND	10	20	50
10	GA	16	20	80
11	JECB	17	20	85
12	KP	11	20	55
13	M	10	20	50
14	MF	11	20	55
15	MF	12	20	60
16	MGWR	16	20	80
17	MJ	12	20	60
18	MR	16	20	80
19	MRA	16	20	80
20	MRAR	10	20	50
21	MTI	10	20	50
22	N	11	20	55
23	N	13	20	65
24	NA	16	20	80
25	NA	14	20	70
26	PAS	10	20	50
27	QY	13	20	65
28	R	11	20	55
29	R	16	20	80
	Total	386	580	1930

The mean score of the students' pre-test in control class:

$$\bar{X} = (\sum x)/N$$
$$= 1930/29$$
$$= 66.55$$

Based on the data in tables 4.1 and 4.2, the researchers calculated the mean score of the pre-test in experimental class is 59.42 and the mean score of the pre-test in control class is 66.55. In English learning of the seventh grade students at SMP Negeri 20 Palu, the passing grade or Kriteria Ketercapaian Tujuan Pembelajaran (KKTP) is 78. Based on this, there are 3 students of experimental class who get successful on the passing grade while there are 11 students of control class who get successful on the passing grade during the pre-test. It indicates that control class students have a larger vocabulary than experimental class students.

After completing the treatment in the experimental class, the researchers administered a post-test to both classes. This aims to determine whether the use of List Group Label (LGL) strategy is effective in improving students' vocabulary achievement or not. The post-test was given to experimental and control class on November 28, 2023. The result of the post-test both experimental and control class are presented in the following table:

Table 4.3 The Result of Post-test of Experimental Class

No	Initial	Matching Words	Maximum Score	Individual Score
1	A	12	20	60
2	A	16	20	80
3	AK	17	20	85
4	AP	14	20	70

5	APR	10	20	50
6	AR	16	20	80
7	CN	16	20	80
8	IK	18	20	90
9	J	14	20	70
10	K	11	20	55
11	MA	13	20	65
12	MN	16	20	80
13	MR	13	20	65
14	MRR	17	20	85
15	MSR	12	20	60
16	N	16	20	80
17	NNR	17	20	85
18	OS	16	20	80
19	R	16	20	80
20	RA	14	20	70
21	RP	13	20	65
22	RR	16	20	80
23	S	16	20	80
24	SP	16	20	80
25	SPP	18	20	90
26	SR	16	20	80
	Total	389	520	1945

The mean score of the students' post-test in experimental class:

$$\bar{X} = (\sum x)/N$$

$$= 1945/26$$

$$= 74.81$$

Table 4.4 The Result of Post-test of Control Class

No	Initial	Matching Words	Maximum Score	Individual Score
1	A	15	20	75
2	AA	13	20	65
3	AM	17	20	85
4	ARA	16	20	80
5	AZ	18	20	90
6	CR	13	20	65
7	DI	14	20	70
8	EMR	16	20	80
9	FND	10	20	50
10	GA	15	20	75
11	JECB	18	20	90
12	KP	11	20	55
13	M	12	20	60
14	MF	12	20	60
15	MF	16	20	80
16	MGWR	17	20	85
17	MJ	16	20	80
18	MR	15	20	75
19	MRA	16	20	80
20	MRAR	12	20	60
21	MTI	11	20	55
22	N	10	20	50
23	N	16	20	80
24	NA	16	20	80

25	NA	16	20	80
26	PAS	15	20	75
27	QY	16	20	80
28	R	12	20	60
29	R	13	20	65
	Total	417	580	2085

The mean score of the students' post-test in control class:

$$\bar{X} = (\sum x)/N$$
$$= 2085/29$$
$$= 71.90$$

The result of computation obviously showed that there was significant difference between students' post-test mean score of experimental class and students' post-test mean score of control class. The students' post-test mean score in experimental class (74.81) was higher than the students' post-test mean score in control class (71.90). According to the passing grade (78), there are 16 students of experimental class who get successful on the passing grade while there 13 students of control class who get successful on the passing grade. These results show that students' vocabulary achievement in the experimental class improves significantly after the treatment.

After calculating the mean score of students' pre-test and post-test for both experimental and control class, the researcher computes the deviation and square deviation of the students' scores between experimental and control class. The results are presented in table 4.5 and 4.6.

