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)

THESIS

Submitted in Partial Fulfillment of the Requirement for the Degree of Bachelor of Education in English Language Education

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2016

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Assalamu'alaikum Wr.Wb.

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Wassalamu'alaikum Wr. Wb.

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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا() إِنَّ مَعَ الْعُسْرِ يُسْرًا

So verily, with every difficulty there is relief (5) Verily, with every difficulty there is relief (6).[1]

[1]A. Yusuf Ali, *The Holy Qur'an: Text, Translation and Commentary* (USA: Amana Corp, 1983), P.1755

ABSTRACT

Title : 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)

Writer : Maulida Rani Safitri

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Key words : Improving students' vocabulary, List-group-label strategy, Classroom Action Research

The background of the study is that students have difficulties understanding vocabulary. A teacher still uses a conventional method in teaching English lessons. The students are only passive in the classroom and easy to get bored. To improve students' understanding on vocabulary, a teacher can use list-group-label strategy as a strategy to teach English. The questions of this research are: what the implementation of list-group-label strategy in teaching vocabulary at the eighth grade of MTs NU 01 Banyuputih Batang in the Academic Year of 2015/2016 is and what the improvement of the use of list-group-label strategy in teaching vocabulary at the eighth grade of MTs NU 01 Banyuputih Batang in the Academic Year of 2015/2016 is.

The research was conducted at MTs NU 01 Banyuputih Batang in the academic year of 2015/2016. The subject of the research was eighth grade students of MTs NU 01 Banyuputih Batang. The number of the subject was 26 students. The design of this research was classroom action research which consisted of pre cycle, first cycle, and second cycle. The techniques of collecting data in this research were observation, documentation and test. In the pre cycle, teachers used a conventional method. The students were given list-group-label strategy in the first cycle and second cycle.

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.

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8. All of my friends especially my classmates of PBI B Nationalism.
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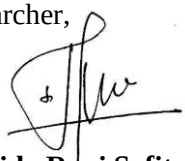
Finally the researcherrealise that this thesis is still far from being perfect.Therefore, the researcher will accept constructive criticism in order to make it better. The researcher hopes that this thesis would be beneficial for everyone. Amiin

Semarang, 01 September 2016

Researcher,



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