Table 4.5 The Deviation and Square Deviation of Pre-test and Post-test of Experimental Class

No	Initial	Individual Score		Deviation (d)	Square
		Pre-test (x_1)	Post-test (x_2)	(x_2 - x_1)	Deviation (d^2)
1	A	45	60	15	225
2	A	60	80	20	400
3	AK	70	85	15	225
4	AP	40	70	30	900
5	APR	50	50	0	0
6	AR	60	80	20	400
7	CN	80	80	0	0
8	IK	70	90	20	400
9	J	45	70	25	625
10	K	65	55	-10	100
11	MA	50	65	15	225
12	MN	60	80	20	400
13	MR	55	65	10	100
14	MRR	70	85	15	225
15	MSR	35	60	25	625
16	N	60	80	20	400
17	NNR	60	85	25	625
18	OS	65	80	15	225
19	R	55	80	25	625
20	RA	45	70	25	625
21	RP	40	65	25	625

22	RR	65	80	15	225
23	S	75	80	5	25
24	SP	85	80	-5	25
25	SPP	80	90	10	100
26	SR	60	80	20	400
	Total	1545	1945	400	8750

The mean score of the deviation of pre-test and post-test in experimental class:

$$Mx = (\sum x)/N$$
$$= 400/26$$
$$= 15.38$$

Table 4.6 The Deviation and Square Deviation of Pre-test and Post-test of Control Class

No	Initial	Individual Score		Deviation (d)	Square
		Pre-test (x_1)	Post-test (x_2)	(x_2 - x_1)	Deviation (d^2)
1	A	60	75	15	225
2	AA	65	65	0	0
3	AM	80	85	5	25
4	ARA	85	80	-5	25
5	AZ	80	90	10	100
6	CR	55	65	10	100
7	DI	80	70	-10	100
8	EMR	70	80	10	100
9	FND	50	50	0	0
10	GA	80	75	-5	25
11	JECB	85	90	5	25
12	KP	55	55	0	0
13	M	50	60	10	100
14	MF	55	60	5	25
15	MF	60	80	20	400
16	MGWR	80	85	5	25
17	MJ	60	80	20	400
18	MR	80	75	-5	25
19	MRA	80	80	0	0
20	MRAR	50	60	10	100
21	MTI	50	55	5	25
22	N	55	50	-5	25
23	N	65	80	15	225
24	NA	80	80	0	0
25	NA	70	80	10	100
26	PAS	50	75	25	625
27	QY	65	80	15	225
28	R	55	60	5	25
29	R	80	65	-15	225
	Total	1930	2085	155	3275

The mean score of the deviation of pre-test and post-test in control class:

$$My = (\sum y)/N$$
$$= 155/29$$
$$= 5.34$$

After getting the mean deviation of both classes, the researchers compute the sum of square deviation of both experimental and control class as shown below:

1. Experimental class

$$\sum x^2 d = \sum x^2 - (\sum x)^2/N$$

$$= 8750 - (400)^2/26$$

$$= 8750 - 160000/26$$

$$= 8750 - 6153.85$$

$$= 2596.15$$

2. Control class

$$\sum y^2 d = \sum y^2 - (\sum y)^2/N$$

$$= 3275 - (155)^2/29$$

$$= 3275 - 24025/29$$

$$= 3275 - 828.45$$

$$= 2446.55$$

To find out the difference between the experimental and control class, the researchers use t-counted formula as follows:

$$t = (Mx - My)/\sqrt{(((\sum x^2 d - \sum y^2 d)/(Nx+Ny-2))(1/Nx+1/Ny))}$$

$$t = (15.38 - 5.34)/\sqrt{(((2596.15-2446.55)/(26+29-2))(1/26+1/29))}$$

$$t = (10.04)/\sqrt{(((149.6)/(53))(55/754))}$$

$$t = (10.04)/\sqrt{(((2.823)(0.07)))}$$

$$t = (10.04)/\sqrt{(0.198)}$$

$$t = 10.04/0.445$$

$$t = 22.562$$

Hypothesis testing is intended to determine whether the use of the List Group Label (LGL) strategy is effective or not in improving students' vocabulary achievement. Based on the results of the data analysis that has been carried out, researchers can prove whether the alternative hypothesis is accepted or rejected. The criteria for hypothesis testing are if t-counted is greater than t-table (t-counted > t-table), this indicates that the alternative hypothesis is accepted, but if t-counted is smaller than t-table (t-counted < t-table), this indicates that the alternative hypothesis is rejected.

After analyzing the data of the test, the result show that t-counted is 22.562. To find the interpretation, the researchers compare the t-counted and t-table by looking at these following indicators:

Level of significance (p) = 0.05

Degree of freedom (df) = Nx + Ny – 2

= 26 + 29 – 2

= 55 – 2

= 53

t-table (0.05, 53) = 1.6741

t-counted = 22.562

t-counted > t-table = 22.562 > 1.6741

The researchers find that t-counted (22.562) is greater than t-table (1.6741). It can be concluded that the alternative hypothesis is accepted. As a result, the use of List Group Label (LGL) strategy can improve vocabulary achievement of the seventh grade students of SMP Negeri 20 Palu.

In conducting this research, the research used quasi experimental research design. The pre-test and the post-test were administered to the experimental and the control class, but the treatment was only given to the experimental class. Experimental class received the treatment by using List Group Label (LGL) strategy, whereas the control class was taught by using the regular method. List Group Label (LGL) strategy is a simple strategy which consists of three main steps. The activities in this strategy consist of listing, grouping, and labelling.

During the treatment, the researchers provided students with a brief overview of how the learning activities were carried out using the List Group Label (LGL) strategy. The first step was to make a list of words. Each student was instructed to mention words associated with a given topic about hobby. They were allowed to look up the words in a dictionary. Their responses could be written on a whiteboard and worksheet. In the second step, students were separated into four groups. They classified the list of words into groups. They connected words with the same relationship. Next step, students are asked to create labels as titles for each group that has been formed. This step labelling concerned the way they thought when grouping words. After that, students presented the results of their group work. In the end of treatment, the exercises were given to the students. They had to complete the sentences using the appropriate words in the box individually. Then the researchers gave the students feedback on what they had learned. In the classroom, the researchers played the role of a facilitator of learning, assisting students with their work and guiding discussion activities.

After conducting the treatment, the researchers administered the post-test to the students in the experimental and control class. The mean post-test score in the experimental class is greater than the mean score in the control class. Furthermore, more students in the experimental class get successful on the passing grade compared to those in the control class. These results

affirm that the students' vocabulary achievement improve by using List Group Label (LGL) strategy.

This research states that there is improvement in students' vocabulary achievement by using List Group Label (LGL) strategy. It is in line with the related studies. The first research conducted by Rahmi (2021) found that the use of List Group Label (LGL) strategy was effective on students' vocabulary achievement. The second research conducted by Firmansyah (2020) showed that the application of List Group Label (LGL) strategy was effective to increasing students' vocabulary. Furthermore, the third research conducted by Sulaiman (2019) proved that List Group Label (LGL) strategy was significantly effective in teaching vocabulary and the treatments gave strong effect to the students in learning vocabulary. The researchers' contribution is to add the finding of vocabulary research related to hobbies. In this study, the researchers found that the vocabulary achievement of seventh grade students of SMP Negeri 20 Palu is improved by using List Group Label (LGL) strategy.

The List Group Label (LGL) strategy is designed to encourage students to improve their vocabulary and categorization skill. This strategy enables teacher to strengthen students' prior knowledge, increase existing vocabulary, and learn new vocabulary. The List Group Label (LGL) strategy can help students memorize a large number of words.

However, the researchers discover problem while using the List Group Label (LGL) strategy with the students. They struggle to create a list of words relating to a given topic because they lack sufficient prior knowledge of the vocabulary. In addition, a few students continue having difficulty with finding appropriate words in the dictionary. To overcome these problems, the researchers should be ready to supplement the students' word lists. With the groups formed, students who have difficulty using the dictionary may learn from their groupmates who can use it correctly, resulting in peer tutoring that encourages students to interact.

CONCLUSION

After conducting the research on seventh grade students at SMP Negeri 20 Palu, the researcher concludes that the List Group Label (LGL) strategy can improve vocabulary achievement. This is proven by the data, which show that the mean post-test score of the experimental class (74.81) is higher than the mean post-test score of the control class (71.90). This implies that the students can remember vocabulary effectively after getting the treatment.

In improving the students' vocabulary, the researchers use List Group Label (LGL) strategy in students' learning activities to make students interested and easier to memorize vocabulary. The students learn to know some words related to hobbies. In learning process, students have to identify words related to the given topic, group the words into sub-categories and label the groups with appropriate titles.

Based on the data analysis, it shows that the t-count value is 22.562. By applying a

significance level of 0.05 with 53 degrees of freedom, the t-table value is 1.6741. Since the t-count value is greater than the t-table, it can be concluded that the alternative hypothesis is accepted and the null hypothesis is rejected. In other words, the use of List Group Label (LGL) strategy to improve vocabulary achievement of seventh grade students at SMP Negeri 20 Palu is effective.

After conducting the research, the researchers provide certain suggestions that may be valuable to teachers, students, and further researchers. For the teachers, they need to make the teaching and learning process more engaging in order to motivate the students to learn English. They can consider implementing the List Group Label (LGL) strategy as an alternative learning. For the students, they should participate in the discussion group actively and think critically on the learning materials. They can use the List Group Label (LGL) strategy in their learning process to assist them improve their vocabulary. And for the further researchers, they may find it helpful as an additional resource and a reference while doing research related to this study.

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